



## HOW TO GET A CATEGORY B DRIVING LICENCE

The picture below shows how to get a category B driving licence by having a holder of the driving instruction as a teacher.

## DRIVING INSTRUCTION AND DRIVING INSTRUCTION PERMIT

Driving instruction for a category B driving licence is a single-stage process. The obligatory training includes the EAS training (if you are applying for your first driving licence) and the risk training (<https://ajokortti-info.fi/en/getting-a-driving-licence/hours-and-content-for-driving-licence-instruction>). The training in both areas must be provided by a professional instructor at a driving school or by other traffic safety instructors approved by Trafi. In addition to this training, the candidate must also take driving instruction in total ten hours. This training can be provided by a holder of a driving instruction permit.

## ROLE OF THE DRIVING INSTRUCTION PERMIT HOLDER

Teaching provided by a holder of the driving instruction permit now plays a more important role. The compulsory hours requirements are only indicative. Some candidates need more training and practice during the learning process. Passing the driving test does not make you a good driver.

**Driving instruction is a lifelong learning process involving your own safety and the safety of the other road users. In other words; it is a process of becoming a responsible driver.**

The purpose of the driving test is to determine whether you are ready to meet the challenges of road traffic as an **independent** driver. The duration of the driving test for the category B driving licence is 60 minutes and at least 45 minutes of the total 60 minutes must be driving in the road traffic. The driving test measures your capacity for flexible and safe driving in different speeds and in areas of different traffic density. The purpose is also to assess your ability to identify risks in road traffic and measure how you contribute to traffic safety with your own action.

The ABC of driving skills describes the skills areas that are also covered in the driving test. You can study them with the help of this guide. You should take as much practice as possible with your driving instructor. The more you drive together and the more kilometres you accumulate in different environments, the better are your chances of passing the driving test and becoming a safe driver from the day you receive your driving licence.

You can start driving practice as soon as you have completed the EAS training, (<https://ajokortti-info.fi/en/getting-a-driving-licence/hours-and-content-for-driving-licence-instruction>), you have reached the age of 16 and your instructor has been granted the driving instruction permit.

## HOW DO I GUIDE MY OWN LEARNING AND HOW DO I GUIDE THE CANDIDATE ON THE ABC LEARNING PATH?

### OVERALL GOAL

The overall goal is to train responsible drivers. The learning process does not end with the driving test. Being a driver is a continuous learning process requiring constant updating of one's knowledge and skills (new road signs, traffic rules and technologies). As a driver, you must also be aware that all changes in your life are also reflected in your driving (life situation, fatigue, stress, family and ageing) in both good and bad.

**Even if you know how to handle a vehicle, you may not necessarily be a good driver.**

As a fresh driver you will be facing plenty of challenges during the first months of your driving career. After all, studies show that the first six months after obtaining the driving licence are a particularly risky period. This is largely due to the lack of driving experience but many other matters also play a role (life stage, life

management, increase in brain capacity, etc.). You can read more about these issues at <https://ajokortti-info.fi/ajokortin-hankkiminen/uuden-kuljettajan-riskiosaaminen>.

### **A good driver is also a safe driver.**

The more the new driver is able to practice with a driving instructor (both in terms of hours and kilometres), the lower the accident risk during the early months of the driving career. Many driving-related functions require a great deal of practice so that they would not take too much capacity from the most important part of driving (correctly timed observations, identification of risks and foreseeing of situations). These functions mainly concern the skills connected with vehicle handling and controlling. When properly mastered, these skills form the basis for learning functions that are more complex.

**Remember that when in the traffic, you must apply information quickly and use a broad range of skills simultaneously. Furthermore, you must always have a good understanding of the overall situation so that you can identify any hidden risks.**

## **BECOMING A NEW DRIVER**

You are both on the verge of a major change – as a candidate you want to learn to drive and become part of the traffic system and as a teacher, your task is to train a new responsible driver who is able to meet this challenge. How to start a joint path?

This guide gives a short overview of how

- different contents and topics should be approached in the driving instruction process
- how you should proceed in the learning process, and
- how you can assess whether you have achieved the goals set for the teaching.

In ensuring the success of the learning process, the main aim should be to encourage the candidate to analyse and assess his or her performance, to view situations from the perspective of other road users and to consider how to cooperate with other road users. The aim is to understand the consequences of one's own action. This helps to ensure that the **candidate will become aware that being a considerate driver will also make traffic safer.**

## **TEACHING AND LEARNING METHODS - SELF-ASSESSMENT AND REFLECTION AS A BASIS FOR LEARNING**

By assessing your own performance, you are forced to make a distinction between the things that you already master and the things that are still difficult and require additional practice.

Even though they are closely linked, self-assessment and reflection are two separate functions. They help to make you more aware of your own skills and behaviour. When the candidate is aware of his or hers own strengths and weaknesses as a driver, he or she is also less likely to become overconfident (a major risk factor with young drivers) (<https://ajokortti-info.fi/ajokortin-hankkiminen/uuden-kuljettajan-riskiosaaminen>). With these principles, you can get an overview of what it means to be a responsible road user. As a driver, you are always responsible for your vehicle, your own safety, the safety of your passengers and your own actions in road traffic.

**With your own action, you can enhance the safety of other road users, the way in which they perceive safety and make the traffic smoother and more flexible. Remember; you are responsible for your own actions!**

In **self-assessment**, the candidate makes observations of his or hers own driving performance and behaviour and assesses how well did he or she performed. The candidate should ask themselves what they did and how and what they failed to do.

Let's take the example of driving in a queue. After the driving practice, the candidate and the instructor are discussing the aspiring driver's performance. The **candidate** feels that he or she may have been too close to the vehicle in front. The **instructor** agrees.

In **reflection**, the candidate should analyse why he or she was driving so close to the other vehicle.

