



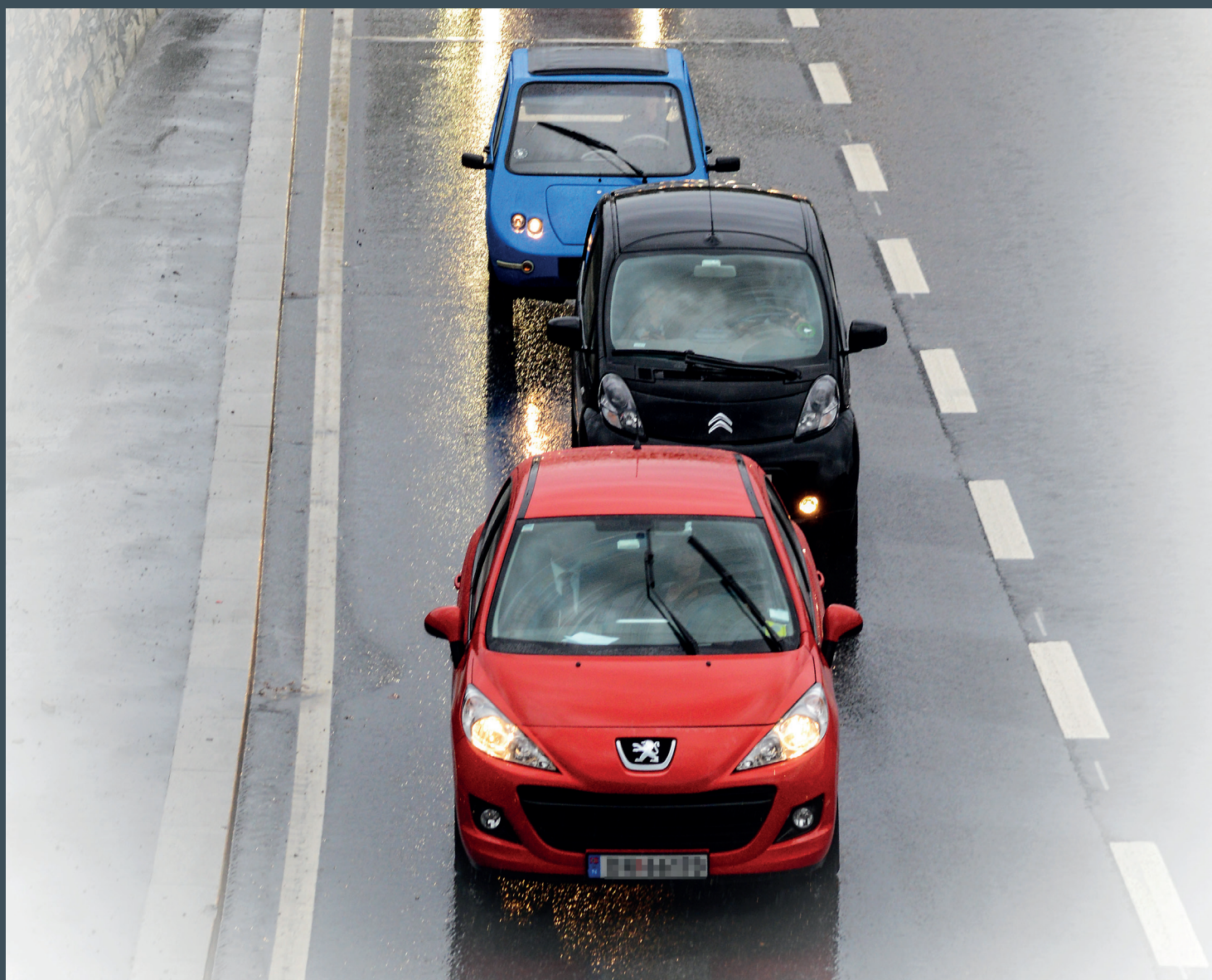
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Norwegian Public Roads
Administration

Curriculum for Driving Licence Categories B, B Code 96 and BE

GUIDELINES

Manual V851E



Norwegian Public Roads Administration Manuals

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**Curriculum for Driving Licence
Categories B, B Code 96 and BE**
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About guidance
"... If one is truly to succeed
in leading another person
to a specific goal,
one must first and foremost
find him where he is
and start there"

Søren Kierkegaard

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Background and purpose

Legal basis for driver training

The Road Traffic Act of 18 June 1965 provides a basis for the rules established for driver training. Pursuant to the Act, the Ministry of Transport and Communications is authorised to specify provisions on the theoretical and practical training of individuals wishing to acquire a driving licence, certificate of skills or proof of having completed other specific driver training. The goals of driver training and the training requirements are established by the Directorate of Public Roads via the Regulations of 1 October 2004 concerning Driver Training and Driving Tests, etc. The regulations state, among other things, that the training must facilitate the learner's attainment of the goals of the training.

The Directorate of Public Roads establishes curricula for driver training in each licence category. These curricula are based on the regulatory requirements regarding goals and training. Curricula do not count as regulations according to the Public Administration Act.

Functions of the curriculum

The curriculum must address the need for information, guidance and – together with the regulations – management of driver training.

Information

By describing the goals and contents of the training, the curriculum provides information for driving instructors and other professionals, but also for the learners themselves and their parents/guardians, on what the training involves and its purpose.

Guidance

First and foremost, the curriculum provides guidance for driving instructors. It presents information on what training is to be provided and guidelines on how this is to take place. It is to serve as a guiding principle and also provide professional and educational inspiration. Driving instructors have a relatively large amount of freedom in the methods they use; in other words, freedom to arrange the subject matter in the manner they feel is best for the learner, as long as they stick to the framework provided by the curriculum. The need for guidance by means of central curricula must be viewed in conjunction with the professional expertise of the instructors.

Management tools

Driving instructors have an important job to do for the community as regards road safety, and they must pave the way for their learners to develop the driving skills that they need to be able to participate in Vision Zero work.

Structure of the curriculum

For each licence category, the curriculum is essentially divided into a general and a category-specific element.

The reasons for the choices made as regards the contents and progression of the driver training are presented together in Chapter 1. There are practical reasons for doing this. It is important to view the other chapters of the curriculum in conjunction with this chapter. It is also essential for the person who will be planning the training to be familiar with the basis for the goals for each step, course and part of the training described in the curriculum.

Chapter 2 provides a brief summary of the contents and progression of the training in Category B.

Chapter 3 describes the training step by step. All steps in the training have an introductory text designed to provide a summary of the training taking place at the step. Reference is also made to the relevant provisions in the driver training regulations, which define a framework for the training. This is then followed by the training goals as specified by the regulations, including the requirement for end-of-step assessments. This text is reproduced on a grey background in order to make it clear that it represents a reproduction of the regulations. Then follows a text which points out that the training must prepare learners to reach the goals, along with brief information on the leeway in this regard. Relevant training contents are organised by topic in accordance with the goals, although the instructor is not obliged to address the subject matter in the order specified. Finally, comments are provided on the step and on any mandatory courses it involves. The aim of these comments is to expand upon intentions and provide the instructor with advice on how best to organise the training.

1 General

Various curriculum levels – from concept to practice

Canadian educational researcher and curriculum theorist John I. Goodlad operates with five different curriculum and interpretation levels describing the process from curriculum concepts to practice (learners' experiences). The main message is that interpretations and decisions at one level are dependent on, and influence, decisions at another level.

The ideal curriculum reflects ideas that are promoted in public debate prior to the formulation of the curriculum document itself. Such ideas may originate from subject fields, research, education and previous experience.

As regards Norwegian driver training, these ideas – or the professional basis on which the curriculum document is based – are derived from documents such as the National Transport Plan and the report Driver competence in a hierarchical perspective; Implications for driver education (2004).

The formal curriculum is the official curriculum document adopted and written, i.e. this document.

The perceived curriculum is the driving instructor's interpretation and understanding of the formal curriculum. This is a critical stage in the process, where the instructor's professional skills are crucial. As the formal curriculum is frequently a product of various interests and may include many compromises, it may also provide scope for various interpretations.

It is important for the driving school to devote sufficient time to analysing the formal curriculum document and becoming familiar with the background material, the ideal curriculum. Instructors' interpretation of the formal curriculum will be dependent on factors such as their experience as instructors, the attitudes, values and skills of themselves and their driving schools, and their views on the possibility of implementing the curriculum in practice. The perceived curriculum will never be completely the same for all instructors.

Within the framework of clear, obligatory goals and requirements defined, the professional manager and instructors share the responsibility for preparing training plans. These plans will indicate how the driving school has perceived the curriculum.

The operational curriculum describes how the curriculum will be implemented in practical training. This curriculum reflects instructors' understanding of the curriculum and the local interpretation at the driving school in question. Other conditions such as available teaching aids and the skills of the instructor will also have a part to play. Given this fact, implementation of the curriculum at different driving schools may vary widely, even if their interpretations are all based on the same formal curriculum. Moreover, the training process is unpredictable. What an instructor plans on the basis of the curriculum in force and what actually happens during training do not necessarily always match. Instructors frequently have to resort to improvisation and ad hoc solutions when their instruction does not go as planned.

The experiential curriculum involves what the learners experience during the training. There may be a difference between what instructors think they are doing and what learners actually experience. The experiential curriculum will vary depending on how the instructor teaches and on the backgrounds, abilities and attitudes of the learners as they embark upon training. As learners come with different levels of experience and motivation, among other things, they may end up with different learning outcomes. However, there will also be similarities in their experience, as the training the instructor carries out will have a structure and content defining a framework for what they experience.

The hidden curriculum

The experiential curriculum will not include just the aspects of the formal curriculum that are implemented in practice, but also the aspects that are not planned. This may be more along the lines of "unintended messages" to learners, and many people refer to this as the hidden curriculum. For example, a driving instructor's choice of working methods or the way (s)he presents a topic may mean that values other than the ones planned by the instructor are passed on to learners.

Learners may then learn something that is not expressly a goal in the curriculum. The hidden curriculum only becomes a problem when this training contradicts the actual goal of the training.

Instructors will be unable to prevent unintended training, but they must take into account the fact that this does happen.

Development of driver competence

Competence

Competence can be regarded as the knowledge, skills and other qualities that an individual must have in order to be able to complete tasks. Satisfactory competence will vary depending on which tasks are to be performed. An assessment of what constitutes required competence must therefore be based on the tasks to be performed.

Driver competence

Anyone who is to drive a vehicle safely must have comprehensive competence. Drivers must be capable of handling the vehicle in purely technical terms. Drivers must also be able to interact with other road users, and predict how these people will act and how traffic situations may develop. To drive safely, drivers must understand what may constitute or develop into a hazardous situation. Drivers must also understand how their own behaviour affects safety, and be willing to behave in a manner that ensures that their driving is safe. Driver competence can be regarded as a generic term for the competence required to perform all these tasks.

In other words, driver competence can be viewed as the knowledge, skills, attitudes and motivation needed by drivers to be able to handle the traffic environment safely. This competence includes more than observable skills. Drivers must be able to interpret various traffic situations and assess which behaviour is appropriate. Drivers must also be able to put themselves in other people's shoes; drivers must have empathy. At the same time, drivers must have sufficient self-control to act in line with their own assessments on the basis of expediency and safety.

Well-developed driver competence is essential for successful driving in traffic. Drivers must be able to control sudden impulses, aggression and other "disruptive" emotions. Drivers are required to cooperate with and show consideration for other road users. People are not born with driver competence. Such competence is learned by imitation, understanding, practice and reinforcement. The desire to drive safely can be created by providing drivers with knowledge of the consequences of choosing to drive safely. Developing driver competence is a process that takes place over time. We can assume that all learners who begin driver training already have a significant road traffic competence. It will be developed through all steps of the training and development will continue throughout their lives.

Acquiring and processing of information

Drivers have various goals or motives for their driving, such as transport, experiencing excitement, looking around and showing off. Regardless of the goal, drivers face tasks that must be performed while they drive. The driver must keep the vehicle on the road, avoid colliding with other road users, and so on. Drivers primarily perform these tasks by acquiring and processing information. Information from the surroundings that the driver perceives to be relevant to the situation is selected and linked with the knowledge which the driver already possesses. This knowledge tells the driver what should be done, and a decision is made which then leads to an action. How appropriate a selected action is will largely depend on the driver's previous knowledge (including experience).

Thus knowledge has a strong influence on which information from the surroundings that is selected for further processing. With little knowledge, drivers may select insignificant information as a starting point for processing. Significant information may be overlooked. The extent, quality and relevance of the knowledge also have a direct influence on how appropriate the selected actions will be. Inadequate knowledge results in poor solutions, and hence unfortunate choices of actions.

