

Driver Training Review

Consultation Outcomes from the Community and Industry Consultation Stages

January 2020



Government of South Australia
Department of Planning,
Transport and Infrastructure

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Glossary

Acronym	Definition
VORT	Vehicle On Road Test
CBT&A	Competency Based Training and Assessment
MDI	Motor Driving Instructor
AE	Authorised Examiner

Background

The Registrar (the Registrar) of Motor Vehicles is responsible for the oversight of Motor Driving Instructors (MDI's) and Authorised Examiners (AE's) who are authorised to provide driver training and driver assessment within South Australia. The Registrar also has an obligation to assist in meeting the State's road safety targets and road safety within our community is influenced by the quality of driver training and assessment provided. In late 2017 the Registrar commenced a review of how driver training and assessment is delivered and shaped for the future.

The review was prompted by the recognition that the legislation regulating the driver training and assessment industry needed updating and strengthening. In addition, the Registrar was required to address the inappropriate behaviour of some industry members and DPTI audits of the industry revealed low standards of training and assessment by some industry members. Further, the arrests, prosecution and conviction of industry members for various fraud and corruption offences confirmed the allegations of fraud and corruption received by the Registrar within pockets of the industry.

It should be noted that whilst these issues exist, it is recognised that most industry members are regarded to be hardworking and compliant.

A safe system approach recognises that road safety is achieved through a combination of factors;

- appropriate road safety infrastructure;
- safe and appropriate speeds from all users;
- vehicles that assist drivers to avoid crashes and protect occupants and other road users when crashes happen, and;
- all road users behaving responsibly and in accordance with the road rules.

Despite falls in serious casualties amongst young people, they continue to be over-represented in road trauma statistics. People aged 16 to 24 years make up 12% of the population, but accounted for 17% of all fatalities and 21% of all serious injuries in South Australia for the years 2013-2017. On average over the past 5 years (2013-2017), 17 people aged 16 to 24 were killed on our roads each year and 147 were seriously injured.

South Australia manages risks to young drivers through a Graduated Licensing Scheme. Very few drivers crash during the learner period, but the crash rate increases more than 10 times from the three months prior to obtaining a Provisional licence to the three months after gaining a Provisional licence when they begin to drive unsupervised.

Research shows, that driver behaviour is the single biggest determinant of vehicle crashes and that young drivers are more likely to crash in their first 12 months of holding a provisional licence, when the driver is least experienced and driving unsupervised. In driver fatalities for people aged 16 to 24, 89% are responsible for the fatal crash they are involved in. Driver training, and subsequent assessment, ensures that a person has achieved the required level of competence before being allowed to drive unsupervised and is therefore an important and critical component of the Graduated Licensing Scheme.

As the Registrar has appointed Authorised Examiners to undertake the practical driving test, it is appropriate to investigate if more internal controls around the content and delivery of the practical driving test are required. Further, it is appropriate to assess the level of accountability

held by Motor Driving Instructors for the training they deliver to prepare a person to sit a practical driving test.

Ultimately, the Driver Training Review will identify some of the changes required in the driver training and assessment system, processes or model. The changes must deliver a best practice driver training model that is contemporary and customer and road safety focussed.

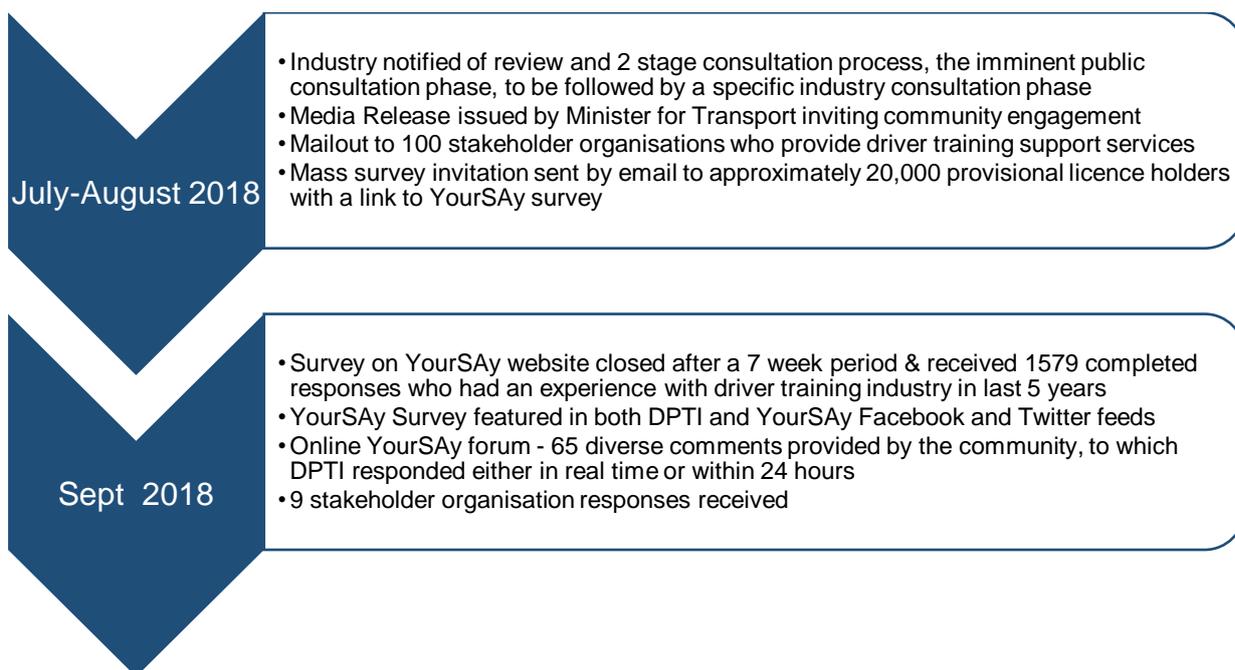
Note: It should be recognised that this report does not represent the views of all stakeholders of the driver training and assessment process. Instead it presents the views of the stakeholders who responded to the consultation, and such views will inform the decision making of the Registrar in undertaking the Review.

Summary of the Consultation Process

The review included a consultation phase consisting of 2 stages; understanding the public's experience with the driver training industry and then secondly, consulting with the driver training industry themselves via a workshop and survey. In total over the two stages over 1862 people engaged with the review.

Stage 1 – Community consultation

The purpose of the community consultation was for the community to describe their experience with the South Australian driver training industry.

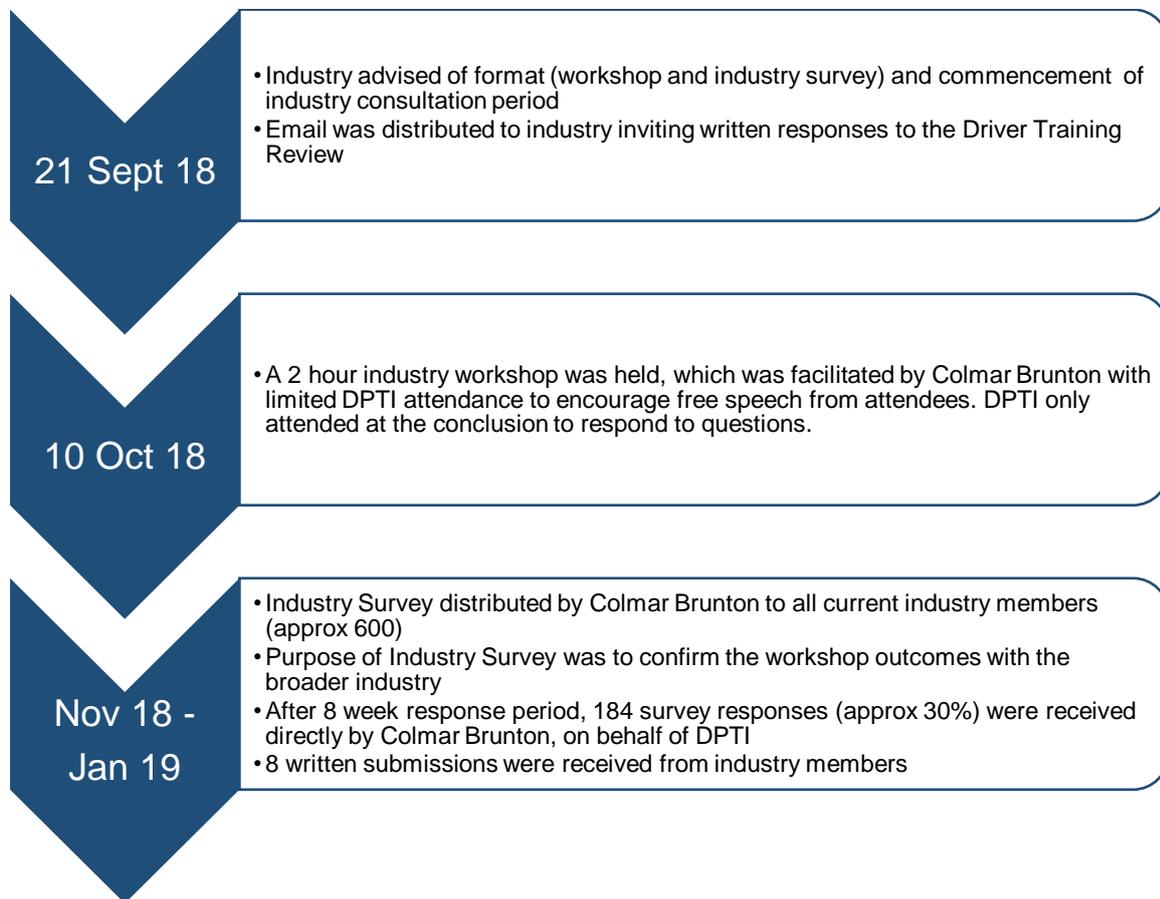


Stage 2 – Driver training industry specific consultation

The consultation with the driver training industry sought to:

- Canvas their opinion on specific proposals that may be delivered by the project;
- Provide a comparison account in relation to the community feedback about such matters as level of service, professionalism and fees charged
- Build a profile of the respondent (age, licence class, fees charged, level of professional development undertaken of their own initiative, how often they trained or assessed per week) and
- Provide a snapshot of the respondent’s attitude towards the reform project and their job satisfaction

DPTI commissioned Colmar Brunton to conduct independent analysis and reporting of survey data, facilitate the industry workshop, and assist in the design and administration of the Stage 2 industry survey.