- Was it because the candidate did not realise the danger involved?
- Was it because the candidate was unable to adjust the speed of the vehicle correctly or estimate the distance between vehicles?
- Does the candidate think that he or she is able to react so quickly that a collision can be avoided even if the other driver suddenly applied the brakes?
- Does this mean that the candidate does not know/is unable to perceive the distance required for a car to stop when travelling at such speeds?
- Or might it be that the candidate did not even notice the matter?
- Was the candidate distracted by other factors? Was he or she agitated or so nervous that he or she failed to notice the matter or react to his or her own behaviour?

**In other words, was it because of insufficient knowledge, lack of skills, lack of understanding, attitudes, the control of one's own state of mind or a combination of several factors? Was the candidate unable to identify the risks involved?**

## PLANNING THE TEACHING AND IDENTIFYING RISKS

You should follow a number of principles when planning and implementing the driving instruction.

You should always work together to set the objectives for the next practice. What are the skills you would like to improve? Set the goals together.

**What is meant by setting goals?** It is an idea/perception of what the performance should look like when it is good enough (at an acceptable level).

Can you learn anything without setting goals for your performance? Yes you can, but if you do not have specific goals, learning and guiding the learning process is like navigating in total darkness without a flashlight. You know that you should go to a certain direction but you do not know how to get there. Setting goals for yourself helps you to set the direction for your journey. It is easier to start if you know where to go. This also allows you to **measure your performance (to assess how much you have learned and whether you are going to the right direction).**

You should divide the goals into smaller parts. The practice should be planned in a way that it is possible for the candidate to reach the goal. When planning the practice, it is important to consider the candidate's skill level. The driving environments and conditions should be suited to what the candidate has already achieved. In such environments, the candidate is able to practice the skills that he or she has already acquired and at the same time have a chance to tackle new challenges. As a general rule, you should start with simple things and gradually proceed to more complex matters. Likewise, you should start from quiet traffic environments and move to busier roads as the candidate's skills improve.

You should also clearly state the goals of the practice so that the candidate knows what is expected of him or her. After that, the instructor can explain what the candidate is expected to achieve in the practice and

why it is important to do it in a particular manner. You can discuss the matters that the candidate should focus on in the practice and what could happen if the candidate fails to act in the agreed manner.

**The candidate should always understand the consequences of his or her own action – regardless of whether it is the vehicle, the candidate or other participants that would be affected.**

The instructor should first demonstrate in practice what the candidate is expected to do. While doing that the instructor should also comment on his or her own action, which is a good way to make the candidate understand what is being done and why it is done in that particular manner. It means that you say aloud what is usually going on inside your head (how you steer your action with your brain). After that, the candidate can perform the practice, commenting on his or her own action. In this manner, the instructor can get 'inside the candidate's head' and is able to correct any incorrect assumptions or attitudes. The practice should continue until the candidate can perform the task reasonably well.

Commenting on one's own driving helps the candidate to become aware of how an action should be performed. Such perceptions are useful in the guidance of the learning and they can also speed up the learning process. With this method, the candidate is able to develop his or her understanding and behaviour in a manner that is conducive to achieving the goal.

**Driving instruction should take place in demanding environments and include a broad range of situations involving different roads, speeds, traffic densities and weather conditions. In such conditions, the candidate must tackle challenges at different levels of decision-making as well as identification and understanding of risks. These conditions also provide a good basis for reflection and sharing of experiences.**

Both the instructor and the candidate should always make observations of the candidate's performance. The instructor asks questions from the candidate and activate the candidate to consider and assess his or her own performance. The discussions help the instructor to determine how, when, why and where the candidate makes decisions on his or her own action. The candidate can assess his or her own physical performance and learns to reflect his or her own skill levels, behaviour and attitude towards driving.

From the outset, the aim is to ensure that the candidate would become aware of the existence of risks in traffic. The candidate learns to observe dangerous situations, understand the potential for risks, anticipate where the situation can lead to, foresee the behaviour and intentions of other road users, adjust his or her driving to prevailing road conditions and consider how he or she could, by acting correctly, prevent risks. The candidate should understand that he or she is also expected to contribute to traffic safety. This understanding does not arise automatically as it requires discussions between the instructor and the candidate. **The aim is that the candidate can determine how he or she is expected to behave in traffic and why.**

The candidate must have a realistic picture of his or her own strengths and weaknesses. It is extremely important that the candidate understands that the risks in road traffic do not only arise from external conditions and the behaviour of other road users. **For new drivers, most of the risks arise from their own action and behaviour.** (<https://ajokortti-info.fi/ajokortin-hankkiminen/uuden-kuljettajan-riskiosaaminen>)

**Traffic is an interactive process involving a large number of participants and a broad range of different conditions that all contribute to risks. For this reason, it is important that you understand your own responsibility and that you are able to take a critical look at your own skills and behaviour as a driver. This perspective should always be considered in driving practice.**

## **THE ABC OF DRIVING SKILLS**

The ABC of driving skills describes the basic skills that you should master in order to be a safe driver. The overall competence comprises knowledge, skills, understanding, attitudes and behaviour. Identifying, preventing and avoiding risk is a key part of the overall competence.

Let's take a quick look at what this means in practice.

We usually talk about **driving skills**. Skills mean the capacity that you need so that you can drive well and in a safe manner. These skills include the use of the clutch and the gears, regulation of speed, observations and anticipation, and usually people acquire these skills through instruction, practice and experience.

**Knowledge and understanding** are closely connected. Knowledge comprises all factual information, such as road signs and traffic rules, but it also covers such concepts as economic and environmentally friendly driving, truths and principles (such as braking and stopping distances at different speeds and grips, friction and centrifugal force). Understanding knowledge means that you can put it into the right context, apply it in practice, interpret it, make it part of the whole, examine it from the perspective of others and be aware of your own limitations in this respect.

**Attitudes and behaviour**. Our attitudes reflects the way in which we behave in traffic or how we view matters in traffic. They manifest themselves in our approaches to traffic situations and whether we act in a safe and responsible manner as road users.

In **self-assessment**, individuals collect information about their own driving, analyse the quality of their performance and decide how to improve it.

**Reflection** is a process in which individuals reflect and critically assess their earlier action and events in which they have taken part or decisions that they have made and the reasons leading to them. Reflection opens up new perspectives to one's own action and it also encourages individuals to go through the emotions arising from the experience.