Conscious processing of information may be a very resource-intensive process. Human capacity for conscious processing of information is limited. Processing a large amount of information can readily lead to overloading. The information is then processed poorly, which often leads to incorrect actions. The number of tasks to be performed while driving is so great that there would be major problems if all tasks had to be performed through conscious processing of information. Drivers would make many mistakes, and accidents would be more likely to happen. To drive in today's road traffic, it is necessary for most of the driving to take place "automatically".

Actions that are performed frequently will gradually become automatic. This means that road traffic situations trigger actions directly without the road user having to process the information consciously first.

This frees up capacity. The driver can then perform some tasks automatically, while simultaneously performing other tasks by means of conscious processing of information. Experienced drivers perform simple tasks such as gear changes, using indicators, keeping the vehicle on the road, stopping for red lights, maintaining a safe distance from the vehicle in front and suchlike by means of automatic actions. Conscious processing is used for more complex problems such as assessing how other road users will move, how slippery the road is, whether the road ahead is clear enough to be able to overtake, selecting a road and suchlike.

Training essentially takes place by means of conscious processing of information. Although training is a continuous process, it is useful for the person organising training to think in terms of a step-by-step model. During driver training, it is important that basic or "technical" driving skills are automated to a reasonable extent before learners start practising how to perform more complex tasks while they drive. Learners who have not practised sufficiently have to consciously think about changing gear, keeping the vehicle on the road and other technical tasks. Learners will then have little chance of learning how to relate to other road users, as their capacity for processing information consciously is always limited. If learners are able to deal with simple tasks through automated actions, this frees up capacity for conscious processing of new tasks, and they can then learn how to perform more complex tasks. The driver can then perform some tasks automatically, while simultaneously performing other tasks by means of conscious processing of information. In other words, the driver can work on a number of tasks simultaneously.

Driver competence from a hierarchical perspective

Driver training is largely based on the GDE framework. This is a theoretical model presenting the tasks a driver faces, and what has to be learned, at different levels. These levels represent a hierarchical perspective on driver training and provide an overview of what this training should include. From low to high, the levels of this model were originally:

- 1) Vehicle manoeuvring (vehicle control)
- 2) Mastery of traffic situations
- 3) Goals and context of living
- 4) Goals for life and skills for living

In 2010, the model was extended to include a fifth level which includes factors in the driver's social environment. These factors include culture, norms and values that in turn are reflected in road traffic legislation and monitoring. It is now presented as follows:

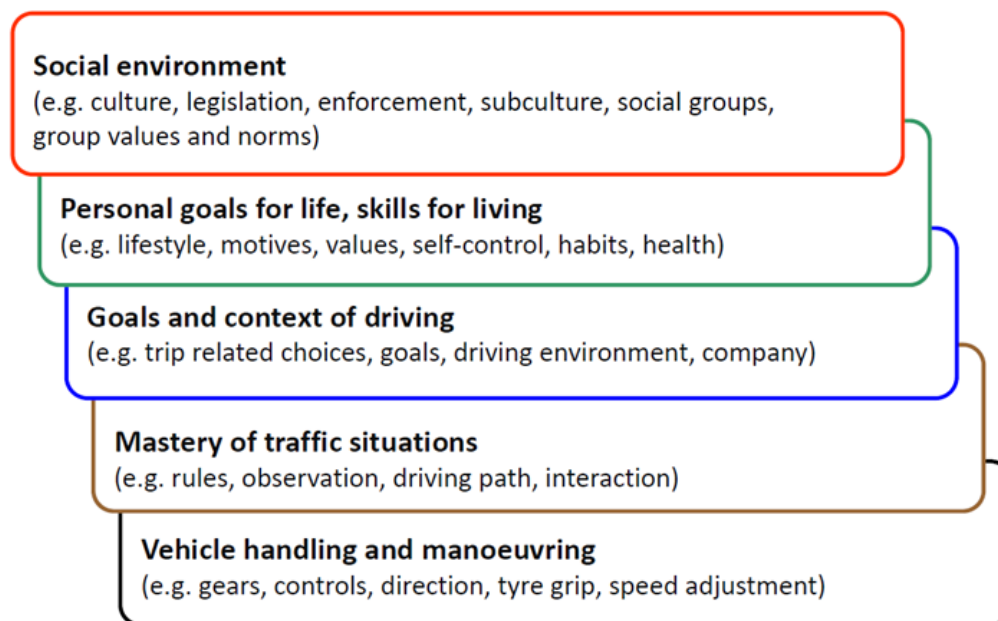


Figure 1. The GDE- matrix

Although the levels differ in qualitative terms and are kept separate in the matrix, they are not independent of one another. All the levels are present when a situation arises while driving, and drivers need knowledge and skills within each of the five levels.

The cognitive structures that constitute the fourth level, the personal level, provide the basis for how the individual behaves in life in general, as well as specifically in traffic. These are therefore more stable and fundamental than the three underlying levels, which for their part are more area-specific and subordinate. In principle, it is assumed that higher levels control and manage behaviour at lower levels. However, this control is not a simple process from the top down, as it is constantly balanced against the feedback from the action itself.

The levels are mutually dependent to some extent, so that changes at one level will lead to changes at the other levels. However, mutual dependency is not the same as similarity. Not least, it is important to be aware of the relationship between the personal fourth level and the social fifth level. Individuals have their own personal targets and seek confirmation, etc. while being influenced and shaped by the

social aspect. When instructors prepare to help learners develop into responsible drivers, it is therefore important to consider the opportunities for feedback on thoughts and behaviour. Feedback may be provided in a variety of ways by instructors, parents, peers, the road, the police and – not least – learners themselves. It is therefore important to help learners develop their ability to assess their own skills and actions.

Skills that are used, and choices that are made at lower levels, are influenced by conditions at higher levels. This is the essence of the distinction between what the driver is able to do and what (s)he is willing to do. Regardless of how much safety-related knowledge drivers have, ultimately the results of this knowledge are dependent on whether and how this knowledge is applied.

It is important to learn which factors influence driving at the various levels, when these factors have an adverse effect, and to develop self-awareness with regard to these factors.

General topics

There are seven general topics for driver training in all categories.

Laws, regulations and road traffic as a system

Right from the start of their training, learners must reflect on the composite system formed by driving in traffic, and on the responsibilities of the individual driver.

Before learners start driving in traffic, they must acquire an understanding of

- laws and regulations that control interaction among road users
- road traffic as a system
- the role of the driver in this system

Learners must use this understanding to organise and interpret the impressions they receive during their road traffic training.

Basic driving skills

For effective learning while driving in traffic, learners must also have good basic driving skills. Any learner who has to concentrate on gearing, braking and steering during road traffic training will perceive little of the behaviour of other road users. It is therefore important to ensure that learners receive so much basic driver training that basic actions are sufficiently automatic before commencing road traffic training.

Proficiency in traffic

Proficiency in traffic normally constitutes the most extensive part of the training. Learner drivers gradually have to learn to interact with other road users. A knowledge of laws and regulations and good driving skills are prerequisites for effective training of proficiency in traffic. The experience provided by driver training is important to give learners an insight into their own actions and assessments.

Economical and eco-friendly driving

To be able to drive in an economical, eco-friendly way, learners must be aware of what characterises such driving and have developed the skills and desire to practise such driving. Training must provide learners with knowledge and skills and the opportunity to develop good attitudes towards the environment and eco-friendly driving. This topic should be brought up early on during training. It must be linked to the practical driving, and in particular to the training of basic driving skills and proficiency in traffic. Therefore, this topic will be of relevance throughout most of the training.

Planning and preparations prior to driving

This topic deals with the choices the driver has to make before driving (the next day, for example). The driver must have good routines in place with regard to nutrition, sleep, alcohol, route selection and travel time planning.

This topic is best suited for theoretical training and discussion, and most emphasis should be placed on it during the final part of the training. It is also possible to practise elements of this topic during proficiency training in traffic, particularly when learners are to drive independently.

Action and assessment tendencies

Knowledge of how the driver's action and assessment tendencies can influence driving behaviour is part of driver training. Throughout all their training, but in particular during their proficiency training in traffic, learners must practise reflecting on their own action and assessment tendencies in order to gain a more in-depth understanding of what driving in traffic involves. Particular emphasis should be placed on this topic at the start and towards the end of the training.

Self-insight

Throughout their training, learners must be challenged to reflect on their own skills and their own action and assessment tendencies, and to consider how these affect their driving behaviour. At the start of training, this knowledge is part of the backdrop against which learners should view their training. Towards the end of their training, when learners have gained more varied driving experience and a more in-depth understanding of what driving involves, learners will have acquired a different foundation for reflecting on the significance of their own action and assessment tendencies. This insight provides an important part of the equipment when learners drive independently.

Training

Step-by-step training

There are four steps to driver training. The goals for Steps 1 to 3 indicate the criteria for the learner to benefit in full from the next step of the training, and it is therefore important for learners essentially to have reached the goals for one step before starting on the next step of the training. It is the learner's driving skills that determine at what step the learner presently belongs.

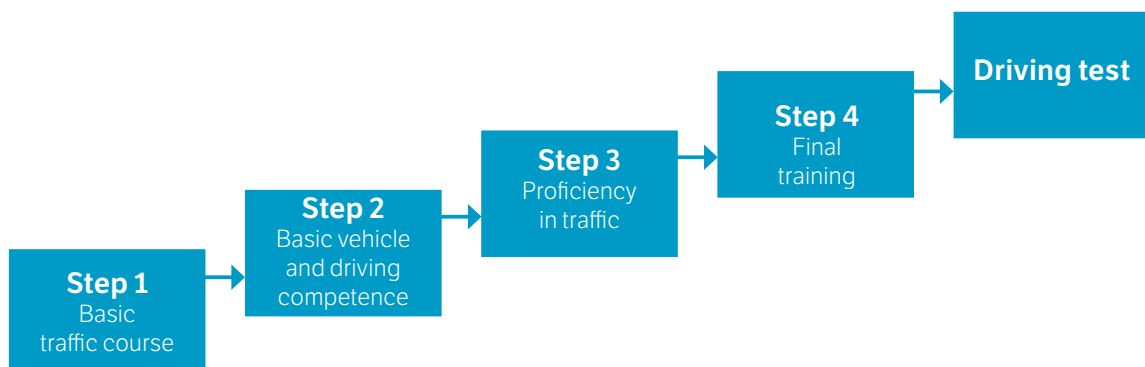


Figure 2. Step- by-step training

The goals for Steps 1 to 4 collectively provide the competence required in order to reach the main goal. The contents of each step will be continued and further developed at the next step. The seven topics must be emphasised at different times during training in order to ensure appropriate progression.

	Step 1	Step 2	Step 3	Step 4
Self- insight				
Action and assessment tendencies				
Planning and preparation prior to driving				
Economical and eco-friendly				
Proficiency in traffic				
Basic driving skills				
Law, regulations and road traffic as a system				

Figure 3. Relative extent of training within the different themes and division of the training in steps.

Modules

The training system is based on modules so that learners who wish to obtain driving entitlements for multiple categories do not have to work through the same material several times. In the lightweight categories, this is primarily apparent from the fact that the Basic traffic course is a joint module for all categories. For the heavy categories, most of the mandatory courses are common to multiple categories.

Mandatory courses

Driver training must help learners to acquire driver competence. When training is complete, learners must have the knowledge, skills, attitudes and motivation necessary for driving in compliance with the main goal.

Some of the training goals that will contribute towards this competence are difficult or very time-consuming to assess during a driving test. Mandatory courses have been established to ensure that these issues are included in training. Learners then have to undergo training for a specific number of hours. These courses place emphasis on exercises that are difficult to carry out on their own for practical, economic or safety reasons, along with topics such as understanding risk, understanding systems and other topics that largely involve attitudes towards road safety.

Mandatory end-of-step assessment

When knowledge and skills can be measured without major problems, it is often practical to require an assessment, rather than to require that learners must have undergone training for a specific number of hours. This assessment primarily takes place during the driving test. Although this gives learners plenty of freedom to choose their own training progress up to the driving test, the training should still be well structured with clear progression. Partly in pursuit of this, and partly to support learning and development of self-insight and the learners' ability to assess their own strengths and weaknesses, it has been determined that learners must complete two mandatory end-of-step assessments during their training.