Key findings from the Stage 1 community consultation

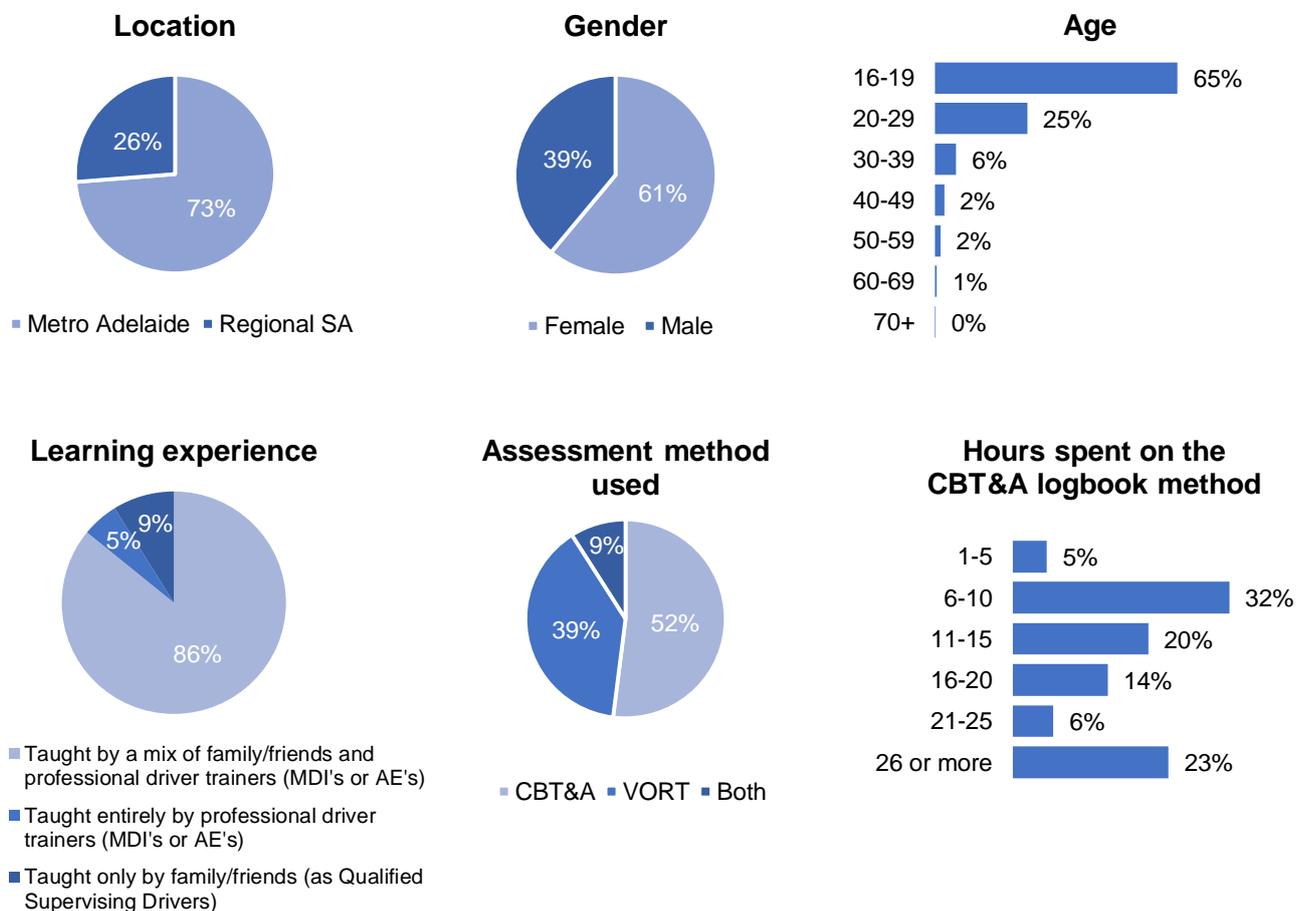
The community consultation was designed to simply obtain a snapshot of the public's experiences with the driver training industry, including both positive and negative experiences, and key points of interaction with the industry.

The community response to the survey was strong and included community members who had had very recent experiences to some whose experiences spanned back more than 20 years ago. Whilst all responses were appreciated, only those experiences that occurred within the last 5 years were recorded in the report.

Profile of Stage 1 community survey light vehicle respondents.

The following summary of results is derived from a large sample of n=1,332 people who interacted with the driver training industry when training and testing for their light vehicle licence in the last 5 years.

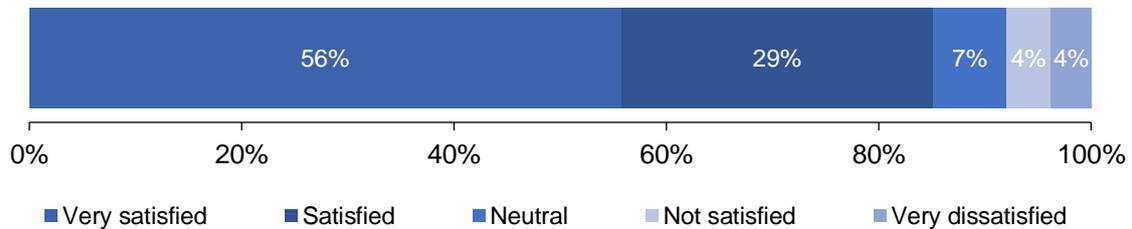
Demographic profile of respondents



Key findings (light vehicle)

Customer satisfaction & areas for improvement

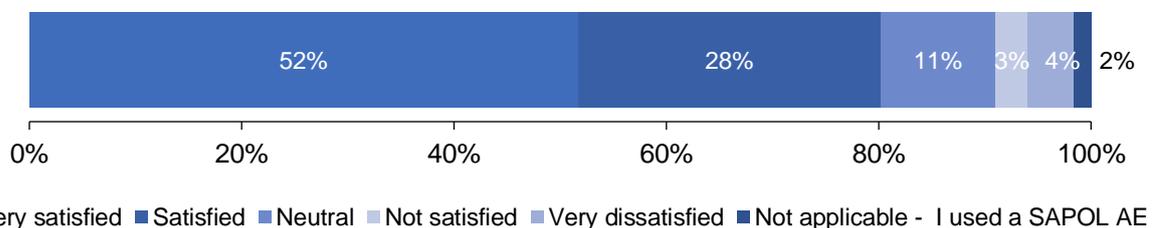
Motor Driving Instructor



Customer satisfaction with Motor Driving Instructors was high overall (85%), although almost 1 in 10 (8%), felt dissatisfied.

The aspects which dissatisfied respondents felt needed improvement included the communication style, teaching style, business practices and level of service of Motor Driving Instructors.

Authorised Examiner



Customer satisfaction with Authorised Examiners was also high overall (80% or 1065 people), although there was also a notable group of respondents who felt dissatisfied (7%).

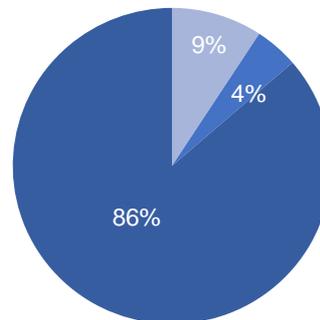
The aspects which dissatisfied respondents felt needed improvement included the teaching style, level of service, business practices, and communication style.

Overall Experience

Question:

Do you believe your Motor Driving Instructor and/or Authorised Examiner behaved in a professional manner at all times?

- No
- Unsure
- Yes



Almost 1 in 10 (9%) respondents felt that their MDI and/or AE did not behave in a professional manner at all times.

The most common descriptions of unprofessional behaviour mentioned by this group of respondents included;

- inappropriate comments or behaviour,
- conducting other business while taking a lesson,
- not providing receipts for payments, and
- not hearing or responding to complaints or issues of concern.

However, amongst the total sample, 90% felt that their MDI or AE gave helpful and appropriate feedback to help improve their driving.

Respondents were asked an open-ended question at the end of the survey: *'Do you have any other comments in relation to ways the driver training industry could be improved?'*

The two most commonly mentioned themes were **affordability** and **higher or more consistent standards of teaching, assessment, and business practices.**

Decision Making and Influences

Over half (58%) of respondents felt that they had enough information available to them to make an informed decision in choosing a MDI or AE.

The most common reason (65%) a MDI was selected was because of their good reputation, whereas the most common reason that an AE was selected was that the MDI provided the AE (35%). Of concern is that 48% of respondents did not verify the credentials of the AE.

Just over half (52%) chose the CBT&A and 39% chose the VORT. Nine in ten (90%) stuck with the CBT&A or VORT method, while the remainder switched methods. A third (37%) of those who switched did so because their AE initiated it.