**Identifying and avoiding risks** means the ability to perceive and understand the existence of potentially dangerous road and traffic conditions and the risks arising from one's own behaviour. It also means the ability to assess the probability of the risks and to choose the correct approach so that one can avoid these risks and prevent accidents. In a nutshell, one can talk about the ability to read and foresee events in traffic.

Preventing inherent risks (risks arising from oneself) is a matter of managing one's own action. It should be remembered that 98 per cent of all traffic accidents are caused by human factors. As long as vehicles are steered by humans, humans are also the main cause of accidents. Accidents are rarely caused by technical defects alone. You can blame slippery roads or poor visibility but it is up to humans to adjust their driving to the prevailing conditions. **Responsibility also means that you do not blame others for your own mistakes and that you understand the consequences of your own action and decisions.** This is the only way to become a better driver.

## CONTENTS

The contents of ABC have been built so that first you have a chance to acquaint yourself with the basic skills that all road users should know and master. It is important to remember that finding reliable and correct information is key to becoming a safe driver. At Trafi's ajokortti-info.fi website, you can find links to material producers' internet pages (<https://ajokortti-info.fi/ajotaidon-yllapito/oppimateriaalin-ja-opetuksen-tarjoajia>). Note that the material producers are responsible for the accuracy of the information on their own websites.

After studying the basic information intended for all road users, you are familiarised with four skills areas that form the basis of the overall competence required of a responsible driver. These four areas are the same in which your skills are checked in the driving test. More information about the importance of each of these four areas is also provided and there are also practical examples and tips of how to proceed in the driver training.

## ACHIEVING THE GOALS

At the start of each skills area there is presented an overall goal what is expected to be achieved. Goals are also described for all the topics described in the skills areas. Examples of self-assessment in the field of knowledge, skills and understanding as well as examples of reflection are given in each skills area. It should be remembered that these are only examples because the self-assessments and reflections are based on actual events in driving practice and take place in discussions between the candidates and their instructors immediately after practice.

## DRIVER'S GENERAL BASIC KNOWLEDGE

You know the obligations and responsibilities of vehicle holders. You also know the meanings of the following concepts; fitness for traffic and roadworthiness. You also know how these affect traffic safety. Drivers must also know traffic rules and road signs. Knowing and observing them form the basis for smooth traffic, anticipation and traffic safety.

Topic	As a driver
Vehicle insurance	You are familiar with different types of insurance cover. You understand what is meant by the obligatory motor vehicle liability insurance, voluntary vehicle insurance and other types of insurances.

Vehicle tax	You are aware that the vehicle tax is obligatory and understand the consequences of failing to pay the tax.
Vehicle inspection	You understand why vehicle inspections are carried out, you know how they are carried out and you are aware of your responsibilities in the process. You also understand the consequences of not having your vehicle inspected.
Vehicle technology	You are familiar with the different power sources of a vehicle and how they affect the environment. You are familiar with driver-assistance systems and vehicle automation and their role in driving.
Vehicle registration	You are aware that vehicle registration is obligatory and you know your obligations in the registration process. You are aware of the consequences of using an unregistered vehicle.
Vehicle maintenance	You are familiar with the measures carried out as part of basic vehicle maintenance and are aware of what they mean for safety. You are also aware of the purpose of regular maintenance.
Emergencies	You know how to act in emergencies.
Guiding traffic, traffic rules and road signs	You know the traffic rules and road signs and understand why observing them is important for traffic safety.
Traffic environment	You know the difference between road categories, types of intersection and traffic environments, are aware that you are part of the traffic system and know your own responsibility as a party contributing to the safety of the system.

### Examples for assessing knowledge, understanding and skills:

What are the consequences of failing to pay the vehicle tax?

Which of the vehicle power sources is the most environmentally friendly?

What is meant by an environmentally friendly vehicle? What are the benefits of having an environmentally friendly vehicle?

What is the first thing to do when you are the first person to arrive at an accident site?

Where can you view all road signs currently in use?

Do you know the meaning of additional plates?

Why is voluntary vehicle insurance recommended?

How do traffic rules and road signs help to improve traffic safety?

Why is the motorway often called the safest of all road categories?

Why is a roundabout safer than an unequal intersection?

### Examples for self-assessment and reflection:

What do you think, which is more difficult for you: driving in urban areas or driving on a motorway? Why?

Have you ever been involved in a traffic accident or arrived at an accident site? How did it feel? How did you act? Could you have acted otherwise?

Do you know how to make basic maintenance for a car? What are the things where you need more practice?

In your own point of view, which of the driver-assistance systems is the best one in terms of safety and why?

## VEHICLE HANDLING AND CONTROL

As a driver, you are responsible the safety of your own, but also the safety of your passengers and other road users. You are familiar with the vehicle controls and the safety devices. You are able to keep your vehicle in the right direction, maintain the correct speed and you know how much space the vehicle requires. You understand the risks associated with handling and controlling the vehicle and your own responsibility in the process. You know how to use your vehicle in an economic and environmentally friendly manner.

**Topic**

**As a driver**

Controls	You are familiar with the functioning and correct use of the steering wheel, clutch, accelerator, brake, handbrake, the gears, indicators, hazard warning lights, horn and the headlights. You know how important the proper use and maintenance of controls is to traffic safety.
Driving position	You know the correct driving position, know how to make the adjustments to get the correct driving position and understand the importance of the correct driving position for driving.
Mirrors, headrest, seat belts and doors	You know how to correctly adjust the mirrors, seat belts and the headrest and you are aware of what they mean for traffic safety. You check that the doors are closed before pulling away. You are aware of the importance of these factors to the safety of the driver and the passengers.
Driver-assistance systems, automation and other technology (mobile phones and navigation devices)	You are familiar with the driver-assistance systems in your vehicle and know how they work. You use them correctly during driving and are aware of how they affect your power of observation and traffic safety during driving.
Tyres	You are familiar with different types of tyres and their suitability for different conditions. You are aware of how the tyres and the tyre pressure affect the grip and the stopping distance in different conditions. You are aware of the effect of friction and road conditions on traffic safety.
Space requirement	You are familiar with the size, mass and the dimensions of your vehicle and the space it requires in tight spots and when turning.
Speed	You are aware of the importance of speed limits to traffic safety and the consequences of not observing the speed limits. You know how to adjust the speed of your vehicle; normal speed, creeping, pulling away. You are aware of the effect of speed on braking and stopping distances in different road conditions and on different road surfaces. You understand why driving at a correct speed is important to traffic safety and the risks caused by excessive speeds.