During these assessment sessions, learners are to decide, on the basis of their own performance, to what extent the step goals have been met and whether there is sufficient foundation for further training. Instructors are to give learners their recommendations as to whether they have the necessary competence to benefit from the next step of training. The end-of-step assessment is to last for 45 minutes and include discussions before and after practical driving. The purpose of these discussions is to guide the learners with regard to their level of skills and the training process ahead.

Learners themselves can choose whether to follow the recommendations of their instructors. If an instructor recommends further practice for a learner at Step 2 or 3, a new end-of-step assessment is not required when such practice has been completed. Learners can only be rejected when it comes to the practical mandatory training. The regulations state that the driving instructor must reject the learner if there is any doubt as to whether (s)he has sufficient driving skills to complete the mandatory practical training in a meaningful manner.

For the end-of-step assessment to work as intended, further training must depend on what assessment the learner and instructor make during or at the end of the session. This choice should not be limited on beforehand, for example by planning to take the Safety course on the practice track on the same day as the end-of-step assessment.

Working methods

Training is to be structured in a manner that allows learners to develop an ability to reflect, see things from the perspective of others and cooperate with others in traffic. It is to influence learners' awareness, perception and attitudes towards risk, and their willingness to accept responsibility, take precautions and choose driving styles that reduce the risk of accidents. If the learner has not made much progress in his/her learning, the amount of progress made by the instructor in his training programme is of less significance. Emphasis must be placed on using working methods that turn learners into active participants.

The curriculum provides guidelines to ensure that the training is characterised by active learner participation by means of discussion and experience exchange. Problem-oriented training will often be the best choice. This involves the instructor preparing specific problems which learners have to discuss, and then make decisions. Tasks must be designed on the basis of the main goals for the topic in question, and the instructor has to have prepared a plan for the topic, activities and summing up. These activities must be relatively clearly instructor-led, in that the instructor continuously assesses learners' abilities to reach the goals involved.

Customisation of training

The need for training will vary. Some learners already hold driving licences and have experience from driving in a different driving licence category. Their opportunities for private driving practice (with a non-professional accompanying driver) will also vary. When planning the training process, the instructor must take into account the experience of each individual learner and the way in which (s)he assimilates

the material. Organisation, selection of activities and questioning must be adapted to suit the different needs and abilities of individual learners to ensure that they benefit from the training as much as possible.

Goals of driver training

The goals indicate the direction in which it is desirable that learners develop. The way these goals are formulated forms a framework for the instructor's lessons and the learner's learning.

Attempts have been made to differentiate between non-mandatory and mandatory training through the use of verbs.

The non-mandatory elements of training mainly have outcome goals, which describe knowledge and skills that learners must possess at the end of the training. Goal achievement can largely be assessed during the driving test. "Describe", "explain", "control" and "master" are examples of verbs used.

The verbs used for the mandatory elements are largely formulated as process goals. These are linked to learning outcomes that may be difficult to assess. These verbs describe what learners are to do or participate in during their training; such as "observe", "experience" and "further develop".

There is not always a clear difference between non-mandatory and mandatory training. Measurable learning outcomes may also be expected with regard to mandatory elements. Therefore, verbs such as "know" and "master" are also used to describe the goals for these in some contexts.

2 Category B training

Main goals for Category B training cf. Section 11-1 of the Regulations

After completing driver training for Category B, the learner driver shall possess the necessary competence to drive a car responsibly.

The learner driver shall possess the knowledge and skills, self-insight and understanding of risk required to drive in a manner which:

- is safe on the roads
- provides proper interaction
- promotes efficient traffic flow
- shows consideration for health, the environment and the needs of others
- is in compliance with regulations in force

Step-by-step training

There are 4 steps in Category B training. The goals for one step specify what it will take for the learner to benefit properly from training at the next step. The intention is that the elements of training for each step should be continued at the next step. The goals for steps 1 to 4 together describe the competence required to obtain a driving entitlement in Category B.

Step 1

At step 1, the goals focus mainly on the learner's understanding of risk and the traffic system. This training consists of a Basic traffic course, which is the same for all the light categories. This course is to help the learner driver acquire a basic understanding of what is involved in driving proficiency and the role of the driver. The course includes first aid training and driving in the dark.

Step 2

At Step 2, the learner driver is to learn how to control the vehicle in purely technical terms, without having to pay attention to other road users. Good technical driving skills are necessary in order to benefit from Step 3 training, and will also make the driving economical and as eco-friendly as possible. The learner is to acquire knowledge about the vehicle and the responsibility of the driver, as well as basic knowledge about the human element and the road. No minimum number of hours has been stipulated for training at this step. The extent of the training must be adapted to the learner's needs and opportunities for driving practice.

Towards the end of Step 2, the learner driver must complete an end-of-step assessment in accordance with Section 7-5 of the Regulations. On the basis of his/her own performance, the learner is to decide to what extent the goals for the step have been met and whether there is sufficient foundation for further training. Instructors are to give learners their recommendations as to whether the learner has the necessary competence to benefit from the next step of training.

Step 3

At Step 3, the goals focus on developing the learner's proficiency in driving in traffic, in varied road and traffic environments. This step includes knowledge of relevant provisions in the road traffic legislation. At the end of Step 3, the learner driver should drive independently and have a performance level which will almost meet the requirements for passing the driving test. No minimum number of hours has been

stipulated for training at this step. The training must be adapted to the learner's background experience and opportunities for driving practice.

Towards the end of this step, the learner driver must complete an end-of-step assessment in accordance with Section 7-5 of the Regulations. On the basis of his/her own performance, the learner is to decide to what extent the goals for the step have been met, and whether there is sufficient foundation for further training. Instructors must give learners their recommendations as to whether the learner has the necessary competence to benefit from the next step of training.

A safety course on a practice track is mandatory for all candidates for a driving entitlement in Category B. This course is to help learners further develop their competence in avoiding accidents, and includes exercises that cannot be carried out on the road. This course should be completed towards the end of Step 3, or, in exceptional cases in connection with the Safety course on the road at Step 4.

Step 4

The goals for Step 4 focus mainly on the learner driver's understanding of risk and self-insight, as in Step 1. It is important that the topics of understanding risk, knowledge of rules, and traffic as a system are developed throughout the training, although they are particularly emphasised at the start and end of the training.

The Safety course on the road is mandatory for all candidates for a driving entitlement in Category B. This course is to help learners further develop their competence in avoiding accidents, and includes independent practice on the road.

The mandatory training is normally not sufficient on its own to meet the main goal for Category B driver training. Sufficient practice must be added by means of driving lessons with a driving school, driving practice with a non-professional accompanying driver, or both.

Implementation of training and learning outcomes

There is reason to believe that most learners will benefit most from extending their driver training over a period of time. Training completed over time will enable learners to mature and to practise in private between regular driving lessons and between mandatory elements. This will also increase their opportunity to meet the goal with regard to night driving, and to gain experience in driving under all kinds of weather and road surface conditions. Not least, it will make it easier to avoid excessive absence from work or school while completing their driver training. Research indicates that people with extensive driving experience are less likely to have accidents soon after passing their driving tests. Extensive private practice, volume practice, is recommended, particularly after completing the Safety course on the road.

See also the comments on Step 4 with regard to the time for completion of the Safety course on the road.

3 Goals for each step, course and part of the training, and relevant contents, for Category B

Step 1 Basic Traffic Course

Training at Step 1 should allow learners to develop a basic understanding of what driving a car involves

Step 1 goals cf. Section 11-2 of the Regulations

After completing Step 1, the learner shall have the competence necessary to benefit properly from further training.

The learner shall have an understanding of traffic and driver training which is adequate to allow him/her to start driving practice.

Step 1 training is mandatory and consists of a Basic traffic course, cf. Chapter 8 of the Regulations. The course is the same for all driving licence categories, and it forms the basis for further training and is a prerequisite for driving practice. The goals focus mainly on the learner's understanding of risk and the traffic system.

The course comprises the following parts:

- Part 1 The driver training model
- Part 2 Traffic and the role of the driver
- Part 3 The human element in traffic and interaction
- Part 4 Driver training, driving practice and driving experience
- Part 5 First aid and duties in the event of a road traffic accident
- Part 6 Procedures in the event of a road traffic accident
- Part 7 Road users in the dark

Goals are specified for each of these parts. The relevant contents listed for each part show what the training should include.

This course covers a total of 17 hours of training over at least 5 sessions, and it can be carried out with up to 16 learners, cf. Section 8-1, third paragraph, of the Regulations. Up to 2 additional learners may be accepted for parts of the course if they have been unable to attend parts of a previous course. Alternatively, 2 learners covered by the exceptions in Section 8-2, first paragraph b), c) or d), may be accepted in addition to the 16 learners for training on first aid and duties in the event of a road traffic accident.

There must be 4 hours of training on first aid and duties in the event of a road traffic accident, cf. Section 8-1, fourth paragraph. Of this time, 1 hour must be used for practice in connection with a simulated accident.

There must be 3 hours of instruction on using roads in the dark, cf. Section 8-1, fifth paragraph. At least 1 hour must consist of an outdoor demonstration in an area with little or no traffic. This part may be carried out with up to 6 learners per instructor. At least 1 hour must consist of a demonstration in a vehicle on the road in actual traffic situations, with learners as passengers. This part may be carried out with up to 2 learners in the vehicle. The rest of the time may be spent on expectations, goals, summarising and reflection with other learners and instructors in the classroom.

There must be 10 hours of other training, distributed evenly over 3 sessions. Only one basic traffic course session can be held per day, cf. Section 8-1, seventh paragraph.

First aid instruction must be given by qualified personnel approved by the Norwegian First Aid Council.

To pass the Basic traffic course, learners must attend all the lessons the course contains. If a learner is absent from parts of the course, arrangements must be made to allow the learner to complete these lessons as part of a corresponding course at a later date.

The Basic traffic course must be completed before learners are allowed to start driving practice. A basic traffic course ending between 16 March and 31 October will still give the learner the right to practise driving between 16 March and 31 October; cf. section 2-1, second paragraph.

Goals for the Basic traffic course cf. Section 8-3 of the Regulations

The learner shall through experience, activities and summing up arrive at a conscious understanding of what it means to show consideration, and be alert and cautious so that no damage or risk is caused, and so that other traffic is not unnecessarily obstructed or inconvenienced, cf. Section 3 of the Road Traffic Act.

The learner shall

1. be familiar with formal reasons as to why we have driver training, conditions for acquiring a driving licence, and the existence of curricula for driver training
2. have a basic understanding of traffic and the role of the driver by
 - a. being conscious of how rules on positioning, speed, giving way, signs and road markings and other forms of regulation and control contribute to safer and more efficient traffic flow
 - b. discussing society's needs and the environmental impacts of road traffic
 - c. being conscious of the driver's responsibility to choose other modes of transport besides his/her own vehicle, or to not travel at all if this would be best for the driver, passengers, the environment, etc.
3. further develop his/her knowledge of the human element in traffic by
 - a. discussing the abilities, needs and perspectives of various groups of road users
 - b. describing essential elements in the driving process and being conscious of the significance of motivation and emotions
 - c. understanding the importance of communication and interaction
 - d. being conscious of how responsibility, self-insight and willingness have a significant bearing on how we behave in traffic
4. have knowledge of the importance of driver training by
 - a. being familiar of the rules for driving practice
 - b. discussing the link between driving experience and road traffic accidents
 - c. understanding the importance of automating basic actions and behavioural patterns
 - d. discussing the driver training model and how training at a driving school and private practice are useful and necessary in order to attain the goal for the training
5. master basic skills in connection with road traffic accidents and first aid by
 - a. having knowledge of his/her duties in the event of a road traffic accident
 - b. being familiar with procedures for safeguarding and taking proper action at the scene of an accident
 - c. being able to assess the extent of injury and practise giving first aid
6. take part in rescue operations at a simulated accident and using this to
 - a. experience being the first to arrive at the scene of an accident, understand the importance of knowing the extent of injury before reporting the accident and how to report it
 - b. practise basic procedures at the scene of an accident
 - c. further develop practical skills in giving basic, life-saving first aid in the event of a traffic accident

7. realise, by means of demonstrations outdoors and in a vehicle, how traffic accidents in the dark can be avoided by
 - a. observing and experiencing causal relations in typical accidents taking place in the dark, and having a basis for assessing risk when driving in the dark
 - b. discussing what we can do as road users to reduce the risk when driving in the dark
 - c. discussing the correct use of lights and other behaviour when driving, parking and making emergency stops in the dark.

The learner shall assess his/her own competence to embark on further training and have sufficient understanding of traffic and driver training to allow him/her to start driving practice.