Pricing and Affordability

Over half (60%) of respondents felt that the price charged by their MDI for a lesson was affordable or fairly priced. **There was a high level of variance in the price paid per hour, ranging from \$45 to \$140, with the overall median price per hour being \$65.**

Close to 6 in 10 (58%) respondents who used the CBT&A method felt that the price charged by the AE for the CBT&A method was affordable or fairly priced, while 4 in 10 (41%) of those who used the VORT method felt this was affordable or fairly priced. **There was also a high level of variance in the price paid per lesson or hour for the VORT method, from \$65 to \$300, with a median of \$240.**

1 in 10 (12%) respondents purchased a predetermined number of lessons, such as 5 lessons or more plus VORT.

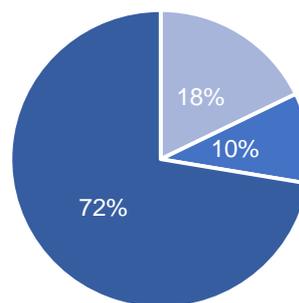
As 9% of respondents never engaged a professional driver trainer, it is recognised that these results may not reflect all sectors of the community and that only those who chose professional driving lessons engaged an industry member, nevertheless these results provide a useful indication of the community's sentiments about the prices paid for professional driver training and assessment.

Overall (light vehicle) driver confidence

Question:

After gaining your full driver's licence, did you feel confident with all of your driving skills?

- No
- Unsure
- Yes



Close to 1 in 3 (28%) respondents were not confident with all of their driving skills after gaining a full driver's licence. While some drivers will inherently lack confidence with all their driving skills, this is still an alarming number.

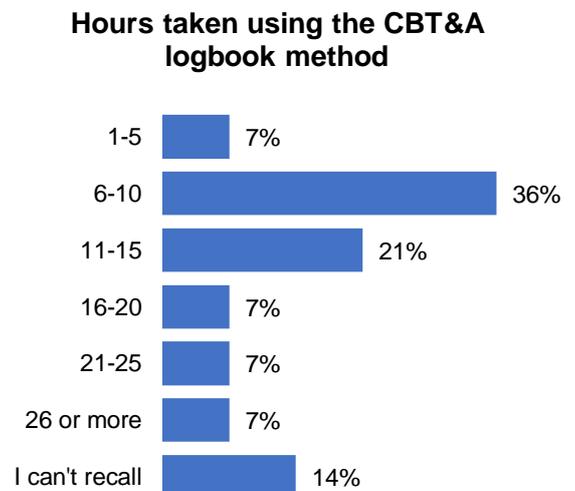
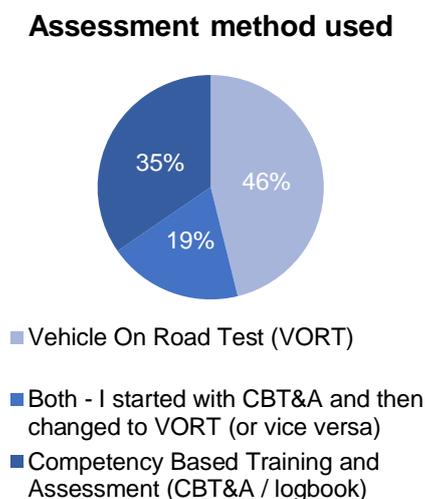
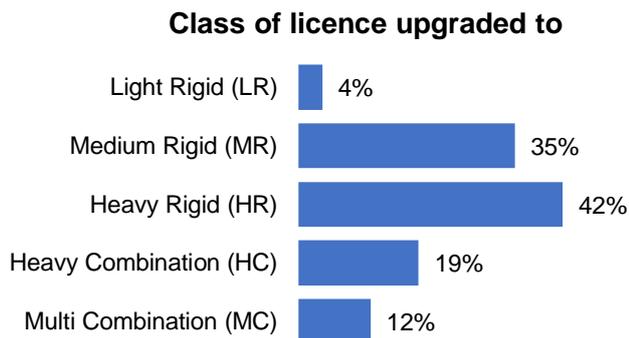
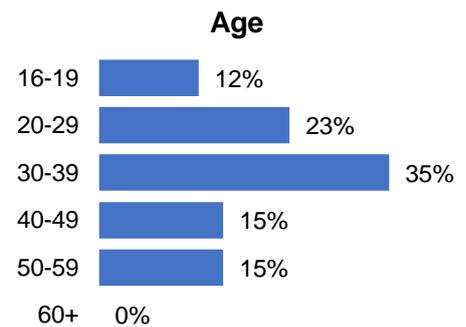
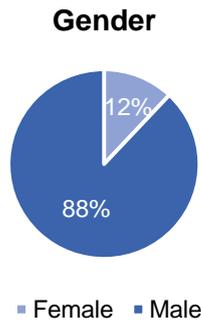
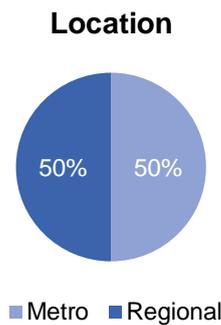
The skills which non-confident LV drivers were more likely to cite included;

- their ability to park,
- ability to drive in heavy traffic,
- ability to predict what other drivers are going to do,
- ability to reverse, and
- their ability to judge the speed of other traffic.

Profile of Stage 1 community survey heavy vehicle respondents.

The following summary of results is derived from a sample of n=26 people who interacted with the driver training industry when training and testing for their heavy vehicle licence in the last 5 years.

Demographic profile of respondents



Key Findings (heavy vehicle)

Driver Training Experience and Behaviours

Heavy vehicle licence holder respondents typically upgraded their licence because it was a requirement of their employer (54%) or to get a job (35%). Eight in ten undertook their training and assessment with a Registered Training Organisation, and the VORT assessment method was used by almost half of respondents (46%).

The CBT&A method or a combination of both CBT&A and VORT methods were the other assessment methods used (35% and 19% respectively). However, the hours taken using the CBT&A method varied significantly, from 1-5 hours through to 26 hours or more. Although the sample used to draw these statistics is small (n=14 respondents), the most common length of time taken in the CBT&A method was 6-15 hours (57%).

Overall, 85% felt confident with all their driving skills after obtaining their heavy vehicle licence, yet 12% still felt unconfident. The most commonly cited skills that non confident respondents felt less confident in included the ability to reverse (12%) and ability to drive in heavy traffic (8%). Of note, 27% of respondents indicated that there were no specific skills they felt less confident in, which suggests they may have had more of a general lack of confidence.

Customer Satisfaction and Areas for Improvement

The level of customer satisfaction with heavy vehicle training providers was high, with three quarters (73%) of respondents being very or somewhat satisfied. The aspects these respondents were most likely to select as positive aspects of their experience included knowledge of road rules and safe driving practices (83%) and the level of service (65%).

Yet there was a small group of 12% who felt somewhat dissatisfied with their experience, with business practices being the most commonly cited aspect which needed improvement (32%).

In addition, almost one quarter (23%) felt that their trainer and/or Authorised Examiner did not behave in a professional manner at all times. The more common descriptions of this behaviour included the teaching style and/or communication style.

Decision Making and Influences

Less than half (46%) of respondents were led to a heavy vehicle training provider through their own research. Referrals from employers or recommendations from friends/family were commonly relied on by close to a third of respondents (31% and 31% respectively) and 4% were referred by an employment agency.

Reputation was the most common reason for choosing a provider (54%) with availability for lessons and value for money or affordability being other commonly cited reasons (35% and 31% respectively). Overall 69% felt it was easy to engage a heavy vehicle training provider that suited their needs, however 19% felt there was not enough information available to make an informed decision when choosing a heavy vehicle training provider and 27% could not recall if there was enough information.

Pricing and Affordability

Respondents tended to feel that the price they paid to the heavy vehicle training provider was not affordable with 42% indicating the price was somewhat or very expensive and only 16% indicating it was very or somewhat affordable. Although a small sample size, the median price paid for heavy vehicle training was \$110 per hour.

Areas for Improvement

Respondents were asked an open ended question at the conclusion of the survey '*Do you have any other comments in relation to ways the driver training industry could be improved?*' The most common suggestions included more checks and 'policing' of instructors and AE's, higher standards required of students, and more testing of specific skills (e.g. securing loads, long distance driving).

Summary of Stage 1 Results (light and heavy vehicle respondents)

The survey results indicated that the large majority of the community were satisfied and had had a positive experience with the driver training industry. The aspects which satisfied respondents noted positively for MDI's included their knowledge of road rules and safe driving practices (96%) and teaching style (86%). For AE's the aspects which satisfied respondents noted positively included their knowledge of road rules and safe driving practices (92%) and level of service (73%).

However, there are noteworthy proportions of the community who had a sub-par experience or reported unsatisfactory behaviour of their MDI/AE which deserve attention and action. Even small percentages of dissatisfied customers or reports of sub-par behaviour should not be overlooked, given the large number of South Australians who interact with the driver training industry.

Similarly, a significant proportion of respondents indicated that they did not feel confident with all of their driving skills after gaining their licence (28% light vehicles, 12% heavy vehicles).

Each of these results contribute to a case for change in the South Australian driver training and assessment industry.

Stage 1 - Stakeholder Organisation Responses

The Registrar wrote to approximately 100 stakeholders such as local government and private organisations who provide driver training support services; RAA, SA Road Transport Association, Office for Youth, Education Department and all members of State Parliament advising them of the Driver Training Review and inviting them to advise of their experiences and feedback. These stakeholders were also asked for their assistance in broadcasting the YourSAy survey to the community.