Handling and control of the vehicle form the basis for driving. Reasonable vehicle handling and control skills allow you to concentrate on other matters when driving. At the start of the learning process, using the pedals and the gears take a great deal of attention and energy and you have to concentrate on them until they become automatic functions. You will soon notice that you no longer need to think about these functions when pulling away, and when changing gears, you no longer turn your gaze to the gear lever as you are able to concentrate on the driving itself (anticipating and making observations).

For your own safety, it is important that you are able to adjust the speed of your vehicle in accordance with the road conditions and the traffic environment. You must also be able to correctly estimate the road conditions and the speed of the other road users and adjust your speed accordingly. You must also be able to apply the brakes and stop the vehicle from different speeds in different conditions in a safe manner. Correct speed is crucial for own your safety and the safety of other road users. When approaching an intersection, make sure that you have enough time to make observations. Reduce your speed so that you can make comprehensive observations and that you are in full control of the speed and direction of your

car. Do not let the car to control you. Remember that your field of vision becomes narrower as your speed increases. In other words, the area in which your eyes are able to make detailed observations becomes narrower.

Reasonable vehicle handling and control skills are also a requirement for economic and environmentally friendly driving. It is not enough that you are aware of what economic and environmentally friendly driving style means. You must also be able to use the vehicle controls when driving so that the environmental impacts are minimised. You know how to drive safely, smoothly and in a flexible manner, so that you do not make any sudden brakings or accelerations. You also know how to use the gears and engine braking in a fuel-economic manner. In this connection, it may also be a good idea to check how the driver-assistance systems of your vehicle affect its fuel consumption and the environment. For more information, see your owner's manual and the manufacturer's website.

The driver should know the mass and dimensions of his or her vehicle. You will notice this particularly well when you are a new driver and driving on narrow roads (oncoming traffic and parked vehicles) or when you are in a car park.

### Examples for assessing knowledge, understanding and skills

Why is it important to make a pre-ride inspection? What should be included in it?

When should you use the handbrake?

Do you have a good driving position? Why is it important?

What is the tyre tread depth in your car? What is the statutory minimum tread depth? Name situations where the minimum tread depth would be inadequate?

Show how you check the tyre pressure in your car. How does tyre pressure affect traffic safety? When is it particularly important to check the tyre pressure?

What does ABS mean and how is it useful?

How can the wrong use of gears harm the environment?

Are there fuels that are more environmentally friendly than the others and why?

Why is it important to check that the doors are closed and all occupants have fastened their seat belts before you pull away?

### Examples for self-assessment and reflection:

Are you sure that you made the pre-ride inspection in a correct manner? What if you had had passengers in the vehicle?

Why did the windscreen get fogged and how can you wipe it clean?

Do you feel that your car controls you and not the other way round? Why is that? Is there anything you could do about the situation?

In your view, how did you manage to adjust your speed to make the traffic flow smoother?

How did you cope with the narrow streets? Did you feel nervous, why?

Why did you end up on the opposite lane when turning in the intersection?

Do you feel that you cannot notice everything when you are in an intersection? Why is that?

In your own view, how smooth was you merging onto the motorway?

Why did you have difficulty entering the driving lane when merging onto the motorway?

Do you have any driver-assistance systems in your car? Which systems do you have? When could they be useful? Have you ever used them? Did you know how to use them?

How could you make your driving style more environmentally friendly? What would it require of you? What are the matters that make driving less environmentally friendly?

Are there any risk factors in the way in which you handle and control your vehicle?

## CONSIDERATION OF OTHER ROAD USERS, ESPECIALLY PEDESTRIANS AND CYCLISTS

You know how to interact with other road users. You notice the intentions of other road users and take them into consideration by acting flexibly in different situations. You give particular consideration to pedestrians and cyclists, two vulnerable groups of road users. You also act in a manner that contributes to overall traffic safety.

Topic	As a driver
Pedestrians and cyclists	You notice the intentions of pedestrians and cyclists at crosswalks and when approaching intersections. You are prepared for the

	unexpected behaviour of special groups, such as children and the aged.
Other vehicles: mopeds, motorcycles, light quadricycles, heavy traffic and trams	You are able to identify different vehicle categories and their special characteristics. You are able to take into consideration the effects of these special characteristics on the traffic. You are able to interact with other vehicle categories and road user groups.
Making observations and the use of mirrors	You understand the importance of active and correctly timed observations to safe interaction in all traffic situations. You are aware of what is happening in front of you, on both sides and behind you. You are fully aware of the blind spots around you and identify immediate and potential danger spots.
Signalling	You are familiar with different ways of communication with other road users and understand the importance of correctly timed and safe signalling in different traffic situations, especially with pedestrians and cyclists.
Distances	You are able to take other road users into consideration by giving enough space in overtakings and with oncoming traffic. You keep safe distances in all situations, including when reducing your speed and when merging onto and exiting motorways. You know how to use lights in all situations and are able to handle the car in emergencies without having to rely on driver-assistance systems.
Right-of-way rules	You observe the right-of-way rules and understand why observing them is important to traffic safety. You know how to indicate yielding by reducing your speed and by stopping, if necessary. If necessary, you are able to show flexibility concerning your own rights.
Effect of the traffic environment	You are aware that different traffic environments involve risks and require different types of observations and interaction with other actors.

Traffic is an interactive environment. We are part of a traffic system with a large number of different actors. Properly functioning traffic requires common rules that must be observed. The rules allow different actors to take part in the traffic process simultaneously and in a safe manner.