The lessons are to help the learner reach the goals specified in the Regulations. With a view to reaching these, in each of the seven parts of the Basic traffic course, goals may be worked towards simultaneously or in a different order than specified in the Regulations for the part in question, cf. Sections 7-1 and 7-2.

Relevant course contents

The summary below organises the relevant contents of the course into topics in accordance with the goals. This summary is not exhaustive but merely illustrates what the lessons should include. Within the scope of the Regulations, and based on the learners' needs and on available resources/training areas etc., the instructor may make his/her own decisions with regard to methods and the order in which the material should be presented, in order to facilitate learning as effectively as possible.

1.1 The driver training model

Relevant contents

- Presentation of and introduction to the course
- Reasons for driver training
- Conditions for acquiring a driving licence
- Main goals for driver training in light categories
- Curricula

1.2 Traffic and the role of the driver

Relevant contents

- Rules and regulations and the importance of these for safe interaction in traffic
- Society's needs
- Consequences for the environment
- The driver's responsibility for assessing whether it is safe to drive
- Consideration for oneself, passengers, the environment, etc.
- Physical and emotional state
- Weather, road surface, traffic and other conditions
- Alternative modes of transport

1.3 The human element in traffic and interaction

Relevant contents

- Abilities, needs and perspectives of children and the elderly
- Abilities, needs and perspectives of moped riders and motorcyclists
- Abilities, needs and perspectives of drivers of large and heavy vehicles
- The driving process
- The importance of motivation and emotions for behaviour and learning
- Communication and interaction between road users
- Interpretation of road traffic situations

- Understanding responsibility and a willingness to comply with rules
- Accidents, human failure and incorrect assessment on the part of drivers
- Own attitude to risk
- Self-insight

1.4 Driver training, driving practice and driving experience

Relevant contents

- Rules for driving practice
- Driving experience and the risk of accidents
- Automation of actions and behavioural patterns
- Links between training, driving practice and volume practice
- Intentions of the driver training model

1.5 First aid and duties in the event of a road traffic accident

Relevant contents

- Duties under the Road Traffic Act to stop and help injured humans and animals, etc.
- Procedures for safeguarding and taking proper action at the scene of an accident
- Assessing the extent of injury
- Duty to report, including in the event of injuries to animals
- Basic first aid and practical exercises

1.6 Procedures in the event of a road traffic accident

Relevant contents

- Being the first to arrive at the scene of the accident
- Safeguarding the scene
- Assessing the extent of injury
- Reporting and alerting others
- Behaviour at the scene of the accident
- Rescue operations
- Basic first aid in the event of a traffic accident

1.7 Road users in the dark

Relevant contents

- Accidents in the dark and causes
- Visibility
- Risk factors for road users in the dark
- Clothing and reflective equipment
- Appropriate use of lights
- Appropriate use of speed and positioning
- Other appropriate behaviour for road users in the dark

Comments on the Basic traffic course

The road is an important social arena for many people. Therefore, social skills must be further developed as part of driver training. The Basic traffic course is to help driving licence candidates become responsible drivers. The goals of the course are generally applicable and can frequently be found at a higher level. The course is to no great extent to include learning material that can be read by the learners themselves. Emphasis must be placed on understanding traffic as a system, with parties of different abilities; on factors that influence risk; on the driver's responsibilities; and on the importance of self-insight and self-critical assessment.

There are a number of reasons for having a Basic traffic course

- It is important that the training at an early stage focuses on conditions that influence risk, and on the importance of self-insight and self-critical assessment.
- It is practical to gather together a range of learning material common to all light categories so that individuals who wish to acquire licences for multiple classes do not have to work through the same material several times.
- It is important to give learners a basic understanding of traffic before they start driving practice so that they have a more accurate perspective on what driving involves and a foundation that facilitates learning later on.

The intention is that many of the topics dealt with in the Basic traffic course should be continued in the individual driving licence categories. This applies to topics such as setting boundaries, self-insight, empathy, attitude to risk, etc.

The time perspective

Developing and learning social competence is an extensive process that takes place over a long period of time. The instructor must build on the social competence that the learners already have and help them understand that rules for the use of speed, giving way, positioning, signalling, etc. are needed in traffic. Some traffic rules, signs, etc. may be used for illustration purposes in connection with topics discussed.

Content

Two factors have been taken into account in particular when establishing what topics are to be mandatory. The first is whether the training would be difficult for learners to complete on their own for practical reasons. The other is whether goal achievement would be difficult to assess during the driving test. For a more thorough review of rules and regulations where greater emphasis is placed on facts, the driving instructor should refer to textbooks, category-specific theory courses, etc. Facts are important, and learners should be encouraged to seek knowledge. Nevertheless, it is a known fact that speeding, risky overtaking, accidents, etc. are more frequently caused by a lack of understanding of the rules than by a lack of knowledge of them.

This training can also take place in real-life road traffic situations, e.g. in the form of demonstrations, practical observations, practical driving with learners as passengers, etc.

Schools are free to expand the course. In this case, it is necessary to make it clear to the learners that the mandatory part consists of 17 hours.

In connection with Part 4 Driver training, driving practice and driving experience, schools are encouraged to invite individuals who are going to assist the learners with their driving practice. In this part, learners and their parents/accompanying drivers are to acquire knowledge of the rules for and the importance of driving practice, and understand the link between driving experience and the risk of accidents. Schools may also cooperate with other resource persons (e.g. from the Norwegian Public Roads Administration). The topic of driving practice should be reviewed when the instructor has got to know the learners. Voluntary sessions can then be adapted more easily to the learners' needs.

It is important to create an understanding of the importance of extensive practice, volume practice, early on during training, and to emphasise the importance of such practice both throughout the learning process and after the end of formal training. The term "volume practice" is used to refer to lots of practice at something that has already been taught and practised.

It is important to ensure that all learners take active part during Part 5 First aid and duties in the event of a road traffic accident and Part 6 Procedures in the event of a road traffic accident. Instructors are recommended to bring along an assistant instructor.

The training

Problem-oriented training

The instructor should facilitate problem-oriented learning. This means that the instructor must prepare specific problems so that discussions lead to specific results. Tasks should be formulated on the basis of the main goals for the lessons, and the instructor must have prepared a plan for topics, activities and summing up. Learners have acquired some road traffic competence by being pedestrians, passengers and cyclists. Many of them have a good knowledge of traffic rules, signs, road markings, causes of accidents, risk factors, etc. Even if some of them may be rather indifferent to this knowledge, tasks are to be based on the assumption that learners already have a lot of experience from traffic. When preparing problems, a good rule is to move from the known to the unknown, from the concrete to the abstract.

Problem-oriented working methods with group work and discussions are recommended, particularly when it comes to lessons involving work on attitudes and motivation. When choosing a method, the instructor should consider the following: To what extent will learners be able to arrive independently at the goal for the lesson? To what extent will it be possible for me to assign a clear task that learners can work on independently? To what extent will this task involve everyone, and will the groups need about the same amount of time to complete the task?

It is important that learners are presented with a coherent course with a specific main goal, and that they feel that they are participating in such a course. The course includes some learning issues that are difficult for them, and it is important to give them opportunities for reflection and to allow them to mature.

Organisation

In the classroom, learners should be seated so that they can all see each other, which will make it easier for them to communicate with one another.

Step 2 Basic vehicle and driving competence

Through training at Step 2, the learner driver is to learn to control the vehicle in purely technical terms without having to pay attention to other road users. Good technical driving skills are necessary in order to benefit from training at Step 3, and will also make the driving economical and as eco-friendly as possible. The learner is to acquire knowledge about driver training, the vehicle, the responsibility involved in driving a car, and the human being as a road user. This knowledge will help learners acquire technical driving skills more quickly and with greater understanding, and enable them to take on the driver's responsibility for checking and inspecting the vehicle.

No minimum number of hours has been stipulated for training at this stage. The extent of the training must be adapted to the learner's needs and opportunities for driving practice.

The learner driver is to complete a mandatory end-of-step assessment towards the end of Step 2, cf. Section 7-5 of the Regulations.

The intention is that the content of the training should be continued at Steps 3 and 4, while also forming part of the basis for the tasks given at the driving test.

Goals for Step 2 cf. Section 11-3 of the Regulations

After completing Step 2, the learner driver shall have the competence necessary to benefit properly from the training on proficiency in traffic at Step 3.

The learner driver shall have adequate technical driving skills to be able to transfer his/her attention from his/her own vehicle to the surrounding traffic and interaction with other road users.

Throughout the step, the learner driver shall discuss his/her own motivation and willingness to utilise knowledge and skills acquired at this step. The learner driver shall assess his/her own skills with regard to using the vehicle and detecting any defects and deficiencies in it.

The learner driver shall

1. explain the rules for driving licensing and driver training and the basic concepts of training in Category B
2. explain the structure of the vehicle with regard to safety and the environment
3. explain the responsibilities of owners and users with regard to vehicle condition and use, financial liability, sanctions by the authorities, and duties in the event of a traffic accident
4. explain driving with a trailer
5. explain human capacity and the demands of traffic, including intoxication, drugs and alcohol in relation to driving
6. make preparations for driving
7. start and stop the vehicle, change gear, steer, brake and reverse in varied terrain
8. master basic vehicle handling in areas with little traffic
9. carry out a relevant safety check of the vehicle.

The training is to help the learner reach the goals specified in the Regulations.

With a view to reaching these, goals may be worked towards simultaneously or in a different order than specified in the Regulations for the particular step or part of the course, cf. Sections 7-1 and 7-2.

Relevant training contents

The summary below organises the relevant contents of the training into topics in accordance with the goals. This summary is not exhaustive but merely illustrates what the training should include. Within the scope of the Regulations, and based on the learners' needs and on available resources/training areas etc., the instructor may make his/her own decisions with regard to methods and the order in which the material should be presented, in order to facilitate learning as effectively as possible .

2.1 Driver licensing and driver training

Relevant contents

- Driving licence categories and conditions for acquiring a driving licence
- Conditions for driving practice
- Basic rules for behaviour in traffic
- Overview of training in Category B, such as basic notions, progression and distribution of training over time, goal achievement, understanding of risk, and self-assessment

2.2 Structure of the vehicle with regard to safety and the environment

Relevant contents

- The vehicle's active and passive safety
- Driver assistance systems, functions and warning devices
- Proper and prescribed condition
- Safety checks
- Cars and the environment
- Economical and eco-friendly driving
- Required and permitted lighting equipment and use of the same

2.3 Responsibilities of owners and users

Relevant contents

- Responsibilities of drivers and owners, cf. the Basic traffic course and the role of the driver
- Registration and ownership
- Loading and securing passengers and loads
- Towing vehicles
- Documents
- Insurance and financial liability
- Sanctions by authorities
- Duties in the event of a traffic accident

2.4 Driving with a trailer

Relevant contents

- Rules
- Responsibilities
- Brakes
- Securing loads
- Handling properties, the importance of safety checks

2.5 Human capacity and the demands of traffic

Relevant contents

- The relationship between the demands of traffic and human capacity
- The driving process, information processing and automation
- Physical and emotional state, weather, road surface, traffic and other conditions
- Intoxication, drugs and alcohol, fatigue and illness, and other factors that affect drivers

2.6 Preparing to drive

Relevant contents

- Sitting posture
- Visibility
- Seat belt and headrest
- Starting and stopping the engine
- Using pedals, gears, the parking brake and other controls
- Passengers, loads, etc.

2.7 Basic use of the vehicle in varied terrain

Relevant contents

- Steering wheel grip and use of the steering wheel
- Observation and signalling when starting and stopping
- Controlled and comfortable starts and stops, on a flat road, uphill and downhill, with and without the parking brake
- Driving at a crawl (inching)
- Securing the vehicle
- Stopping briefly and restarting on a flat road and on a hill
- Comfortable gearing up and down on a flat road, uphill and downhill
- Normal acceleration up to 60 km/h
- Normal braking (1.5 – 2 m/s²) from speeds of at least 60 km/h
- Stopping at a specific point from various speeds
- Hard braking to be able to stop before an obstacle
- Choosing the right gear in relation to speed
- Turning right and left at junctions
- Sitting posture and visibility when reversing
- Reversing in a straight line and around a corner
- Turning and parking, different methods, in a simple environment

2.8 Basic vehicle control in areas with little traffic

Relevant contents

- Functional practice through continuous driving in areas with little traffic
- Economical and eco-friendly driving

2.9 Safety checks

Relevant contents

- Load capacity and driving with a trailer
- Brakes
- Wheels and tyres
- Steering
- Lights
- Visibility
- Operational readiness
- Safety equipment
- Warning devices

2.10 End-of-step assessment cf. Section 7-5 of the Regulations

An end-of-step assessment is to be completed towards the end of Step 2.