Responses were received from National Transport Insurance (NTI), RAA, South Australia Police, Office of the Training Advocate and Motor Accident Commission. The NTI submission was focussed on improving the heavy vehicle driver training experience. Both NTI and RAA suggested that MDI's should be audited in the same manner and frequency as AE's and RAA also advocated to mandate in-car cameras in all driver education vehicles.

Key findings from the Stage 2 driver training industry consultation

Part 1: Industry workshop

The industry workshop was used to share the key findings from the Stage 1 public survey on the industry and hear the views of industry members. The key outcome of the workshop was for the industry to generate ideas and solutions that would improve the driver training industry.

Recruitment

A list of 623 licensed instructors and examiners was provided to Colmar Brunton. The consultant recruited at random 25 industry members to attend an industry workshop. However, recruitment quotas were put in place to ensure that a mix of examiners and instructors of both light and heavy vehicles and of both genders were included in the workshop. Additional quotas were also in place to ensure that a mix of views and opinions were represented in the workshop, including people who felt positive, negative, and neutral about the review.

The two Presidents of each of the Driver Training Associations were also invited and participated in the workshop. Each participant was offered \$80 as an additional incentive to give up their time and to cover any travel expenses.

Facilitation

The two-hour workshop was held on the 10th October, 2018. Five Colmar Brunton research consultants facilitated the workshop.

The discussion was centred on a number of key topics that were identified in the results of the Stage 1 public survey. The topics of discussion were as follows:

- General discussion: What works well in the driver training industry? What changes would we like to see in the driver training industry?
- Topic 1: Satisfaction of new drivers, and their confidence on the road
- Topic 2: Behaviour & professionalism of industry members
- Topic 3: Consistency and standards of teaching
- Summary and voting

The room was divided into 4 tables, each with 5-6 workshop participants and a research consultant facilitating the discussion on each table. The discussion and presentation of results was led by one chief facilitator from Colmar Brunton. The workshop was structured this way to allow each participant to have their say and maximise the use of this time (via smaller table groups), with each table reporting their key ideas and solutions to the room at the end of each topic. These suggested solutions were then recorded, and at the end of the workshop participants could vote on their favourite idea.

Workshop outcomes

There were many issues raised and hundreds of ideas generated in the industry workshop, as detailed in the Appendix of this report. Some were out of scope of the Driver Training Reform project. However, **the general sentiment was that higher standards of training, testing and/or professional industry standards amongst some MDI's / AE's, along with more checks and more training of industry members would benefit the industry.** There was also scepticism surrounding auditors, the auditing process, and the Department in general, and while the workshop itself was appreciated, there was a desire for ongoing and improved engagement and communication with the Department, and a better level of transparency and understanding of the auditing process.

While it was impracticable to include all of these solutions in the industry survey, the solutions included in the industry survey were informed by the ideas and suggestions that received a higher number of votes as the 'best' ideas in the workshop.

Appendix 1 includes verbatim accounts of the facilitator notes and participant voting as they were recorded during the workshop.

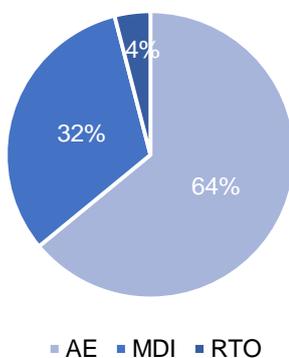
Part 2: Industry Survey

The following summary of results is derived from a sample of n=184 respondents, comprising 118 Authorised Examiners (AE's), 59 Motor Driving Instructors (MDI's) and 7 representing Registered Training Organisations (RTO's).

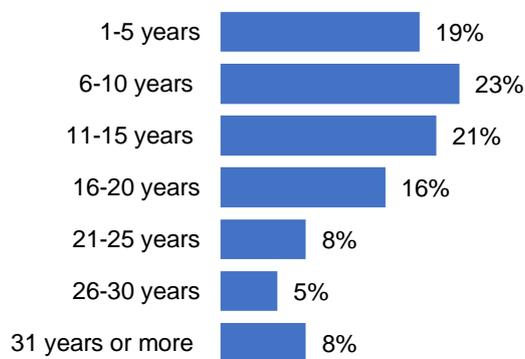
It is important to note that not every single member of the industry completed the survey. However, this sample represents approximately 30% of the industry which, statistically speaking, is seen to provide an accurate representation of the attitudes and practices of the industry.

Profile of Stage 2 industry survey respondents.

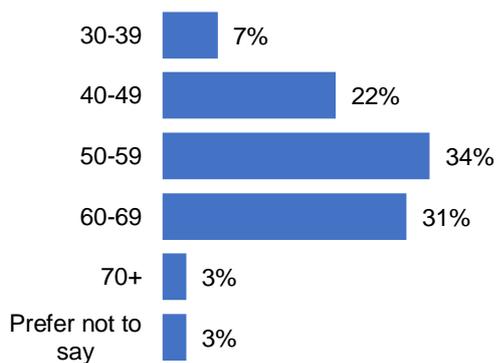
Role in industry



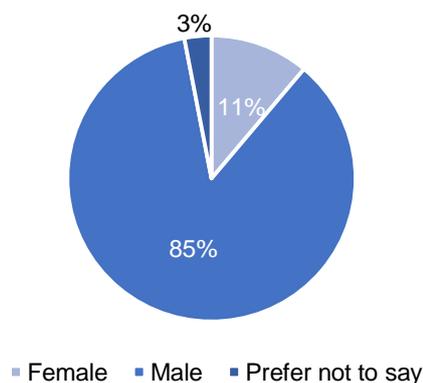
Years in the industry



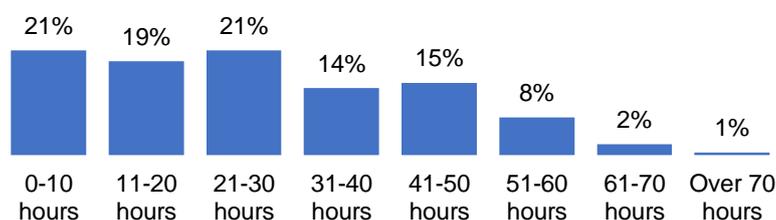
Age



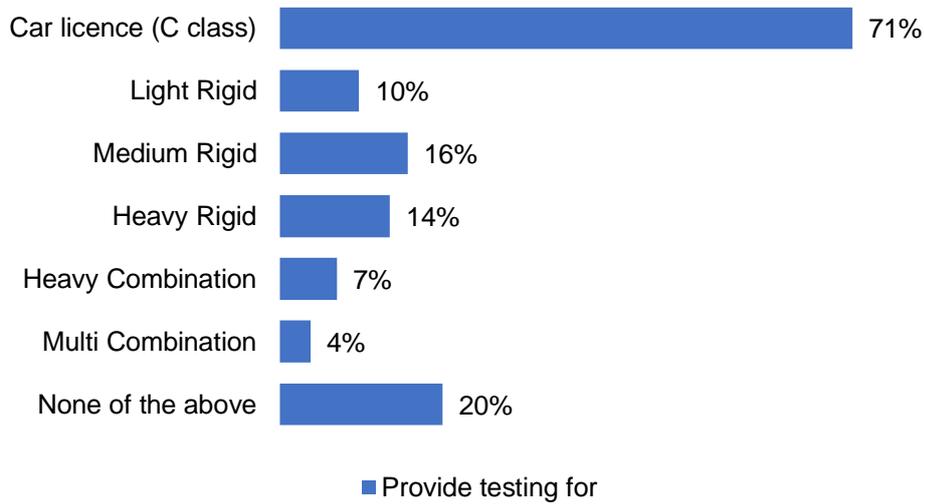
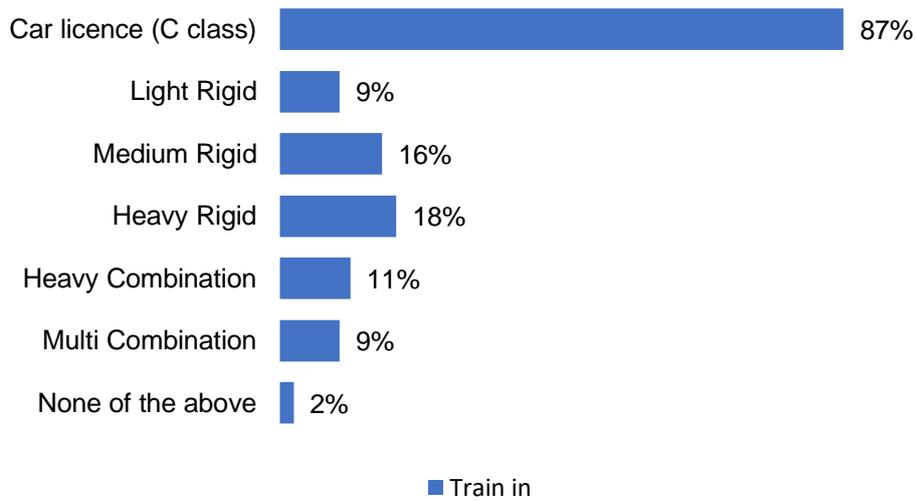
Gender