The more consideration we give to each other in traffic, the safer the traffic is for all of us. Not all groups have the same status in traffic. Certain groups (such as pedestrians and cyclists) are more vulnerable than vehicle drivers. Furthermore, moped riders are more vulnerable than motorists. At the same time, drivers of heavy vehicles must consider the impact of the mass of their own vehicles on the safety of other road users, while the other road users must consider the special characteristics of heavy vehicles (such as the turning space or the longer stopping distance when brakes are suddenly applied). By giving consideration to the special characteristics of other road users, we contribute to safety and show responsibility.

We can only give consideration to other road users if we make active observations and are aware of the conditions and environments requiring special attention. These are the spots involving the highest risks. These are the spots where visibility can be poor because of the surroundings or locations where there is a large number of pedestrians, cyclists or children. Risks arising from natural conditions are heightened by fog, darkness, rain, snow, slippery road surfaces and the glare of the sun. Physical limitations of the

vehicles, such as corner posts, that obstruct visibility, or vehicle height, which prevents drivers from seeing objects directly in front of them, may also increase the risk.

Noticing motorcycles in traffic may be difficult. They are often hidden behind other vehicles, which makes reacting to their presence even more challenging. You should be particularly alert in intersections and turns in spring and in summer. Motorcycles may also be located in blind spots behind cars. Many motorists have told after accidents that they had failed to notice the motorcycle.

### Examples for assessing knowledge, understanding and skills:

When would you use hazard lights?

Which lights do you use in urban areas after dark?

Which lights do you use on motorways after dark?

How do you indicate to other road users that you are prepared to be flexible with your own rights?

What are the differences between urban roads and roads outside cities and towns in terms of driving skills requirements?

What is your stopping distance when you start braking at 60 km/h?

How does a slippery road surface affect the distance?

How does the salting of roads affect the tyre grip?

What is meant by exceptional turn? When are you allowed to do it?

### Examples for self-assessment and reflection:

Did you drive correctly in the roundabout? If not, what were the reasons for your mistakes?

How would you rate your driving in the intersection?

Could you have taken better notice of the other road users? Where and how? Why didn't you do that?

How would you rate your driving at crosswalks? Was there any room for improvement?

Why didn't you notice the person entering the crosswalk?

How do you take into account children as pedestrians? Is there any room for improvement in your behaviour in such situations? In what respects?

In what situations is it particularly important to give a sign to pedestrians so that they can cross the street? Have you encountered such situations in your driving practice? How did you deal with the situation?

Have you ever put pedestrians at risk in traffic? Describe the situation. Why did it happen?

Have you ever been surprised by a cyclist in traffic? Describe the situation. Why did it happen?

Why did your emergency brake assist switch on? How did you act in that situation? How did you feel then and afterwards?

In your view, how well do you take note of heavy traffic as a driver? What could you have done otherwise?

Have you ever been driving behind a vehicle that failed to use the turn signal when turning? What did you do in that situation? Could you have acted otherwise?

The car behind you just honked at you. Do you have any idea why it did that? How could you have avoided that?

You passed a moped in traffic. In your own view, did you act correctly? Could you have given more consideration to the special characteristics of the moped?

You are driving behind a vehicle combination and there is a hill ahead. What should you take into account?

Are there any risk-causing factors in your behaviour towards pedestrians and cyclists?

Are there any risk-causing factors in your behaviour towards heavy vehicles? What are the reasons for this behaviour? Is there anything you could do about the situation?

Are there any risk-causing factors in your behaviour towards moped riders and motorcyclists? What are the reasons for this behaviour? Is there anything you could do about the situation?

Does bus traffic in cities/urban areas cause any risks to motorists? How could you improve your behaviour?

## ANTICIPATING AND MANAGING TRAFFIC SITUATIONS

You are aware that traffic is a system with a large number of participants and different conditions that may all cause risks. You are aware of your own responsibility for traffic safety. You make active observations of traffic events and the intentions of other road users. You adjust your speed so that you have enough time to make observations and identify any dangers and to choose the right way to act. By anticipating traffic situations, you are able to contribute to the smooth running of traffic and reduce negative impacts on the environment.

**Topic**

**As a driver**

Traffic rules and road signs	You know road signs and traffic rules and observe them. You also understand why observing them makes it easier to anticipate traffic situations.
Positioning your vehicle	You know how to position your vehicle correctly in intersections and when on the driving lane. You understand the importance of the correct positioning of your vehicle from the safety and anticipatory perspective. You are aware of the risks involved when positioning your vehicle and the potential for dangerous situations.
Selecting the right lane in intersections	You know how to select the right lane in intersections and understand the importance of the process from the safety and anticipatory perspective.
Speed	You know how to adjust the speed of your vehicle. You know the effects of speed on the stopping distance in different road conditions and on different road surfaces and understand how the adjustment of speed affects anticipation.
Making observations	You are able to see as much ahead as possible, understand the importance of making continuous active observations for anticipation, identification of risks and avoidance of danger. You can distinguish signs and signals that are important to anticipation.
Distances	You keep adequate safety margins and are aware of their importance to anticipation and the effects of road and other special conditions on the safety margins. You know how to react to the mistakes made by other road users and any faults in automated systems.
Traffic environment and special conditions	You are able to identify the special risks typical of each traffic environment (cities and other urban areas, regional roads and motorways) and conditions (darkness, slippery roads, fog, rain and snow). You are also able to anticipate dangerous spots and prepare for mistakes made by other road users.

Think about anticipation. What does it mean? It could be defined as preparing for the future or foresee things. In anticipation, you are reading the situation ahead of you and predict how it will develop (=what may happen next). How should you read a situation? Understanding a traffic situation, such as the character of the intersection ahead (unequal or equal intersection), traffic rules and the assumption that each road user in their own roles involves acts in accordance with them. Reading the environment is easier if you already have a substantial amount of driving practice behind you. This is because our experience has already provided us with a picture of what different intersections look like and what is the right of way in them.

Different types of signals and tips allow us to process our observations and to create expectations/impressions of the intentions of other road users. The position of the vehicle tells us whether it is going forward or planning to make a turn. Reducing speed or using/failing to use a turn signal also tells about a vehicle's intentions.