Comments on Step 2

Practical training should begin in an area with little or no traffic. Initially, learners will need to pay a lot of attention to technical skills, and other traffic may slow down the learning of these. It is also very important in order for private driving practice to be as safe as possible that learners have sufficient basic technical skills before starting to practise in traffic.

The curriculum seeks to make learner drivers assess their own competence as it develops throughout the entire training.

The mandatory end-of-step assessment is to be completed towards the end of the step. The purpose of this assessment is to allow learners to make their own decisions as to whether they have reached the goals for the step to the extent that they will benefit from training at the next step. Instructors are also to give learners their recommendations as to whether they have the necessary competence to benefit from further training. Before carrying out the assessment, it is important for learners to be prepared and familiar with the purpose of the end-of-step assessment and how this will be carried out. Any tasks and clarifications in connection with this session should preferably be provided as early as the start of the step.

The instructor must facilitate goal achievement and select a form of instruction that is suitable for individual learner and the training content. Some learners find it easy to understand how to complete an exercise when it is explained to them, while in other cases it may be more effective for the instructor to give a demonstration. Not least, the latter may be of relevance when providing instruction to people who do not have Norwegian as their native language.

It is important to make clear to learners the basic concepts of driver training; the environmental impacts of vehicle use and the principle of shared responsibility as one of the pillars of the work to achieve Vision Zero.

Within certain limits, a Category B driving licence entitles drivers to tow a trailer. The driver must be aware of how the trailer affects the handling properties of the car, and (s)he must also be able to carry out the necessary safety checks and secure the load in order to reduce the risk of accidents when driving with a trailer.

The requirement that learner drivers must master basic vehicle control means that the level must be good enough to allow learners to focus their attention on surrounding traffic. This is necessary for the learner to benefit from training at Step 3. It does not mean that skills have to be so good that there is no need for further development of these. With further practice, the level will gradually improve and be automated. This is also required at Step 3 with the goal of "driving efficiently, economically and in a comfortable, eco-friendly manner in a varied road traffic environment, interacting well with other road users". The various skills that go to make up this step are combined into larger units and used in actual road traffic situations.

"Relevant safety checks" means that learner drivers must be able to carry out such safety checks as are expected of drivers on the basis of the responsibilities assigned to them in rules and regulations. This goal is subject to testing during the practical driving test. Safety check tests will more or less always include a practical element and a follow-up question. The candidate must be able to check whether or not something is in order, and be able to say something about the cause or consequences of a defect or deficiency. Examples may involve determining whether the vehicle has the right tyres in relation to the vehicle registration certificate, checking the tyres for damage, checking whether there is sufficient tread depth, checking whether the tyre pressure is correct, and commenting on tyre wear and the causes of this. This goal provides no grounds for demanding a more extensive knowledge of tyre types and tyre labelling than drivers can reasonably be expected to have. It is important to use the instruction manual for the vehicle, among other things to be sure of how to check the function of devices such as

airbags, anti-lock brakes and other driver assistance systems, and how to respond to indications of a defect or deficiency in any such safety equipment. "Operational readiness" should primarily consist of checking the engine oil and fuel. A lack of oil or fuel could lead to involuntary stops in places where this may constitute a hazard, e.g. in tunnels.

No minimum number of hours has been stipulated for training at Step 2. A combination of training at a driving school and private practice (with a non-professional accompanying driver) and volume practice will both be economical and ensure effective learning.

Non-professional accompanying drivers should receive guidance from the driving instructor on how to interpret the goals. The accompanying driver should also be invited to be present during driving lessons in order to understand how training is carried out. This will help the accompanying driver appreciate the importance of establishing appropriate habits, and why issues such as economical and eco-friendly driving are addressed right from the outset of the practical training. The accompanying driver will then be able to help make driving practice an effective, useful supplement to training with a driving school. Good cooperation involving the learner, the driving instructor and the accompanying driver will promote good quality volume practice.

Step 3 Proficiency in traffic

Through training at Step 3, the learner driver is to learn to master driving in varied traffic. The learner is also to acquire knowledge of relevant provisions in the road traffic legislation. At the end of this step, the learner driver should have the skills to drive almost independently.

No minimum number of hours has been stipulated for training at this step. The training must be adapted to the learner's background experience and opportunities for driving practice.

A safety course on a practice track is mandatory for all candidates for a driving entitlement in Category B, and this is to be carried out in accordance with Sections 11-6 and 11-7 of the Regulations towards the end of the training at Step 3, before or after the end-of-step assessment. In exceptional cases, the course may be carried out in connection with driving on country roads or driving in a varied road traffic environment as part of the Safety course on the road – cf. Section 11-8, third and fourth paragraph – when this may be advantageous for the learner. Particular attention must be paid to the overall training load and the candidate's learning outcome when training is organised in this manner.

The learner driver must complete a mandatory end-of-step assessment towards the end of Step 3, cf. Section 7-5.

The intention is that the content of Step 3 should be continued at Step 4, while also forming part of the basis for the tasks given at the driving test.

Goals for Step 3 cf. Section 11-4 of the Regulations

After completing Step 3, the learner driver shall have the competence necessary to benefit properly from the final training at Step 4.

The learner driver shall be capable of driving clearly, safely and independently in varied traffic.

Throughout the entire step, the learner driver shall discuss his/her own motivation and willingness to utilise knowledge and skills acquired at this step. The learner driver shall assess his/her own skills with regard to interacting well with other road users.

The learner driver shall

1. explain the road traffic system, road user groups and conflicts of interest
2. explain roads, road markings, signs and other means of regulating traffic
3. explain clear, safe and efficient behaviour in traffic in various road environments, including driving in tunnels, and the rules applicable to driving a car
4. be able to acquire information systematically and automatically
5. master the skills of driving clearly, safely and efficiently in residential areas, densely populated areas and urban environments
6. master the skills of driving clearly, safely and efficiently on country roads, predicting, perceiving and countering the risk of head-on and run-off-the-road accidents, overtaking and being overtaken
7. master the skills of driving clearly, safely and efficiently in connection with queues, in tunnels and in the dark
8. master the skills of driving efficiently and comfortably, in an eco-friendly and economical manner, in varied traffic environments, interacting well with other road users.

The training is to help the learner driver reach the goals specified in the Regulations.

With a view to reaching these, goals may be worked towards simultaneously or in a different order than specified in the Regulations for the particular step or part of the course, cf. Sections 7-1 and 7-2.

Relevant training contents

The summary below organises the relevant contents of the training into topics in accordance with the goals. This summary is not exhaustive but merely illustrates what the training should include. Within the scope of the Regulations, and based on the learners' needs and on available resources/training areas etc., the instructor makes his/her own decisions with regard to methods and the order in which the material should be presented, in order to facilitate learning as effectively as possible.

3.1 The traffic system, road user groups and conflicts of interest

Relevant contents

- The traffic system
- Road user groups and conflicts of interest
- Environmental impacts of private cars
- Eco-friendly transport solutions

3.2 Roads, road markings, signs and other means of regulating traffic

Relevant contents

- Definitions
- Road structures
- Road markings (in neighbouring countries as well)
- Signs
- Traffic lights
- Directions

3.3 Behaviour in traffic

Relevant contents

- Road traffic legislation
- Basic rules
- Communication and interaction with other groups of road users such as children, the elderly, motorcyclists and drivers of large and heavy vehicles
- Signals and indicators
- Speed adjustment
- Road grip and relevant physical laws
- Positioning on the roadway
- Giving way
- Reversing and turning around
- Stopping and parking
- Level crossings
- Motorways
- Oncoming traffic
- Tunnel safety and driving in tunnels
- Driving in queues and at bottlenecks
- Overtaking
- Driving in the dark
- The use of safety equipment and securing passengers in the car

3.4 Information acquisition

Relevant contents

- Basic observation techniques
- Discovering and recognising junctions, vulnerable road users, obstacles, signs and road markings in good time
- Driving into and through junctions of different designs, and with varying visibility and regulation
- Driving between junctions
- Adapting speed and positioning in relation to visibility and traffic conditions

3.5. Driving in residential areas, densely populated areas and urban environments

Relevant contents

- Comprehensive overview
- Clear and precise driving style
- Junctions of various kinds
- Rules, signs and road markings
- One-way streets
- Multiple lanes
- Predicting and recognising the behaviour of others and particular risks
- Readiness to respond as required
- Interaction
- Stopping and parking

3.6. Driving on country roads

Relevant contents

- Sitting posture, anchor points, steering wheel grip and steering wheel control
- Use of eyes and information acquisition
- Driving in areas with speed limits of 70 km/h or above
- Course and speed stability
- Precise driving technique
- Driving technique on bends
- Normal and rapid acceleration and retardation to and from approx. 80 km/h
- Junctions, entering and exiting major roads
- Particular risks
- Oncoming traffic
- Avoiding run-off-the-road accidents
- Being overtaken – ensuring traffic flow
- Overtaking
- Stopping and parking

3.7 Driving in queues, in tunnels and in the dark

Relevant contents

- Observation techniques
- Visibility
- Predicting and recognising the behaviour of others and particular risks
- Positioning and speed adjustment
- Precautions when stopping and parking
- Correct use of required and permitted lighting equipment
- Behaviour in the event of an accident in a tunnel or in the dark
- Use of safety equipment

3.8 Safe interaction

Relevant contents

- Clear and complete overview
- Clear and predictable driving style
- Pace, flow
- Readiness to respond as required
- Economical and eco-friendly driving
- Independent driving
- Abilities, needs and perspectives of children and the elderly
- Abilities, needs and perspectives of moped riders and motorcyclists
- Abilities, needs and perspectives of drivers of large and heavy vehicles

3.9 End-of-step assessment cf. Section 7-5 of the Regulations

An end-of-step assessment is to be completed towards the end of Step 3, before or after completion of the Safety course on the practice track.

Comments on Step 3

When Step 3 training has been completed, the learner driver's competence should be close to a level at which (s)he can drive independently and meet the requirements of the driving test. The learner driver must be able to drive efficiently and comfortably, in an eco-friendly and economical manner, in varied traffic environments, interacting well with other road users.

No minimum number of hours has been stipulated for training at Step 3 either. The training must be adapted to the learner's background experience and opportunities for driving practice, cf. comments on Step 2. Even if the learner is receiving training at a driving school, private driving practice and volume practice should play a major part at this step, also in order to provide a good foundation for the Safety course on the road at Step 4.

It is important to build on the introduction from the Basic traffic course and continue to help learners develop an understanding of what it involves to drive a car in line with the road traffic legislation, and learn how to take others into consideration to a sufficient extent. Particular attention must be paid to vulnerable road users, attempting to see things from their perspective. When driving on country roads, it is necessary to work on adjusting the speed according to visibility, weather and road surface conditions, roadworks, etc.

The risk of head-on accidents can be reduced through careful choice of meeting points, positioning, etc. It is important to cooperate with other drivers who wish to overtake, regardless of whether they are approaching from the front or the rear. Among other things, challenges will be posed by vehicles that are easy to overlook, such as mopeds and motorcycles, and large vehicles such as lorries, buses and tractor-trailer combinations, which it requires additional road width and line of sight to overtake. Practice in making judgments in connection with meet situations and being overtaken will provide a good basis for the learner to assess how much clear road is required for his/her own overtaking manoeuvres.

Many accidents involving young people are run-off-the-road accidents. It is important to increase the learner's awareness of the importance of always maintaining control of his/her own vehicle by taking into account weather and road conditions and adjusting the speed accordingly.

Driving in queues, in tunnels and in the dark are emphasised with a separate goal. If the distance to the vehicle ahead is correctly adjusted, road capacity can be optimally utilised while safety is maintained. Driving in tunnels may present particular challenges such as abrupt changes in visibility and road grip at the entrance and exit. The basis for safe behaviour in the dark is laid by means of the demonstrations

during the Basic traffic course. Through sufficient practice at this step, the learner will develop the necessary competence with regard to using the lights and adapting the speed and positioning to relevant driving situations in the dark. It is important to encourage learners to distribute their training over time so that they all have the opportunity to practise driving in the dark, even if they take their driving tests during the light season.

Learner drivers must acquire a sufficient knowledge basis prior to or in parallel with their practice: this is a prerequisite for success in practical training.

3.10 Safety course on a practice track

The Safety course on a practice track is mandatory. As the main rule, the course must be completed towards the end of Step 3, before or after the end-of-step assessment. In exceptional cases, the course can be implemented in connection with the Safety course on the road, Part 4.1.2 Driving on country roads or Part 4.1.3 Driving in a varied traffic environment, when this may be advantageous for the learner; cf. Section 11-4 of the Regulations. Attention must be paid in particular to the overall training load and the candidate's learning outcome when training is organised in this manner.