Weekly hours spent either testing or training applicants for a licence

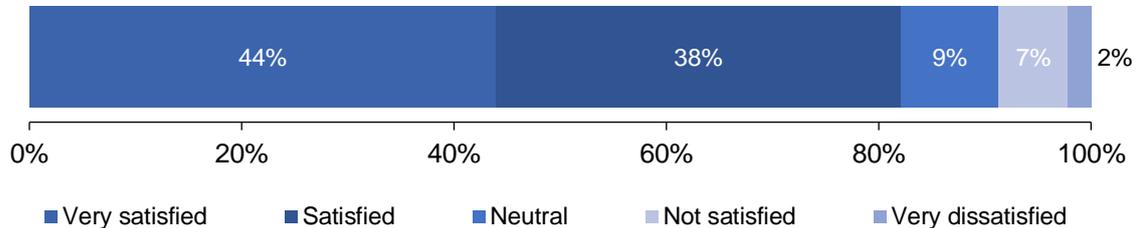


Main licence classes for which training and testing is provided



Key findings

Job satisfaction

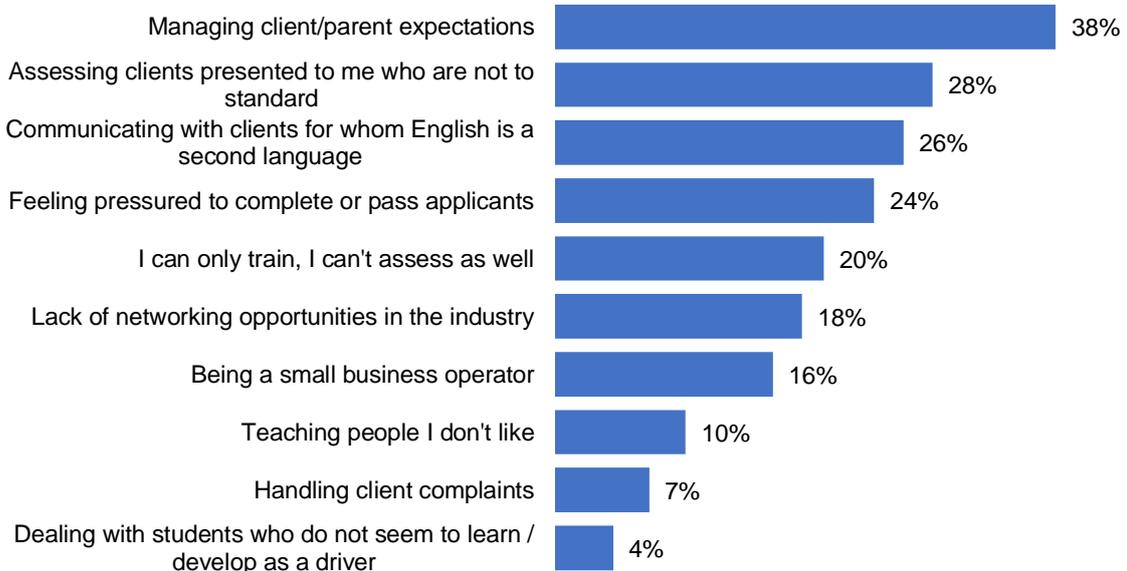


The majority (82%) of industry members were very satisfied or satisfied in their role. When asked what they enjoy about their job, the most commonly cited aspects included teaching or training people, improving people’s driving ability or improving safety, the human interaction and meeting different people and just generally helping people. The student and teacher interaction is clearly a key part of the job and a source of job satisfaction.

Only 2% of industry members felt very dissatisfied in their role, and 7% felt dissatisfied. While clients are a key source of job satisfaction, there are also many challenging aspects of managing a diverse mix of clients and expectations.

The most commonly mentioned challenges of being an industry member are shown below.

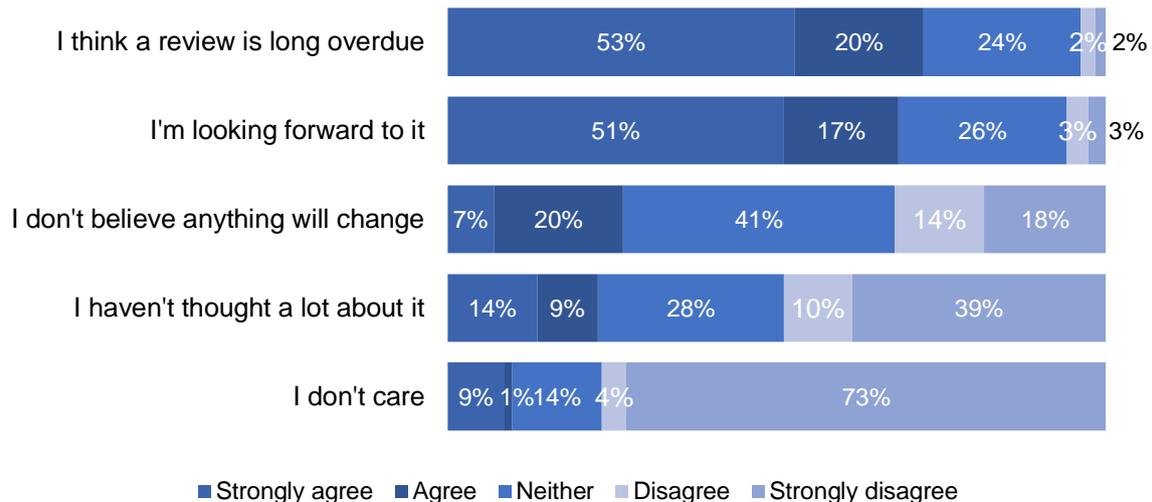
Industry members' top 10 most commonly mentioned challenging aspects about their role



Attitudes towards the driver training review

Overall, attitudes towards the driver training review were positive.

- ✓ 85% of industry members were somewhat aware or very aware of corruption in the industry.
- ✓ 73% of industry members felt that a review is long overdue.
- ✓ 68% were looking forward to the review.
- ✓ 67% agreed that more engagement with DPTI would improve the driver training industry.
 - Most common suggestions for how DPTI could best engage included regular meetings/workshops, a more collaborative approach to auditing (feedback, constructive criticism, no more 'us and them'), and regular training.

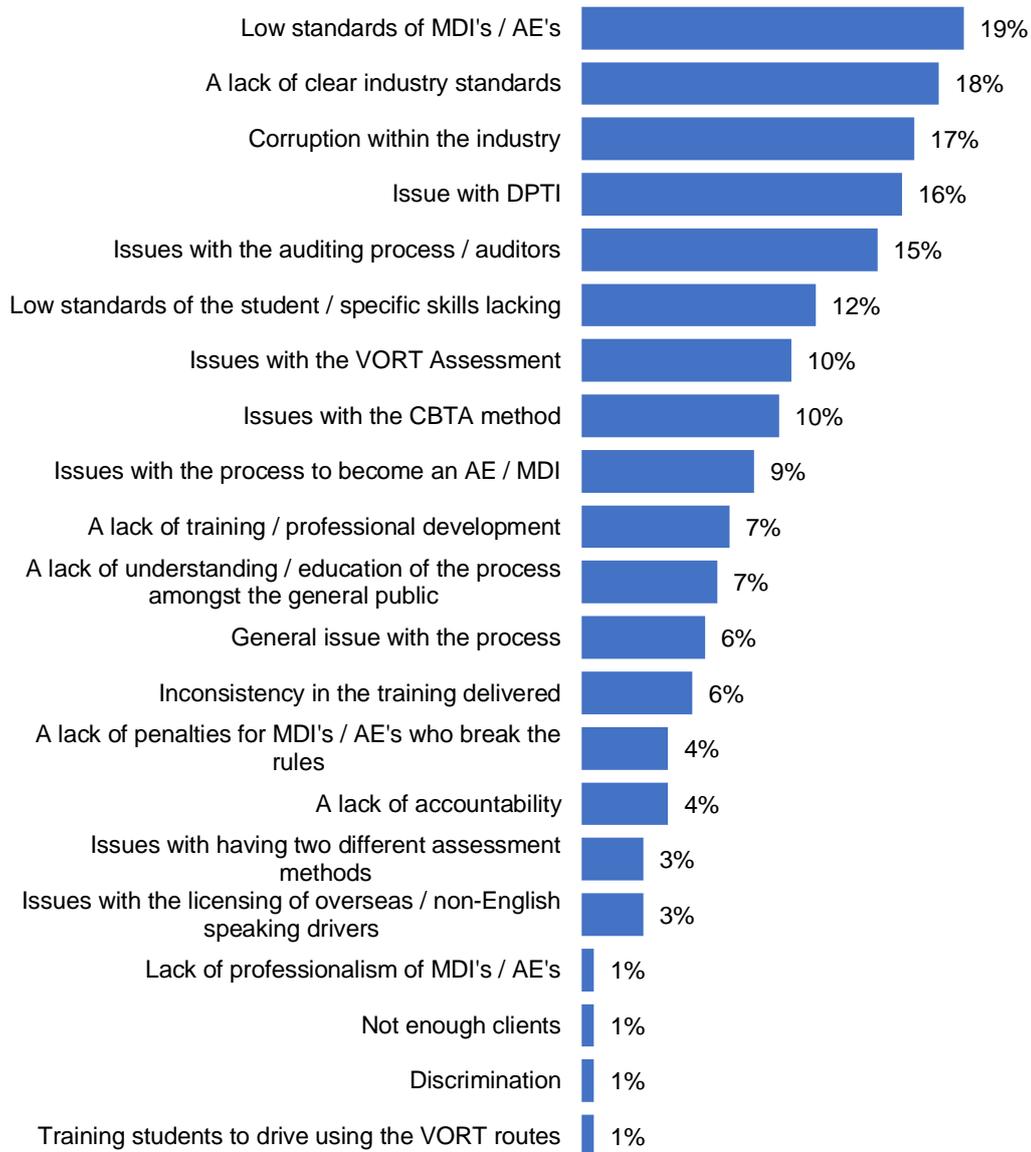


Industry problems and potential suggested solutions

Respondents were asked to provide their opinions on what are the biggest problems that the driver training review needs to address (and how they should be addressed) before they were shown any proposed changes. The issues raised by this question were largely in line with issues raised in the workshop, with the commonly mentioned problems as follows:

- Low standards of training, testing and/or professional industry standards amongst some MDI's / AE's (19%)
- A lack of clear industry standards (18%)
- Corruption within the industry (17%)
- Issues with the Department (16%)
- Issues with the auditing process and auditors (15%)

Industry nominated problems that the review needs to address



These responses were more focused on identifying issues, rather than providing solutions; however, respondents were also shown a list of potential suggestions and proposals to improve the driver training industry and asked to rate their level of agreement that these would improve industry. **Overall, the suggested solutions which generated the most support were about improving professional industry standards and the relationship with the Department.** The level of agreement or support for these solutions is detailed below.