However, reading the thoughts of other road users is not enough as the other road users should also be able to read your thoughts. Are you giving clear signals of your own intentions and is your action correctly

timed? Traffic is smoother and safer if you are able to read correctly the intentions of other road users and they are able to do the same with your intentions.

However, things do not always go as planned and you must prepare for surprises. The unclarity of the signals and intentions of other road users should serve as a warning to you, an indication that you must be prepared for a situation where somebody fails to act in an expected manner. This is what is meant by risk identification.

We all make mistakes for one reason or another. Anticipatory behaviour means that you keep an adequate distance to other vehicles, make active observations and adjust your action to each traffic situation in a manner that contributes to safety.

Observing traffic rules makes traffic easier to anticipate but flexibility with your rights contributes to safety and allows traffic to flow smoothly in an environmentally friendly manner.

### Examples for assessing knowledge, understanding and skills:

What is meant by a blind spot? Why is it important?

What is meant by a safety margin? How is it defined? How can you ensure an adequate safety margin in traffic?

What should you take into account in an intersection when a vehicle combination turning to your direction (to the left) is coming from the right?

How would you act if you have to overtake a vehicle combination on a winding regional road?

How would you act when driving behind an agricultural vehicle (a tractor) pulling an exceptionally wide mobile machine?

You notice that a snowplough is approaching in the distance. How would you act?

### Examples for self-assessment and reflection:

A vehicle just overtook you. How would you act in this situation in a flexible and anticipatory manner?

Were you correctly positioned on the road when approaching an intersection before turning to the right? Where there any risks in the situation? If so, what were the risks?

You spot children ahead skateboarding on the pavement. What would you do? Have you ever acted in this manner?

The speed of the car in front of you is constantly changing: sometimes it goes much faster and sometimes much more slowly. What do you think is the reason for this? What would you do in such a situation?

The car in front of you is indicating to the right but it is not slowing down. What do you think the driver is planning to do? What would you do?

Are there any risk-causing factors in the way in which you handle traffic situations? What are the reasons for this behaviour? Is there anything you could do about the situation?

You are driving at city speeds and the traffic lights ahead have been green for some time. How would you act?

## CONTROLLING YOUR OWN ACTION

You are able to identify the risks arising from your own skill level, yourself and your social environment. You are able to manage those risks so that you are able to act calmly and focus on performing the driving task correctly as well as on driving in a responsible manner.

Topic	As a driver
Driving skills and driving experience	You take a critical view of your own driving skills and you are able to identify your own strengths and weaknesses as a driver in different conditions. You are aware that inadequate driving experience increases risks.

Driving and goals	You are aware of how planning your trip affects driving-related risks. You know how to consider the need for the trip, route selection, estimating the required travel time, travel plan, times of the day, weather conditions and the passengers.
Fatigue and intoxicating substances	You are aware of how fatigue increases risks. You know that intoxicants, such as alcohol and drugs, substantially increase the accident risks by causing physiological changes and by affecting your attitudes towards driving and towards your own skills. You are aware that medicines and combined use of medicines have an impact on your state of alertness and driving capacity. You identify in yourself and in other persons the pressures created in such situations and you know how to control them.
Emotions	You are aware of how you are affected by strong emotions and how you can control them so that they do not increase risks when you are driving.
Motives for driving and social environment	You identify the risks arising from yourself and the social environment, such as group pressure, urge for competition, agitation and strong desire for excitement, and you know how to control them.
Automation, driver-assistance systems and other technologies	You are aware of how driver-assistance systems and other technologies can impact driver's attitudes and distract driver's attention. You are aware of how this affects traffic safety. You are aware that driver-assistance systems and automation are intended to assist the driver but that the driver is responsible for how they function.

This is the most important and the most difficult sector affecting safety. Do you have any idea why? What is main cause for accidents? Humans. Nearly all traffic accidents arise from human action. Poor observation or excessive speeds often lie behind accidents. What have been the reasons for the poor observation or excessive speeds? Poor control of one's own action is often a factor.

Risks arising from the road users themselves are the main risk factor in traffic. Some of these risks are more typical of young drivers, while others are characteristic of middle-aged or ageing motorists. It is important that you are aware of **the existence of these risks, identify them and make every effort to minimise their impact on yourself and your driving.**

Remember that a human being consists of psychological, physical and social components. Everything impacts everything. Emotional storms, fatigue, intoxicants, social environments, family problems, economic worries and problems at work all have an impact on our driving. They have an effect on what we consider important, what we value and on the choices that we make. For this reason, they may distract our attention in traffic. You should not sit down behind the steering wheel when amid an emotional storm even if many people claim that driving helps you to calm down. Such situations often also involve aggressive driving and speeding, which makes them even more dangerous.

You should also remember that technology may encourage us to shift our focus from driving. These technologies include assistance systems making driving easier and technologies that we carry with us (such as mobile phones and dashboard cameras). The purpose of driver-assistance systems is to make driving safer. They are switched on when the driver fails to react to the situation early enough or in the correct

manner. Such systems include the vehicle stabilisation system, lane departure warning system and emergency brake assist. You should acquaint yourself with the systems in your car and the signals they send so that you can recognise them when they are switched on and you can react to them in a correct manner. At the same time, such systems as phones and cameras may endanger safety if you use them while driving.

During the early stages of driver training our brains are overloaded, we feel tired and things seem difficult. This is because we are learning entirely new matters. Gradually, simple physical functions (use of clutch, accelerator, braking and gears) and the steering of these functions become automatic and there will be less loading in these areas. Capacity will be freed to other driving functions, such as observations, interpreting observations, conclusions and anticipation.

It should be remembered that physiologically, humans only possess a limited information processing capacity. We are only able to observe a specific number of stimuli. Stimuli mean all that we see, hear and feel. In traffic, we have to focus all our attention on what is happening around us, which is changing all the time. Receiving, processing and interpreting this information in our brain takes most of the capacity available to us at any given time. Allowing our attention to be distracted by other factors, such as a telephone, is dangerous and will substantially increase the risk of an accident.