The course comprises the following parts

Part 1 Goals, organisation and expectations

Part 2 Securing passengers and loads

Part 3 The driver's level of control over the vehicle

Part 4 Reflection and summing up

This is a 4-hour course which is to be completed in its entirety on the practice track, cf. Section 11-6 of the Regulations. 1 hour should be spent on goals, expectations, reflection and summing up with instructors and other learner drivers in the classroom. 1 hour should be spent on securing passengers and loads. In addition, every learner must have 2 hours of practice with a view to raising awareness of factors that affect the driver's chances of maintaining control over the vehicle. This course begins with Part 1 and ends with Part 4. The track size, driving patterns, capacity and safety zones determine how many vehicles can be on the track simultaneously. There must be one driving instructor in each vehicle. There may be up to 2 learners in each vehicle when practising on the track. Other training may take place in groups of up to 16 learners.

Goals for the Safety course on the practice track, cf. Section 11-7 of the Regulations

Through experience and practice, the learner driver shall further develop his/her competence with regard to behaving in a manner that will prevent accidents.

The learner driver shall learn to secure passengers and loads, and understand how the vehicle's braking and steering properties are affected by the driver's driving style and the vehicle's equipment.

The learner driver shall

1. be familiar with the goals and organisation of the course, be conscious of his/her own expectations and goals, and able to verbalise these
2. understand the importance of securing passengers and loads in or on a vehicle by
 - a) experiencing how loose objects are affected, and acquiring knowledge of the forces acting on a person in a sudden stop
 - b) acquiring knowledge of and practice in securing children, adults, loads and objects
3. further developing his/her vehicle control skills by
 - a) experiencing how speed, driving style, driver assistance systems, tyres and available grip affect the vehicle's braking and steering
 - b) experiencing crisis situations and becoming aware of his/her own reactions
4. reflect on his/her experiences by
 - a) sharing these with instructors and fellow learners
 - b) assessing his/her own strengths and weaknesses as a driver, and selecting areas offering potential for development

The training is to help the learner reach the goals specified in the Regulations.

With a view to reaching these, within each of the four parts of the Safety course on the practice track, goals may be worked towards simultaneously or in a different order than specified in the Regulations for the particular part of the course, cf. Sections 7-1 and 7-2.

The summary below organises the relevant contents of the course into topics in accordance with the goals. This summary is not exhaustive but merely illustrates what the training should include. Within the scope of the Regulations, and based on the learners' needs and on available resources/training areas etc., the instructor may make his/her own decisions with regard to methods and the order in which the material should be presented, in order to facilitate learning as effectively as possible.

3.10.1 Goals, organisation and expectations

Relevant contents

- Introduction and organisation
- The learner's own expectations and goals
- Course goals and tasks

3.10.2 Securing passengers and loads

Relevant contents

- Forces released in a sudden stop and the effect of speed on the extent of damage
- The car's passive safety
- Correct use of seat belts and headrests
- Securing children using appropriate restraints
- Positioning and securing loads and objects in and on the vehicle

3.10.3 The driver's level of control over the vehicle

Relevant contents

- Exploring the practice area and working on learner tasks
- Braking distances at different speeds and with varying degrees of friction
- Driver assistance systems
- Using mobile obstacles to create situations and experiences
- Raising learners' awareness of their own action and reaction patterns
- The driving process

3.10.4 Reflection and summing up

Relevant contents

- Reflection and sharing experience
- Assessment of driving competence
- Own goals and expectations
- The course goal

Comments on the Safety course on the practice track

This course is to provide learner drivers with the knowledge, skills and insight necessary to develop a kind of readiness to act to prevent accidents. Particular emphasis must be placed on issues relating to securing passengers in the car, and on head-on accidents and run-off-the-road accidents. Training should be structured in a way that ensures a high level of learner activity throughout all parts of the course. The course is to be completed in its entirety on the practice track. The course should be viewed in conjunction with the Safety course on the road and be linked closely with real-life situations when driving on the road.

The introduction should take place in a classroom with a group of learners. The learner is to be acquainted with the course as a whole, how it is organised and who is responsible for the training.

Learners should work together on their own expectations and goals, which are to form a basis for the practical exercises. This session should not be a theoretical presentation of the course. Learners should keep logs or make notes in some other way throughout the entire course. These notes should preferably accompany the learner throughout the safety course on the road in Step 4 as well. What is meant by "log" in this context is discussed in the comments on the Safety course on the road.

In the session relating to securing passengers and loads, most emphasis must be placed on the need for securing passengers and loads and on ensuring that everyone understands the importance of using seat belts correctly. It is important to emphasise that loads must not be positioned in a way that impedes communication with other road users by blocking visibility or concealing indicators and brake lights. Learners are to be given specific tasks that they must complete or find answers to throughout the course. They should be challenged to predict potential incidents. Mobile obstacles should be used to create relevant situations.

Learner drivers should experience loss of control. This is considered important with a view to recognising and understanding risk.

Driving on the practice track should take place using an open driving pattern. "Open driving pattern" means that the entire facility, including all roads and areas that are not specifically closed off or designed for parking, as safety zones, etc., is used to create the situations and experiences that the individual learner needs in order to reach the course goals. An open driving pattern means that the instructor must utilise the opportunities offered by the facility, and as far as possible avoid that learners must wait while others practise.

Challenges and situations should be created as naturally as possible, either by using mobile obstacles or by the vehicle losing grip on account of excess speed or other factors.

The final summing up in the classroom should take place immediately after the practical track practice. All instructors should preferably be present in the classroom. One or two instructors may lead the session. Summing up must focus on the learners' experiences and points of view.

In exceptional cases, the course can be carried out in connection with 4.1.2 or 4.1.3 when this may be advantageous for the learner; cf. Section 11-4 of the Regulations. Attention must be paid in particular to the overall training load and to the candidate's learning outcomes when training is organised in this manner.

Step 4 Final training

Training at Step 4 is to bring learner drivers to the main goal.

The learner must complete the mandatory Safety course on the road in accordance with Sections 11-8 and 11-9 of the Regulations, and also gain sufficient practice, cf. Section 11-5. Practice may take place by means of lessons at a driving school, as private driving practice, or as a combination of the two.

Goals for Step 4, cf. Section 11-5 of the Regulations

After completing Step 4, the learner driver shall have the competence necessary to be able to drive a car in accordance with the main goal.

The learner driver shall have developed a willingness to accept responsibility, take precautions and cooperate in traffic.

4.1 Safety course on the road

The Safety course on the road is mandatory at Step 4.

As the main rule, the mandatory Safety course on the practice track must be completed and the goal for Step 3 must be attained before the learner begins training at Step 4.

The goals for the course focus mainly on the learner's understanding of risk and the traffic system, as for Step 1. It is important that the issues of understanding risk and knowledge of rules and traffic as a system are developed throughout the entire training, although these topics are particularly emphasised at the start and end.

The course is made up of the following elements

Part 1 Risks involved in driving a car

Part 2 Driving on country roads

Part 3 Planning the drive and driving in a varied traffic environment

Part 4 Reflection and summing up

The various parts of the Safety course on the road must be completed in the specified order. This course includes a total of 13 hours of training, cf. Section 11-8 of the Regulations.

The course begins with 2 hours of classroom teaching on the risks involved in driving a car.

The second part involves 5 hours of practical training on country roads.

The third part involves 4 hours of training on planning and driving in a varied traffic environment. At least 3 hours must involve independent driving in a varied traffic environment, while the rest is to be used for planning and summing up.

The course should end with 2 hours of reflection and summing up in the classroom.

The practical training is to be carried out with up to 2 learner drivers. Driving in a varied environment should as a main rule involve 2 learners working together. Other training may be carried out with up to 16 learners.

Goals for the Safety course on the road, cf. Section 11-9 of the Regulations

Through experience and practice, the learner driver shall further develop his/her competence with regard to behaving in a manner that will prevent accidents.

The learner driver shall further develop his/her capacity for reflection, seeing things from the perspective of others, and choosing low-risk ways of driving.

The learner driver shall

1. have an understanding of the risks involved in driving a car, by
 - a. being familiar with the goals and organisation of the course, and verbalising his/her own expectations and goals
 - b. discussing the concept of driving skills
 - c. being familiar with the distribution of the most serious accidents in terms of age, gender and time
 - d. discussing the causes of the most common and most serious accidents involving young people, and suggesting, arguing in favour of, and evaluating effective measures to counteract these
 - e. identifying and describing potential risk factors in any given traffic situation, explaining what the risk involves and selecting, describing and arguing in favour of a desired behaviour
 - f. discussing how (s)he influences and is influenced by others and being conscious of his/her own individual driving style with a view to risks and the environment
2. further develop his/her driving skills on country roads by
 - a. practising driving on country roads of varying standard
 - b. identifying and describing the traffic environment, predicting and identifying potential risks, and describing an appropriate driving style for the time ahead
 - c. using a precise driving technique and further developing an eco-friendly and economical driving style
 - d. observing and experiencing particularly high-risk situations when entering and/or exiting major roads, assessing appropriate behaviour in such situations, and demonstrating such behaviour
 - e. observing and experiencing meet situations and being overtaken, and assessing and demonstrating appropriate behaviour and the willingness to ensure his/her own safety as well as the safety of others in such situations and when assessing whether or not an overtake manoeuvre is feasible
 - f. keeping a log
3. plan and carry out driving in a varied traffic environment by
 - a. using appropriate aids to describe, explain and give reasons for various conditions that must be expected and taken into account while driving
 - b. driving independently over long distances in a changing environment that varies in terms of road standard and between typical country roads, urban and densely populated areas
 - c. giving reasons for his/her own choice of actions and driving style
 - d. keeping a log
4. reflect on his/her experiences and observations by
 - a. sharing these with instructors and fellow learners
 - b. describing and giving reasons for his/her own choices and driving style
 - c. assessing his/her own strengths and weaknesses as a driver, and selecting areas offering potential for development
 - d. assessing and choosing between various solutions to a given problem, explaining his/her viewpoint and being able to argue in favour of this.

The training is to help the learner reach the goals specified in the Regulations.

With a view to reaching these, within each of the four parts of the Safety course on the road, goals may be worked towards simultaneously or in a different order than specified in the Regulations for the particular part of the course, cf. Sections 7-1 and 7-2.

Relevant training contents

The summary below organises the relevant contents of the training into topics in accordance with the goals. This summary is not exhaustive but merely illustrates what the training should include. Within the scope of the Regulations, and based on the learners' needs and on available resources/training areas etc., the instructor may make his/her own decisions with regard to methods and the order in which the material should be presented, in order to facilitate learning as effectively as possible.

4.1.1 Risks involved in driving a car

Relevant contents

- Presentation of and introduction to the course
- Driving proficiency, reflection and self-assessment
- Road traffic accidents, accident types, causes and measures
- Safety equipment in cars
- Assessment of risks in given traffic situations
- Problems relating to norms, values, responsibilities, peer pressure, independence and own choices
- Reflection and assessment of own driving behaviour
- Start work on planning 4.1.3

4.1.2. Driving on country roads

Relevant contents

- Long, continuous drive on country roads of varying standard
- Counteracting the risk of run-off-the-road accidents
- Commentary driving, describing the static and dynamic road and traffic environment
- Precise driving technique
- Eco-friendly and economical driving style
- Entering/exiting major roads involving particular risks that demand risk assessment
- Meet situations, planning meeting points and reduction of risk
- Showing consideration for traffic approaching from the rear, facilitating overtakes
- Assessments relating to potential overtakes by oncoming vehicles, being overtaken and overtaking others
- Writing a log of observations and experiences, both along the way and at the end of this part, to be used as a basis for the final reflection and summing up of the course

4.1.3 Planning the drive and driving in a varied environment

Relevant contents

- Planning the drive and the route using a planning task that the learner driver has prepared
- Discussing suggested solutions with the instructor and fellow learners prior to the trip
- Necessary preparations prior to driving
- Driving independently over long distances in a changing environment
- Commentary driving
- Learners giving reasons for their own choices of action after an incident
- Affecting the learner's attention with deliberate use of various distractions
- Writing a log of observations and experiences, both along the way and at the end of this part of the course, to be used as a basis for final reflection and summing up of the course

4.1.4 Reflection and summing up

Relevant contents

- Exchange of experience and opinions
- Learners reflecting on their own experiences and observations – log
- Driving competence/proficiency
- Values, norms and attitudes
- Action and assessment tendencies, and potential consequences of these in a traffic context
- The learner's own strengths and weaknesses as a driver and potential for development

4.2 Sufficient practice

In addition to the Safety course on the road, the learner driver must have sufficient practice to be able to drive in accordance with the main goal.