Most popular suggested solutions

The solutions that rated above average in terms of the level of agreement across industry members are as follows below:

- ✓ Provide regular training in road rules and safe driving practices to the driver training industry
- ✓ Implement tougher sanctions on poor performing industry members
- ✓ Publication of DPTI's auditing framework
- ✓ More engagement with DPTI
- ✓ Require a Working with Children Check for all industry members
- ✓ The Industry Information Bulletins keep me informed about what's happening in DPTI as it relates to my business
- ✓ Implement tougher entry requirements into the industry
- ✓ Introduce greater accountability for all industry members
- ✓ Introduce penalties for breaches of acceptable behaviour and standards e.g. warnings, expiations and prosecutions
- ✓ Each industry member to be responsible to maintain and improve their own skills and knowledge
- ✓ Greater accountability of MDI's generally e.g. regular audits and hold appropriate insurances
- ✓ Requirement to keep records of clients (e.g. when lessons or tests were undertaken)
- ✓ Implement an online register of MDI's, AE's and RTO's to enable the community to make an informed decision as to which provider best suits their needs

Least popular suggested solutions

The solutions that rated below average in terms of their level of agreement are as follows below:

- ✗ Simplify the assessment process to be one test (a combination of Last Training Session and a VORT)
- ✗ Prescribe a maximum fee for driver testing
- ✗ Prescribe a maximum fee for driver training
- ✗ Limit VORT testing to Mon-Fri 9am-5pm to provide for suitable road testing conditions
- ✗ Require all MDI's and AE's to have cameras (with GPS) in their driver training vehicles, which can be accessed by the Registrar.
- ✗ Randomly allocate all AE's to clients
- ✗ Require all AE's and MDI's to operate under a RTO

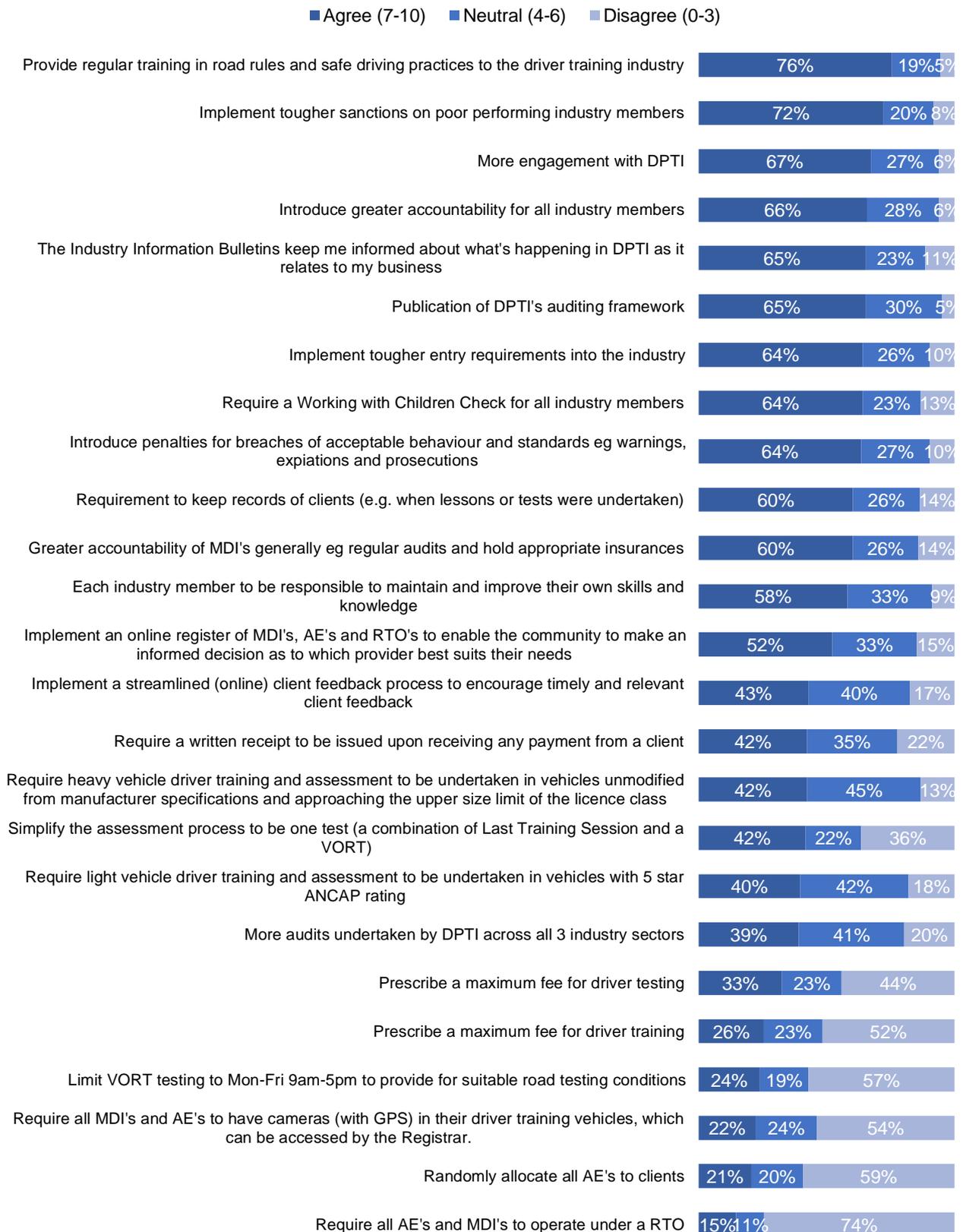
Suggested solutions which generated a neutral response

The solutions that generated a mostly neutral rating (i.e. most respondents neither agreed nor disagreed) are as follows below:

- Require heavy vehicle driver training and assessment to be undertaken in vehicles unmodified from manufacturer specifications and approaching the upper size limit of the licence class
- Implement a streamlined (online) client feedback process to encourage timely and relevant client feedback
- Require a written receipt to be issued upon receiving any payment from a client

- Require light vehicle driver training and assessment to be undertaken in vehicles with 5 star ANCAP rating
- More audits undertaken by DPTI across all 3 industry sectors

Detailed overview of industry agreement with suggestions / proposals to improve the driver training industry



The structure and pricing of training and testing

There was variability in the amount of time industry members worked, what they charged, and how they charged.

Both approaches to charging (by lesson or hour) were prevalent, although the majority of industry members charged per hour (63%). The typical lesson length was 60-90 minutes amongst those who charged per lesson (60%). Some had lessons that were 30-60 minutes (15%), 90-120 minutes (18%), or more than 3 hours (7%).

Amongst respondents who trained in a standard C Class car licence, the median training rate per hour charged was \$63 and the median rate per lesson was \$75. This amount was in line with the community survey findings, which showed an overall median price per hour of \$65 for professional driver training.

The median rate charged per hour for a C Class driving test was \$75, and \$120 per lesson. Half of the respondents charged a higher rate for the Last Training Session (LTS) in the CBT&A process, namely \$112/hour or \$160 per lesson.

Respondents identified that the median training rate charged per hour for Medium Rigid training was \$50 and \$110 per lesson. Further, the median rate charged per hour for a Medium Rigid driving test was \$100 and \$105 per lesson.

These results should be taken as an approximate indication of current charges as not all respondents answered, or preferred not to disclose this information.

A supplementary mystery shopping exercise was therefore undertaken to scope the structure and pricing of heavy vehicle licence classes as there were only a small number of heavy vehicle respondents to the survey. Seven RTOs were contacted in May 2019 and asked to provide a quote for their services. This exercise confirmed that both the required hours and pricing across different heavy vehicle classes varied, primarily due to adapting the training dependent on the desired transmission type of the vehicle (automatic, synchromesh or road ranger).

Nonetheless, comparing the responses received for additional training and testing (i.e. CBT&A) per hour from this exercise, the following median fees charged to clients can be identified for three heavy vehicle classes:

Licence Class	Range of prices quoted for CBT&A in each class with some variance due to transmission type	Median charge per hour for additional hours for each class
Heavy Rigid	\$1175-\$2500	\$115/hr
Heavy Combination	\$2054-\$3409	\$133/hr
Multi Combination	\$1500-\$3500	\$138/hr

Summary of Stage 2 Results

Industry identified many solutions to improve the driver training and assessment process. Greater accountability for MDI's; tougher sanctions on poor performing industry members in addition to more training on road rules and safe driving practices were some of the most popular suggested solutions. The industry appetite for improvement of the industry is largely encouraging.