When you are learning to drive, you should concentrate on what you are doing. Blocking the traffic or being the source of irritation to other road users should not be your main concern. You should complete all training thoroughly with your instructor and have as much practice as possible. Each of us has been a beginner and we all improve as drivers over the years. You should learn the correct action from the start and always repeat it in the same manner. When you do that, such action as a pre-ride inspection, selecting the right lane in an intersection and safe change of lanes will become a routine. Gradually, you become less stressed and driving will be easier. You should value your skills in a correct way.

Remember that traffic is not the right place to seek excitement. You can get excitement from your hobbies that suit you and allow you to test your skills and stamina, such as climbing, parachuting, surfing, fencing and computer games.

**You are also legally and financially liable if you cause an accident.**

Responsibility in traffic means making the right choices as a driver, deciding whether to sit down behind the steering wheel or not, choosing the right way to drive, and considering your own safety and the safety of other road users and your passengers.

**You should identify external and internal risks and act in a manner that minimises risks affecting you and other road users or that prevents dangerous situations from arising.**

**Examples for assessing knowledge, understanding and skills:**

What are the medicines that you should not use when driving?

How can you recognise signs of fatigue in yourself? How does it affect your driving?

What would be the consequences if you fail to plan your trip in advance?

How would you feel if there are passengers in your car talking in an agitated and disturbing manner?

What would you do if somebody wants to play loud music and you find it disturbing?

### Examples for self-assessment and reflection:

Does driving make you nervous? How does it affect you? Is there anything you could do about the matter?

How does it feel to drive after dark? Does it make you nervous? Is there anything you could do about the matter?

Why shouldn't you adjust the navigation device when the car is moving?

Why even a quick glance at a mobile phone to check incoming messages is dangerous during driving?

Have you ever noticed that you are entering a bend at an excessive speed because you are relying on the vehicle stabilisation system?

Do you already feel confident when driving? In what way and in what situations?

Have you ever noticed that you have already been driving for a while but do not remember anything about that? What do you think is the reason for this?

How would you react if somebody was driving immediately behind you on a road with an 80 km/h speed limit?

Do you think that you react correctly when an ambulance on an emergency assignment is approaching you from behind? Could you have acted otherwise?

How do you feel if somebody is honking behind you? Did you become angry or irritated? How did you act after the situation was over?

How do you think you would react to the behaviour of another driver who makes a mistake in an intersection?

How do you think you would react when somebody else's car shuts down in an intersection? And how do you think you would react if your own car shuts down in an intersection?

Would you give ride to a drunken friend of yours on Saturday evening immediately after passing your driving test? Why wouldn't it be a wise thing to do? What are the risks involved?

## PRACTICAL TIPS?

### Getting to know your car and pulling away

The basic principle is to go from simple things to complicated matters. You can start by getting acquainted with your car. Take a look at its controls, where they are located, what they do, how they are used and what all those warning lights mean. Check the owner's manual to find out more.

Check all driver-assistance systems with your instructor and discuss what they are supposed to do, when they are activated and what signals they send so that a new driver can recognise them.

Make sure that you know how to make the pre-ride inspection correctly. Do it every time.

You should start with basic handling practice at a quiet place, such as an empty car park. First practice how to set the car in motion and try the combined use of accelerator and clutch. Then practice the steering. The

purpose is to get a feel how the car moves and behaves when you steer it and to get an idea of the car's dimensions.

Make sure that you have adequate handling skills by weaving between parking spaces or using cones. For example, doing an eight is good practice before entering real traffic conditions.

### **In traffic:**

You can start the driving practice at quiet times of the day and on quiet roads and streets and gradually make the practice more challenging. You can build small practice packages (for example, equal intersections) that you go through systematically and discuss the issues involved. This helps the candidate to get a clear idea of the basic components of the driving practice.

Remember to comment on your driving as you are making progress. At first, you can use the instructor's modelling so that the instructor comments on his or her action and the candidate can ask questions. (see pages 4-5)

Discuss the candidate's performance immediately after the driving assignment and practice. The candidate can start with a self-assessment and the instructor supports the process by asking suitable questions and encourages the candidate to reflect on the causes for the action as well as the motives and attitudes behind it. This helps to make the candidate more confident and gives him or her a realistic idea of his or hers own driving skills. It also helps to ensure that you both understand the matters in the same manner.

Start with easy routes and familiar places.

The candidate's independent approach to driving should be strengthened from the outset by providing him or her with suitably measured driving assignments and by giving encouraging feedback.

You should start with short driving assignments and gradually make them longer as the candidate becomes more skilled. Make sure to have adequate breaks during driving (for example, at car parks). During the stops you can plan how to proceed with the practice, as necessary.

If something unexpected happens during the practice or you are encountering stressful situations, calm down the atmosphere and take a break. When the situation is back to normal, review what happened and analyse what triggered off the incident (created the pressures). It may have been a question of an excessively demanding environment, fatigue, inadequate vehicle handling skills, excessive speed or inadequate grasp of the situation.

Have a feedback discussion after each driving practice/assignment. Listen to the candidate as this will help you to develop your own instruction methods. Identify issues that are difficult for the candidate to learn. Think how you could better communicate on the matter in question. Ask what the candidate thinks about the method.

You should also accept that your own teaching method may not be the ideal one. Be humble when facing challenges. Your candidate has started the process towards becoming a responsible driver. Your own knowledge may also need updating.

### **Themes: a driver that is responsible, safe and flexible, identifies and anticipates risks, considers the environment and interacts with other road users and takes them into account.**

Use these themes when analysing/considering the success of the driving practice: Was the driving an interactive process, did the candidate take notice of pedestrians and cyclists and the special characteristics of heavy vehicles, what were the risks identified by the candidate in each driving situation, was the driving economic? How could the candidate improve his or her performance in these areas?

What were the candidate's feelings after the practice? And what about your own feelings?

Was the candidate already too self-confident?

What factors caused uncertainty in the candidate?

Did the candidate feel that other road users failed to observe traffic rules? How did you process this matter?

Did the candidate use strong words?