Relevant contents

- Supplementary practice at a driving school
- Private practice (with a non-professional accompanying driver)/volume practice

Comments on Step 4

Training at Step 4 is to help learners reach the main goal. The main goal will not be reached automatically by completing the Safety course on the road. In addition to the Safety course on the road, there must be sufficient supplementary practice either through lessons at a driving school or other driving practice, in order to reach the goal for the step. It is important that the goals for Step 3 have been achieved before starting Step 4 training.

The learner driver and, if applicable, his/her private accompanying driver, must be encouraged to practise extensively before the mandatory Step 4 training is completed, so that the learner has sufficient competence to benefit properly from the course. It is recommended to complete the Safety course on the road early enough to allow time for extensive volume practice after the course, before the planned driving test. The course will provide the significant foundation that is needed for private driving practice to be carried out safely and independently at this step, and for such practice to be versatile and realistic. In this way, this practice - the volume practice - may be given sufficient scope and quality to help reduce the likelihood of accidents during the driver's initial period as a holder of a driving licence.

Comments on the Safety course on the road

General

Road traffic attitudes and understanding of risk, which were brought to the learner's conscious attention at the start of the training, are further developed and combined into a whole in this final summing up. The training is to form the basis on which this summing up will be meaningful. This requires the driving instructor and the non-professional accompanying driver to be conscious of this focus at all steps of the training, irrespective of the main topic of the step, cf. the third paragraph of Sections 11-3 and 11-4 of the Regulations.

Problem-oriented training should be made realistic by working on the basis of the experiences and situations encountered by the learners during their practical driving practice.

Using a log as an aid is recommended throughout the first three parts of the course. Selecting situations and incidents that the learner found to provide useful experience, as well as logging these, is intended to form a basis for discussion and reflection. Logging involves the learner making notes during or at the end of the part of the course. The extent must be sufficient for the learner to remember situations

and his/her own reactions, and be able to use these in subsequent parts of the course. If the learner driver is to reach the goals for the course, the instructor must arrange for the learner to encounter relevant and challenging situations. Discussion and reflection may take place both along the way and after practical driving. As much as possible of the knowledge material should be communicated along the way or following a practice situation. Major emphasis should be placed on making the learner an active participant.

Each of the separate parts of the course is to be completed in one session. As far as is practicably possible, the course should be completed with a group of learners who start and finish the course together. Training must be adapted to suit individual learners in this course as well. Aspects related to running off the road and head-on accidents will be emphasised throughout all parts of the course.

Risks involved in driving a car

In this part, learners should be made familiar with the contents of the entire course. Too much theorising in this part is not desirable. Most of the material is meant to be processed along the way and in the summing up part. The introductory part should therefore provide examples of the challenges and tasks learners can expect to encounter later on in the course. Learners should preferably get to know or start the planning task for 4.1.3 during this part of the course.

Driving on country roads

Road standard, curvature, visibility and traffic volumes will vary in this part. Learners' ability to interpret information, describe the environment, use a precise driving technique and select safe road traffic solutions must be challenged. Experience and logs from this part will form the basis for training in 4.1.3.

Learners should gradually develop the ability to drive independently while at the same time verbalising their expectations and commenting on their driving. It is recommended to use the vehicle's trip computer or other aids to view information on time spent driving, fuel consumption, average speed, etc. This part must be carried out as one continuous training session. Pauses for reflection should be included along the way so that learners can discuss matters and keep logs.

In order to work on making assessments in connection with meet situations and overtaking, it is not required that multiple training vehicles work together. It is a prerequisite that the learner driver has sufficient skills from Step 3 to be able to follow other traffic, and to work with those meeting and overtaking situations that occur naturally. If two or more training vehicles are working together, this must be done in a manner that does not disrupt other traffic unnecessarily. Concentrated practice on overtaking in this part of the training is not desirable. Overtaking is a situation that most people perceive as relatively risky, and it is important not to "neutralise" this by means of volume practice. As stated in "Driver competence in a hierarchical perspective", a "danger exercise" should not be completed more than twice, otherwise it may become "fun" and the safety message will be lost.

As a minimum, this part should include the following:

- Continuous driving on country roads where the road standard, curvature, visibility and traffic volumes vary.
- Entering and/or exiting major roads at junctions that are particularly demanding on account of their design and/or visibility conditions and that make major demands in terms of understanding risk and the ability to choose safe solutions

Learners should be challenged with regard to

- interpreting information
- describing the road and traffic environment, their expectations and planned driving style
- precise driving technique, eco-friendly and economical driving, and assessment of meeting and overtaking situations.

Planning the drive and driving in a varied environment

This part is intended to sum up and synthesize the course. In addition to actual driving tasks, learners first have to plan the drive. The planning part is closely linked to the overall theme of Planning and preparations prior to driving, cf. Chapter 1, which must have been covered in earlier parts of the training. The planning task is partly intended to be done as homework, allowing learners to prepare. Suggested solutions are to be discussed with the instructor and fellow learners when they meet on the day of the drive. The planning task should involve elements relating to the driver, the road and traffic environment, and the vehicle. The anticipated time required, fuel consumption, the need for breaks, and references to use in order to identify the route should be included. Ideally, learners should be made familiar with the planning task in 4.1.1, and by the end of 4.1.2 at the latest. It is important for learner drivers to have sufficient time for planning. Therefore, there should be some time (at least 1 day) between 4.1.2 and 4.1.3. The log should be used in the planning.

It is important for learner drivers to have reached a sufficiently good level before completing this part. Therefore, learners who appear to need it must be offered supplementary driving lessons after 4.1.2, so that they can develop the best possible basis for a good learning outcome in 4.1.3.

Learners should be challenged to comment on their driving and to give reasons for their choices and driving style throughout this entire part.

Practice areas and contents

As a minimum, this part should include the following challenges:

- Areas where the environment alternates between a typical country road environment and an urban/densely populated environment (more complex traffic situations in combination with a country road environment), where learners are challenged to make independent decisions
- Continuous, independent driving that requires concentration over a longer period of time

Learners should be challenged with regard to

- their ability and willingness to choose safe solutions
- commenting on their driving and giving reasons for their choices and driving style in retrospect

Reflection and summing up

In this part, learners are to reflect on and share their experiences from both the Safety course on the road and the other parts of the training. Remembering incidents and experiences may be challenging, so it is important to have kept logs, and not to allow too much time to pass between 4.1.3 and 4.1.4. Learners should be challenged with regard to concepts such as driver competence and risk acceptance, and assessment of their own driver competence.

4 Training for Categories B Code 96 and BE

Main goals for training, Categories B Code 96 and BE cf. section 12-1 of the Regulations

After completing driver training for Category BE, the learner driver shall have the competence necessary to drive a car with a trailer in a responsible manner.

The learner driver shall have the knowledge, skills, self-insight and understanding of risk required to drive in a manner which:

- is safe on the road
- provides proper interaction
- promotes efficient traffic flow
- shows consideration for health, the environment and the needs of others
- is in compliance with regulations in force

Step-by-step training

For Categories B Code 96 and BE, Step 1 is considered to be covered by the training for a Category B driving licence. The goals for Steps 2 and 3 specify what it will take for the learner to benefit properly from training at the next step. The intention is that the elements of training for each step should be continued at the next stage. The goals for Steps 2 to 4 together describe the competence required to obtain a driving entitlement in Category B Code 96 or Category BE.

Step 2

At Step 2, the learner driver is to learn how to control vehicles in purely technical terms, mainly without having to pay attention to other road users. Good technical driving skills are necessary in order to benefit from Step 3 training, and will also make the driving economical and as eco-friendly as possible. The learner is to acquire knowledge about the risks involved in driving with a trailer, and about securing loads and safety checks. This knowledge is to enable the learner to take on the driver's responsibility for checking and inspecting the vehicles, among other things. No minimum number of hours has been stipulated for training at this step. The extent of the training must be adapted to the learner's needs and abilities.

Towards the end of the step, the learner driver must complete an end-of-step assessment in accordance with section 7-5 of the Regulations. On the basis of his/her own performance the learner is to decide to what extent the goals for the step have been met and whether there is sufficient foundation for further training. Instructors must give learners their recommendations as to whether the learner has the necessary competence to benefit from the next step of training.

Step 3

At Step 3, the goals focus on the learner's proficiency in driving in traffic, in varied road and traffic environments. The learner is to master driving with a vehicle and trailer in varied traffic and varied terrain. No minimum number of hours has been stipulated for training at this step. The training must be adapted to the learner's background experience and opportunities for driving practice.

Towards the end of this step, the learner driver must complete an end-of-step assessment in accordance with Section 7-5 of the Regulations. On the basis of his/her own performance, the learner is to decide to what extent the goals for the step have been met and whether there is sufficient foundation for further training. Instructors must give learners their recommendations as to whether the learner has the necessary competence to benefit from the next step of training.

Step 4

At Step 4, the goals focus mainly on the learner's interaction with other road users, understanding of risk, and self-insight. The learner must complete a course in securing and marking loads – Categories B Code 96, BE, D1E, DE and T - and a Safety course on the road – Categories B Code 96 and BE. The Course in securing and marking loads can also be taken at Step 2 or 3 when this is most practical and basic training on load securing as described in Step 2 has been completed.

Before a Category B Code 96 driving entitlement is awarded, all mandatory training must be reported to the Norwegian Public Roads Administration. The mandatory training constitutes a total of 7 hours of instruction.

Many learner drivers will need more lessons in order to reach the goals for the training. In Category BE, learners must have sufficient practice to pass the driving test.

5 Goals for each step, course and part of the training, and relevant contents, for Categories B Code 96 and BE

Step 2 Basic vehicle and driving competence

Through training at Step 2, the learner driver is to learn to control a vehicle with a trailer in purely technical terms, mainly without having to pay attention to other road users. Good technical driving skills are necessary in order to benefit from training at Step 3, and will also make the driving economical and as eco-friendly as possible. The learner is to acquire knowledge about the risks involved in driving with a trailer, and about securing loads and safety checks. This knowledge is to enable the learner to take on the driver's responsibility for checking and inspecting the vehicles, among other things.

No minimum number of hours has been stipulated for training at Step 2, except that all learners must complete a mandatory end-of-step assessment. It is important for learners to have enough practice to benefit properly from training at Step 3.

The learner driver is to complete a mandatory end-of-step assessment towards the end of Step 2, cf. Section 7-5 of the Regulations.

The intention is that the content of the training should be continued at Steps 3 and 4, while also forming part of the basis for the tasks given at the Category BE driving test.

Goals for Step 2 cf. Section 12-3 of the Regulations

After completing Step 2, the learner driver shall have the competence necessary to benefit properly from the training on proficiency in traffic at Step 3.

The learner driver shall have adequate technical driving skills to be able to transfer his/her attention from his/her own vehicle to the surrounding traffic and interaction with other road users. The learner driver shall understand the need for safety checks and load securing.

Throughout the step, the learner driver shall discuss his/her own motivation and willingness to utilise knowledge and skills acquired at this step. The learner driver shall assess his/her own ability to use the vehicle and trailer and detect any defects and deficiencies in these.

The learner driver shall

1. have knowledge about risks related to driving a car with a trailer
2. have basic knowledge about load securing
3. be able to couple and uncouple the trailer and carry out relevant safety checks
4. be able to assess the space required when driving in a straight line forwards and making a turn, and be able to drive the vehicle combination both uphill and downhill
5. be able to reverse in a straight line backwards and making a turn, and be familiar with the driver's responsibilities and obligations relating to reversing

The training is to help the learner reach the goals specified in the Regulations. With a view to reaching these, goals may be worked towards simultaneously or in a different order than specified in the Regulations for the particular step or part of the course, cf. Sections 7-1 and 7-2.

Relevant training content

The summary below organises the relevant contents of the training into topics in accordance with the goals. This summary is not exhaustive but merely illustrates what the training should include. Within the scope of the Regulations, and based on the learners' needs and on available resources/training areas etc., the instructor may make his/her own decisions with regard to methods and the order in which the material should be presented, in order to facilitate learning as effectively as possible.