Conclusions

The prevailing theme, consistent in both stages of the consultation, was that the industry standards to enter the industry and to remain in the industry needed to be higher in order to 'raise the bar' of the industry. The Stage 1 community results also supported this view. Industry also identified that they needed ongoing training and development activities around safe driving practices, and knowledge and application of Australian road rules in order to maintain relevance.

In terms of how 'the bar could be raised', there were a considerable number of proposals and solutions suggested by industry and the receptivity to the prevailing solutions was tested in the industry survey. This revealed that the solutions industry are most receptive to, are as follows:

1. Provide regular training in road rules and safe driving practices to the driver training industry
2. Implement tougher sanctions on poor performing industry members
3. Publication of DPTI's auditing framework
4. More engagement with DPTI
5. Require a Working with Children Check for all industry members
6. Implement tougher entry requirements into the industry
7. Introduce greater accountability for all industry members
8. Introduce penalties for breaches of acceptable behaviour and standards e.g. warnings, expiations and prosecutions
9. Each industry member to be responsible to maintain and improve their own skills and knowledge
10. Greater accountability of MDI's generally e.g. regular audits and hold appropriate insurances
11. Requirement to keep records of clients (e.g. when lessons or tests were undertaken)
12. Implement an online register of MDI's, AE's and RTO's to enable the community to make an informed decision as to which provider best suits their needs

While these solutions gathered the most support, there were still some sectors of resistance to some of the proposed solutions. This variability in the receptivity and openness to change and implement solutions to raise industry standards is consistent with the understanding that there are pockets of industry who are not operating ethically or upholding road safety. These industry members, while seemingly in the minority, are likely to resist any measures to increase accountability. The self-interest of the industry and their conscious or unconscious bias in their responses is noted in interpreting the results of this consultation.

On the whole the data collected in each stage was generally consistent however there was some variation in the prices the community reported they paid for driver training and

assessment and the prices the industry cited that they charged. The key difference was the median price the community said they paid for a Class Car VORT test (\$240) compared to the median price the industry said that they charged for a Class Car VORT test (\$75/hour or \$120/lesson).

The consultation has confirmed there is a need for change and there is scope for improvement in many areas. It has become clear that the standards to become a professional driver trainer and examiner need to be strengthened and improved, as do the standards to remain a professional driver trainer and examiner. In this way the results of both consultation stages reflect each other.

Appreciation

We'd like to thank those who responded to any element of the consultation. There were many helpful and informative points made and these have informed and proved instructive in the decision making process. We are also grateful for the suggestions on issues outside the scope of the consultation.

We've considered carefully the views expressed and are taking into account the points made by those who provided responses.

Next Steps

In keeping with best practice internationally and interstate, South Australia manages the risks to young drivers through a graduated licensing scheme (GLS) that supports drivers in gaining appropriate experience at an appropriate age. The GLS allows novice drivers to gradually acquire safe driving experience with supervisory influences and restrictions progressively lifted as drivers progress through the stages of holding a learner's permit, followed by a provisional licence (p-plates) and finally graduate to a full (unrestricted) licence.

The driver training and assessment process is a critical element of the GLS and for any licence holder seeking to upgrade their licence.

This consultation process has confirmed the need for changes to the driver training and assessment system and processes in South Australia and this is now a priority for the Registrar.

It is suggested that any change could be considered to be implemented in stages in order to minimise the disruption to the industry and its clients.

Further details will be advised upon becoming available.

Appendix

Appendix 1: Overview of industry workshop discussion points and solutions

The following tables provide verbatim accounts of the facilitator notes as they were recorded during the workshop.

General discussion.

What works well in the driver training industry?	What changes would we like to see in the driver training industry?
<p>Driver trainer quality</p> <ul style="list-style-type: none">• Trainers are genuinely interested in driver training and are passionate about their job• There's plenty of training• There's a great number of trainers available and this provides flexibility• Accurate training/good training• A great deal of competence by those working in industry• It's a sincere industry• We are an important piece in the road safety puzzle• Communication between student and teacher• The process includes auditing; always checks and balances done• Qualifications are involved which provides confidence in process	<p>Auditing and accountability</p> <ul style="list-style-type: none">• More Auditing• More consistency in Auditing• Feedback from auditing• Assessment process need more policing• Policing of process in general (but this would mean more \$\$ to DPTI)• Better skills to do policing (DPIT)• Auditors upskilled in DPTI• MDI's to undergo regular renewal of their licence (involving both theoretical and practical tests)• More accountability – seen as “untouchable”• To keep standards high – enforcement of standards• A regulator that does its job and enforces the rules
<p>The driver training process</p> <ul style="list-style-type: none">• The CBTA method<ul style="list-style-type: none">○ it gives more confidence○ having the same person throughout gives comfort○ allows extensive experience○ Less nerves while driving○ Natural way of learning to drive	<p>Collaboration with DPTI</p> <ul style="list-style-type: none">• More action from DPTI• More collaboration with DPTI• More support from DPTI (e.g. physical training packages, up-to-date info)• Improve 'us vs them' attitude <p>Training and mentoring of instructors</p> <ul style="list-style-type: none">• More mentoring of new instructors• More training & workshops for examiners and MDI's once or twice per year• Trainers should be assessed via on-road training• Training for better teacher to student communication

- Allows experience of different road conditions
- You can search for unique road experience
- not being trained to pass a test
- VORT can also provide confidence
- The process works well between CBTA & VORT

Other ideas

- Collaboration within industry (not so much DPTI)
- Communication with the regulator is good

Driver training process & systems

- Up-to-date theory courses
- The hazard perception test needs to be improved
- Needs to be a compulsory theory exam for heavy vehicle drivers
- Final drives to be recorded and uploaded for a more rigorous/random examination process
- Mandatory minimum Hours (per student) with an option to apply to sit the test prior to the minimum hours being completed
- Online booking process for exam component where students get allocated at random to an examiner (someone that didn't teach them to drive)

Ongoing driver training

- Continuous training throughout your life – drivers should receive further training throughout their life if they lose a certain number of demerit points
- Refresher training and ensuring people maintain a good skill level
- Have to earn way off P's, not just based on time
- More respect for the industry. Having a license isn't a right, it should be the start of their training, not the end
- Need to earn their way off their P's not just move to a full license after a set time

Influencer education (parents and schools)

- More parent education on what to expect
- Provide learner drivers with examples of what could go wrong on the road, so they are more prepared for difficult situations
- Driver training in schools, education needs to start as early as possible.
- Educating parents on what to do, how many training hours are necessary, minimum hours
- Driving rules and skills test for parents to complete before they can train their children

Overseas conversions and CALD

- Overseas conversions could be stricter
- Involve interpreters have translations of exam/tests so CALD can learn rules in own language

RTOs

- All instructors operate under an RTO
- Greater recognition of RTOs

Other ideas

- Mandatory insurance requirements i.e. professional indemnity for anyone that is teaching/examining a student

Topic 1: Satisfaction of new drivers, and their confidence on the road.

How do we feel about this?

Parent pressure / influence

- Unfortunately, some drivers/parents will lie about hours
- Pressure from parents to get a license quickly, save on the cost of lessons
- Need to expose parents to their child's driving ability to help them see when they need more hours/lessons

It's expected, there will always be unconfident drivers due to their nature

- Not surprised
- There will be a % who will never be confident drivers, it's just in their nature
- Some people will never be confident on the road, they are just nervous drivers
- Its disappointing (the confidence level) – but it's up to the families they're from and the habits they may have been taught.
- Confidence is different to competency, some people will always be nervous drivers, they won't ever be confident on the road, it's just the way they are

What could be done about this?

Minimum hours and certain tasks undertaken with MDI

- More training with an MDI
- Need to 'prove' hours (too easy to lie / fake)
- Minimum hours with an MDI (5-20 hours), especially for licence conversions from overseas
- Government subsidies if minimum hours with MDI required
- Certain aspects of the logbook must be done with an MDI (e.g. night driving, country roads, unsealed roads)
- There needs to be a minimum number of hours with an instructor including min city /highway/ unsealed hours
- CBTA is more effective in building confidence
- First hours behind the wheel should be with an instructor not a parent
- Need to prove they have driven a minimum amount in different conditions to get off their P's
- Mandate minimum hours
- 75 hours must be audited by DPTI – although recognition that this is hard

Greater depth and variety of training

- There should be more simulation involved at the beginning of the process to minimize nervousness and advance progress.
- Driver simulations akin to the hazard perception test – more advanced with braked, pedals etc. – like flight simulations for pilots
- Education surrounding Technology in their car and how this affects your driving. (Abs, Traction control)

- Confidence doesn't come naturally so it's not surprising that confidence is low

Other road users' influence

- Other road users need to be more aware and supportive of learner drivers, rather than pressuring them
- Lack of confidence can come from how other people perceive P platers on the road, pressure of other people on the road affects their confidence, bullying and aggression from other drivers doesn't help

Impact of training process

- What can we do differently? It's the process that's in place
- Lack of confidence might be due to lack of variety in training so not confident on country roads etc.
- Likely due to inadequate training
- Some instructors are passing drivers who are not confident
- Be interesting to see the difference in confidence across different groups i.e. those who have gone through CBTA vs VORT vs young/older age (some people have to get their licence later)
- If they aren't confident they shouldn't be on the road

Value for money = satisfaction

- Those not satisfied might not be happy with what they paid compared to what they got (value for money)
- Satisfaction is easy to get because they get what they pay for – a licence!