Did the candidate notice any risks/risk situations? If not, why? How could you emphasise the role of these things in the achievement of driving skills?

Use the self-assessment and reflection questions as a basis for the discussions.

Remember that the candidate becomes more self-confident as a driver when accumulating kilometres but they do not explain situations, contents or incidents. The instructor and the candidate should jointly go through what has happened. This is the only way to ensure intentional learning, which helps to achieve the goals.

During the early part of the practice, the instructor should plan the routes. By doing this, you can ensure that they include the areas that you intend to practice and that the routes are not too demanding for the candidate.

After the candidate has become more self-confident as a driver, you can allow him or her to plan the routes. If everything goes well, you can choose more distant locations say, for example in 100 km away. Let the candidate to plan the route and choose the places for breaks. For example, the candidate may choose an alternative route for the return trip. Is there any traffic jams on the routes at specific times, challenging conditions, roadworks, etc. Making longer trips illustrates the role of the state of alertness in safety and risk avoidance. In this connection, you can discuss the role of internal risks and how to avoid them. See Controlling your own action.

As soon as the candidate masters the basic driving skills, you can proceed to speeds. Changing speeds and a smooth traffic flow and safe driving in the process should be major focus areas in the practice. When the candidate masters road sections with speed limits over 60 km/h, you can take up driving on motorways. Discuss what skills are required when driving on a motorway. What are the special risks involved? How to merge onto a motorway without slowing down other road users but in a manner that is safe with respect to the candidate's driving skills? What does it require to drive in a traffic flow? Safe distance to other road users. Safe overtaking on a motorway. What are the risks involved in that? Exiting a motorway. How should you act in that situation? How do you adjust your speed in that situation? When and where do you move to the exit lane? What if your vehicle breaks down on a motorway - what should you do in that situation?

Especially after these driving assignments, you should discuss how the candidate understood and adjusted his or her action in risk situations and what observations he or she made. What should be improved and what should be the focus areas? How did the candidate feel when driving at higher speeds? Was the candidate in full control of the vehicle direction and speed? Was this also the view of the instructor?

### **Darkness, rain, slippery roads, fog and glare of the sun**

Remember to take into account difficult road conditions during the practice even though these themes are also covered in the obligatory risk practice. If the driving practice takes place in autumn or winter, the training also involves driving in difficult conditions. Vehicle behaviour in different conditions and on slippery roads should be covered in the driving practice. The impact of rain, ice, changing temperatures in winter

and salting may unexpectedly change the grip of the tyres and braking distances and the way in which gears, speeds and acceleration should be used in such conditions.

Driving after dark and in foggy weather requires different observation techniques than driving in daylight. How do you use the headlights of your car? How do you use the fog lights? Are you able to notice pedestrians? How should you adjust your speed in such situations? How do you take into account the glare of the lights of other vehicles? How do you take into account the effects of the glare of your own headlights on other road users? These are issues that should be discussed between the instructor and the candidate. (<https://ajokortti-info.fi/en/getting-a-driving-licence/hours-and-content-for-driving-licence-instruction>)

Glare of the sun is also a major risk factor in traffic. It may cause the driver to be dazzled. In Finland, this may also happen in summer evenings when the sun is already low. During those hours, it is often right in the driver's field of vision. You can reduce the dazzling risk by wearing sunglasses or by using a sun visor in your car. You should also reduce the speed so that you have time to react if the glare comes unexpectedly. This is also a matter that should be discussed between the instructor and the candidate.

Remember that you have three years time to practice driving with the candidate. The more time you spend on teaching, the more seasons and conditions you have available for guided practice.

You should seek different urban environments and environments with different traffic densities. Take into account bus lanes, trams, level crossings, and different categories of pedestrians and cyclists (such as roller skaters and roller skiers).

## READY FOR THE DRIVING TEST?

When is the candidate ready to take the driving test? Some candidates learn things more quickly while others need more practice before they are ready to have their skills tested. Before the driving test, the following checks should be made:

- The candidate knows how to use the vehicle controls.
- The candidate is able to handle the vehicle so well that there is no need to search for the controls during driving.
- The candidate is aware/knows how the vehicle's front and rear corners move in turns. The turns are smooth and the candidate can keep adequate distances to other road users.
- The candidate makes active observations on a pre-emptive basis. The candidate uses the rear-view and wing mirrors in a routine manner.
- The candidate identifies visual obstacles and knows how to prepare for them by slowing down and directing his or her attention accordingly.
- The candidate is aware of the blind spots and always takes them into account. Checking the blind spots does not affect driving or the vehicle's position on the road.
- Changing lanes is smooth and safe.
- The candidate communicates on his or her intentions in a logical and consistent manner, using turn signals, adjusting the speed and by selecting the correct position on the road.
- The candidate is able to identify traffic situations involving risks. The candidate is able to talk about them.
- The position of the vehicle is logical, correct and safe on straight roads, when changing lanes and when turning.

- Driving is so smooth that the candidate is able to adjust speeds without problems.
- Speeds are adjusted to each situation and the candidate considers the effects of the weather conditions.
- The candidate is able to change gears without problems.
- The candidate keeps safe distances to other vehicles.
- Merging onto and exiting motorways or similar roads are safe and carried out in a flexible manner.
- The candidate is able to read the traffic environment in an anticipatory manner, identifying intersections, one-way roads, different road categories and speed sections and knowing when to yield.
- The candidate reads traffic situations in an anticipatory manner.
- The candidate proceeds in the traffic flow in a smooth and flexible manner.
- The candidate knows how to give consideration to other road users in all situations.
- The candidate is able to control his or her emotions in traffic and does not let other road users to influence his or her driving.
- The candidate is not mentally exhausted after each driving assignment.
- The candidate views traffic as an interactive process where there is room for all road users.
- The candidate does not blame others for his or hers mistakes and understands his or hers own responsibility for the situations.

Listen to the candidate when he or she describes how it feels to drive. Encourage the candidate by giving correctly timed and constructive feedback during the teaching. When both of you feel that the candidate has the adequate skills, you can book a time for the driving test.

**Drive safely!**