2.1 Knowledge about risks related to driving a car with a trailer

Relevant contents

- Accident types
- Risks when passing vulnerable road users and two-wheeled vehicles
- Risks when braking
- Risks when loads are poorly secured

2.2 Basic knowledge about load securing

Relevant contents

- Physical forces
- Basic requirements for securing loads
- Mounted equipment and safety equipment

2.3 Coupling and uncoupling trailers, and safety checks

Relevant contents

- Coupling
- Uncoupling
- Securing a trailer when parking, loading and unloading
- Checking couplings, brakes, wheels and tyres, lights and mounted equipment
- Checking mirrors and angles of vision
- Checking loads and load securing
- Pre-trip checks (daily inspections)

2.4 Space required when driving in a straight line forwards and making a turn, and driving uphill and downhill

Relevant contents

- Space requirements when driving in a straight line forwards
- Space requirements when turning
- Driving uphill and downhill
- Accessibility
- Economical driving
- Route selection

2.5 Reversing

Relevant contents

- Reversing in a straight line and making a turn
- The driver's responsibilities
- Using an assistant

2.6 End-of-step assessment cf. Section 7-5

The end-of-step assessment should be completed towards the end of Step 2.

Comments on Step 2

It is important for the learner to develop an understanding of the need for safety checks and load securing early on during training. It is possible to use the training vehicles and the load on the trailer etc. to facilitate such development, for example by means of tasks and group discussions. The fundamental understanding of both safety checks and load securing should form the basis for the mandatory course in load securing at Step 4. The consequences of failure to carry out safety checks and load securing can easily be amplified when driving with a trailer. Therefore, greater emphasis will be placed on the candidate's performance with regard to safety checks in Category BE driving tests, compared with Category B driving tests.

Step 3 Proficiency in traffic

Through training at Step 3, the learner driver is to learn to drive in varied traffic.

No minimum number of hours has been stipulated for training at this step.

Towards the end of Step 3, the learner driver is to complete a mandatory end-of-step assessment, cf. Section 7-5.

The intention is that the topics and main issues at Step 3 should be continued at Step 4, while also forming part of the basis for the tasks given at the Category BE driving test.

Goals for Step 3 cf. Section 12-4 of the Regulations

After completing Step 3, the learner driver shall have the competence necessary to benefit properly from the final training at Step 4.

The learner driver shall drive clearly, safely and independently in varied traffic.

Throughout the step, the learner driver shall discuss his/her own motivation and willingness to utilise knowledge and skills acquired at this step. The learner driver shall assess his/her own skills with regard to driving a car with a trailer and interacting well with other road users.

The learner driver shall

1. acquire information systematically and automatically
2. be able to drive clearly, safely and efficiently in varied terrain
3. be able to assess opportunities for turning around, ways of turning around, and the use of an assistant
4. be able to drive independently in a varied traffic environment in a way that provides proper interaction with other road users and at the same time is economical and eco-friendly

The training is to help the learner reach the goals specified in the Regulations.

With a view to reaching these, goals may be worked towards simultaneously or in a different order than specified in the Regulations for the particular step or part of the course, cf. Sections 7-1 and 7-2 of the Regulations.

Relevant training contents

The summary below organises the relevant contents of the training into topics in accordance with the goals. This summary is not exhaustive but merely illustrates what the training should include. Within the scope of the Regulations, and based on the learners' needs and on available resources/training areas etc., the instructor may make his/her own decisions with regard to methods and the order in which the material should be presented, in order to facilitate learning as effectively as possible.

3.1 Systematic, automatic information acquisition

Relevant contents

- Using mirrors
- Utilising zones of vision when exiting bends
- Checking afterwards when passing obstacles, vulnerable road users and two-wheeled vehicles
- Traffic directly behind, that is difficult to see in the mirrors

3.2 Clear, safe and efficient driving in varied terrain

Relevant contents

- Clear speed adjustment, positioning and signalling
- Efficient use of engine power and gears and utilisation of kinetic energy
- Utilising the terrain

3.3 Turning and using an assistant

Relevant contents

- Assessing opportunities for turning
- Positioning before reversing
- Positioning of and communication with the assistant

3.4 Independent driving in a varied traffic environment in a way that results in good interaction with other road users while also being economical and eco-friendly

Relevant contents

- Not appear threatening to other road users
- Not impeding or disrupting other traffic unnecessarily
- Avoiding unnecessary stops
- Utilising kinetic energy
- Fuel consumption

3.5 End-of-step assessment cf. Section 7-5

The end-of-step assessment should be completed towards the end of Step 3.

Comments on Step 3

When Step 3 training is complete, the learner driver is to have the basis required to benefit properly from training at Step 4.

The learner must be able to drive in a manner that provides proper interaction with other road users while also being economical and eco-friendly. The practice area should be selected so that the learner can practise how to utilise the car's engine power and the vehicles' kinetic energy, and how to cooperate effectively with those who wish to overtake.

Step 4 Final training

Training at Step 4 is to bring learner drivers to the main goal. The learner driver must complete a course in securing and marking loads – Categories B 96, BE, D1E, DE and T, in accordance with section 27-1 - and the Safety course on the road – Categories B code 96 and BE, in accordance with section 12-6 - and in addition gain sufficient practice.

The Course in securing loads can also be taken at Step 2 or 3 when this is most practical and basic training on load securing as described in Step 2 has been completed.

Goals for Step 4 cf. Section 12-5 of the Regulations

After completing Step 4, the learner driver shall have the skills necessary to be able to drive in accordance with the main goal.

The learner driver shall have developed a willingness to accept responsibility, take precautions and cooperate in traffic.

4.1 Course in securing and marking loads – Categories B Code 96, BE, D1E, DE and T

Before a Category B Code 96 driving entitlement can be awarded, and before the driving test for categories BE, D1E, DE and T can be taken, the learner driver must have completed a mandatory course in securing and marking loads for categories B Code 96, BE, D1E, DE and T, unless this has been completed previously. This course involves securing and marking loads on trailers, and involves 2 hours of training. Of this, 1 hour must involve practice in marking and securing loads on trailers. This practice must be carried out with no more than 4 learners in the group.

Goals for the Course in securing and marking loads – Categories B Code 96, BE, D1E, DE and T, cf. Section 27-1 of the Regulations

The learner driver shall appreciate the need to secure and mark loads, and acquire the necessary practice in securing loads on trailers.

The learner driver shall

1. know that deficient securing is caused by human error and may have major consequences and cause tragedies
2. be familiar with the regulations that apply to securing loads on vehicles and to the transport of dangerous goods when the driver does not have a special certificate of competence
3. experience, through demonstration, the forces acting on the load during transport and the importance of friction, and become familiar with different ways to secure loads, such as locking, blocking, lashing and covering
4. explain the particular hazards relating to loads that are positioned incorrectly, loads with a high centre of gravity, suspended loads, liquid loads, live animals and passenger transport
5. practise
 - a) positioning, securing and marking a long load equivalent to a log
 - b) positioning and securing a package with minimum dimensions of 1x1x1 metre, or 0.8 x 1.2 x 1 metre
 - c) positioning and securing another load such as a round bale or big bag weighing at least 350 kg
6. appreciate the need for maintenance and determine whether the load securing equipment is in proper order

The training is to help the learner reach the goals specified in the Regulations.

With a view to reaching these, goals may be worked towards simultaneously or in a different order than specified in the regulation for the particular part of the course, cf. Sections 7-1 and 7-2.

Relevant training contents

The summary below organises the relevant contents of the training into topics in accordance with the goals. This summary is not exhaustive but merely illustrates what the training should include. Within the scope of the Regulations, and based on the learners' needs and on available resources/training areas etc., the instructor may make his/her own decisions with regard to methods and the order in which the material should be presented, in order to facilitate learning as effectively as possible.

4.1.1 Causes and consequences of inadequate securing of loads

Relevant contents

- Risks relating to securing loads inadequately
- Causes of inadequate securing
- Accidents and human tragedies caused by inadequate securing

4.1.2 Regulatory requirements

Relevant contents

- The main requirements that apply to the securing of loads and to the securing equipment
- Securing special loads requires special knowledge
- Rules for the transport of passengers and of animals
- Rules for the transport of dangerous goods for forestry and agricultural purposes for drivers with no special certificate of competence

4.1.3 The need for securing, and the choice of securing methods and equipment

Relevant contents

- Sudden stops with unsecured cargo
- Driving around bends with unsecured cargo
- Accelerating with unsecured cargo
- The size and direction of the forces acting on the load while driving, and the effect of friction on these forces
- Various methods for securing loads, such as locking, blocking, lashing and covering
- Securing equipment (fibre straps, chains, nets, tarpaulins)

4.1.4 Particular hazards

Relevant contents

- Particular hazards relating to loads that are positioned incorrectly, loads with a high centre of gravity, suspended loads and liquid loads
- Hazards relating to the transport of live animals and passengers

4.1.5 Practising load securing

Relevant contents

- Correct positioning with regard to the distribution of the weight between trailer coupling and axles
- Securing the load using blocking and lashing
- The number of straps required in addition to blocking
- How and where to fasten these straps
- Marking protruding items in accordance with regulatory requirements
- Inspection and maintenance of load securing equipment

4.1.6 Maintenance and assessment of equipment

Relevant contents

- The need for maintenance
- Assessment of whether the equipment is safe to use

4.2 Safety course on the road – Categories B Code 96 and BE

Before a Category B Code 96 driving entitlement can be awarded, and before the Category BE driving test can be taken, the learner driver must have completed a mandatory Safety course on the road – Categories B Code 96 and BE, unless this has been completed previously. This course involves driving with a trailer in a low-risk manner while interacting well with other road users, as well as the driver's assessing his/her own driving skills. This course involves 3 hours of training. There may be up to 2 learners in the vehicle at the same time.

Goals for the Safety course on the road – Categories B Code 96 and BE, cf. Section 12-7 of the Regulations

Through experience and practice, the learner driver shall further develop his/her competence with regard to behaving in a manner that will avoid accidents.

The learner driver shall

1. plan the driving route
2. understand the risks involved in driving a passenger car with a trailer in various traffic environments
3. develop his/her driving skills, particularly with regard to identifying high-risk situations, planning meet situations, being overtaken, assessing opportunities for turning around and ways of turning around, and driving economically
4. be able to verbalise his/her own experience and on the basis of this assess his/her own proficiency in driving a car with a trailer, and potential for improvement

The training is to help the learner reach the goals specified in the Regulations.

With a view to reaching these, several goals can be worked towards simultaneously or in a different order than specified in the Regulations for the particular part, cf. Sections 7-1 and 7-2.

Relevant training contents

The summary below organises the relevant contents of the training into topics in accordance with the goals. This summary is not exhaustive but merely illustrates what the training should include. Within the scope of the Regulations, and based on the learners' needs and available resources, practice areas, etc., the instructor may make his/her own decisions with regard to methods and the order in which the material should be presented, in order to facilitate learning as effectively as possible

4.2.1 Planning the route

Relevant contents

- Risk of obstacles or conflicts of interest with other road users
- Accessibility

4.2.2 Risk involved in driving a passenger car with a trailer in various traffic environments

Relevant contents

- Accident types
- Risks when passing vulnerable road users and two-wheeled vehicles
- Risks when braking
- Checking potential overheating of brakes, hubs and tyres
- Risks when loads are poorly secured
- Checking and possibly retightening the securing of the load

4.2.3 Identifying high-risk situations

Relevant contents

- Systematic and effective observation
- Assessment of conflicts and risks
- Explaining choices

4.2.4 Own experience, assessment of own skills and potential for improvement

Relevant contents

- Experience
- Driving proficiency
- Potential for development

Comments on Step 4

Training at Step 4 is to bring the learner driver to the main goal. The training focuses to a large extent on the learner's understanding of risk and self-insight. It is important to avoid the misconception that the goals are automatically reached by completing the mandatory training. Many people will need more practice, at the driving school or with a private accompanying driver. This applies not least to those who are taking the Category BE driving test.

Comments on the Safety course on the road

This course builds on the learner's experience as a holder of a Category B driving licence, and the training at Steps 2 and 3.

To reach the goals of the course, the instructor must organise the training in a manner that makes learners active participants. Learners have to encounter relevant and challenging situations that stimulate discussion and reflection. As with the Category B Safety course on the road, this course must focus on matters such as avoiding collisions and cooperating when oncoming or following vehicles decide to overtake.

4.3 Sufficient practice

In addition to the Safety course on the road, the learner must gain sufficient practice to be able to drive in accordance with the main goal.

Relevant contents

- Supplementary practice at a driving school
- Private practice (with a non-professional accompanying driver)

Comments

It is important that the learner acquires enough practice to be able to drive in accordance with the main goal before (s)he takes the driving test.



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