- Further education of road rules (merging issues)
- We need to train drivers to make the right decision quickly (hazardous situations) – the breaking point and when to use it
- Have all licence holders take a truck lesson – to build respect for heavy vehicles. At minimum, there needs to be a better understanding of trucks
- Make sure students are exposed to lots of different driving conditions
- The current system makes it difficult to get learners to drive out of their comfort (at speed, losing control)
- Continue the 'Keys to drive' program
- Continuous training – after P1's or P2's have a refresher training session
- Mandated exposure to variety of locations i.e. city versus country (real city – not Elizabeth)
- More variety of driving in training i.e. when it rains
- Log book includes minimum hours for exposure to different driving situations i.e. rain, day time, night time, city, country, unsealed roads

The role of parents

- Don't rush the process (parents and students)
- More collaboration with parents so they understand when there is a need for more training
- Some students just need more time, they won't tell you that, it's up to you as a professional to gauge
- Get parents in the car with their children while they are having lessons, so they can see for themselves how their child copes with stressful situations on the road (not just going around the block on quiet roads)
- Need to specify that parents need to expose children to different conditions e.g. dirt roads, bad weather, busy streets, freeways, country roads, night driving
- Provide more information on the driving instruction process, explain to the child and parent up front to manage expectations re hours, lessons and costs
- First experience (10-15 hours) of a student to driving should be with an instructor rather than

their parent so the instructor can teach them the basics correctly. Need to avoid parents passing on their bad habits which then need to be undone by the instructor

- Parents should join them for the first lesson(s)
- Re-education of parents so they are teaching kids the right skills/rules
- Supervising drivers need to have their own licence renewal and road law training

Broader public education and awareness

- There needs to be more education generally (wider popln)
- More population level education on existing road rules and changes
- DPTI need to inform the public on current and changes to road rules via the news, social media etc. They do this for road accidents and speed cameras. The public need to be reminded and be kept up to date on the road rules e.g. no one knows you must indicate when you are leaving a roundabout.
- More awareness on how to handle difficult situations
- DPTI could buy blocks of advertising (i.e. TV, Social Media) and advertise road laws that people may not know i.e. indicate for 5 seconds before pulling away from kerb

Auditing

- Need to look at how industry members are trained and their ongoing professional development (PD). They need to be re-evaluated on a regular basis
- More regular auditing (especially for VORT)
- DPTI to have more control on audit process

Other ideas

- Every 10 years, drivers have to sit a test to check they are up to date with road rules
- Clients should be asked to give feedback
- Operate under an RTO
- DPTI should do the testing (VORT)
- Allow MDIs to put in a report (like an AE can), and the student signs it

- We should only recognise international licences for say three months – everyone on the road should be licenced by an Australian body.

Topic 2: Behaviour & professionalism of industry members.

How do we feel about this?

Expected and accepted

- Not surprised
- Heard of it happening
- Yes, it happens
- It's pretty bad
- You're always going to get a few bad apples
- Thought it would be worse
- Politeness can't really be trained

It's unavoidable

- Some instructors have back to back lessons and probably just get worked up a bit – perhaps they need more breaks between lessons.
- Business owners have to answer calls if they run the business (heavy vehicles in particular)
- Know of people who do other 'work' calls as often this is a vocational thing, not full-time work

Other ideas

- Know of people who answer their phones while with students, check Facebook when car is stationary
- Have heard of such issues occurring (more extreme) but the students are often kids, therefore it's low reporting because they're scared, worried they won't get their licence if they tell
- People talk to each other about bad experiences

What could be done about this?

Feedback and reporting systems

- Every learner has an online profile / log-in with DPTI and can log a complaint – they know where to go to.
- Students need to know who to complain to
- Students get an ID from DPTI that driver trainer needs to record to prove they have done the test (stamp out illegal testing)
- Make it possible for students to report back to DPTI "Empower the Student"
- Feedback sheets – provide students with feedback sheets evaluating the trainer which they would send to DPTI if they felt the need
- Platform to report a bad trainer
- A review system (online profiles of drivers)
- Add feedback form in log book where they can report any misconduct anonymously to Service SA

Ensuring trainers get feedback

- If a student complains, trainers get the feedback
- A feedback system (three strikes and you're out)
- Feedback system necessary, formal complaint process to DPTI and follow-up/investigations need to take place

Training and professional development

- Make sure the initial training of trainers is done well and covers everything, including conduct
- Instructors need yearly refreshers training integrity / professionalism
- Continuous professional development with all in the industry
- More PD of instructors. Audit process is a good opportunity for PD
- PD opportunities from DPTI, workshops, learning from others

- What about harassment on trainers and instructors? What are the stats on that?
- We have to act professionally, have to reflect how we want to be treated
- Professionalism: every second to be devoted on student, good appearance, dress, cleanliness, hygiene, car cleanliness, punctuality, insurance to protect self and client (DPTI to mandate)

Greater enforcement from DPTI

- DPTI needs to come down on these people who do the wrong thing
- DPTI need to crack down on rogue trainers
- Strong legislative frameworks, follow through from DPTI
- DPTI are terrified of being called racist, they should be more heavy handed on some trainers from a multicultural background
- More policing from DPTI
- Zero tolerance policy – if something extreme happens they lose their licence forever
More policing of 'fake' or unqualified MDIs by DPTI (there's knowledge of unqualified 'MDIs' with no insurance, but they are not policed.

Better audit process

- More audits
- Random auditing
- Auditors need to set a better example (stories of them saying inappropriate things to examiners)
- Run 'mystery shop' scenarios

Cameras

- Cameras in cars like taxi's have – increase the accountability
- Cameras could work, but not sure about filming under age people and how they feel about being filmed
- A monitoring system would encourage an improvement in behaviour

RTOs

- Work under an RTO so a client can make a complaint
- Something similar to the RTO feedback system (compulsory feedback form)
- Everyone needs to act under an RTO, RTO's have the intrinsic need to provide quality and improvements e.g. forklift approach

- Sometimes RTOs don't do continuous improvement

Other ideas

- Regular police clearance required (every 12 months)
- Must present your badge and it must be up to date (and driver awareness / request of this)
- Should have to provide a receipt always

Topic 3: Consistency and standards of teaching.

How do we feel about this?	What could be done about this?
<ul style="list-style-type: none"> • Yes, agree • Surprised, thought the level of dissatisfaction would be higher • Acceptance that there was a need for more consistency and higher standards across the industry • Always room for improvement • Teaching varies in so many ways (i.e. school teachers – will focus on different things, have different standard, values) • It's human condition for consistency and standards to vary • Those with a passion for safety will always teach well and uphold their standards • The basic MDI has no accountability • Difference between high standards and what you pay for – not a guarantee that what you pay for means a higher standard (i.e. paying more = higher standard?) • RTO's have to consistently update their qualifications why don't others do the same 	<p>A better audit process</p> <ul style="list-style-type: none"> • More audits • Concentrate on certain assessors – don't treat everyone the same when auditing – go after the ones who are not doing the right thing • Have an assessment or grading system for instructors e.g. 1-6 scale with certain actions or suspensions taken by depending on their grade. • The audit process could be a mechanism to flag when someone needs further training • All auditors should have an industry background (all HV auditors should have a HV background etc.) • There is a need for more government auditors. • DPTI to conduct greater assessments • Checks and renewals of AE's • DPTI to do greater policing • Review of the audit process • VORT testing only on Mon – Fri between 9am-5pm when more auditors are available, some people dodge these times to avoid the auditors
	<p>Higher standards</p> <ul style="list-style-type: none"> • Lift the industry standard to 90% • The standards which are set in the first instance need to be higher – we're training to the minimum standard where we should be training to the maximum standard • Higher standards on both the instructor and the learner – if there are low standards on the

- Consequences if you put your business at risk e.g. TAFE recent event (poor standards etc.).

learner, instructors can get away with more questionable practices.

Better training and understanding of standards

- Department should give theory lessons (to instructors) to ensure consistency
- A clear curriculum – a clearer understanding of what needs to be taught
- Training should focus on the behaviours which are shown to cause accidents (learn from what is occurring on the roads)
- Ensure there is a better understanding of the standards that exist currently

Accountability and accreditation

- Needs to be more accountability for all in the industry (some use it as a license to print money)
- VORT taken off private operators, Government should do it themselves (some people just do it for the money)
- Make it a harder job to get into, so it's only those who are passionate about it
- Too many people are not accredited
- DPTI need to make it easier to become accredited, there is an embargo at the moment
- Only those instructors and assessors who are passionate about it would do it, not those that are just in it for the money

Associations

- Join an association, offer workshops and skills for the industry with accountability
- Make associations accountable as well, they could play a role in supporting members which have received complaints to improve their approach

Professional development

- Training and assessment of instructors, PD, online training courses for the industry
- Ongoing training and professional development

Monitoring via technology/systems

- Dash cam is good, makes trainers accountable, can't question what is caught on camera
- Cameras? Could replace the auditors so then they are reviewing more frequently at a desk
- Examiners send their videos to the cloud and they are reviewed more frequently
- Learner given ID to log-in and track / record / log against their instructor etc. for more accountability

Other ideas

- 99% of tests when an auditor is present are failed, the process isn't working
- Random allocation of examiners
- Get feedback from students

'Best' solutions reported by each table to the whole group.

The following tables provide verbatim accounts of the 'best' solutions reported by each table during the workshop, which were then voted on by all the workshop participants. These are a summary of the most popular ideas and solutions that were raised in the workshop. Please note that whilst all of these solutions were identified, some did not receive any votes.

General discussion - What changes would we like to see in the driver training industry?

- **Learner drivers should be able to go to a website in order to book the date and time for their VORT. DPTI would then allocate an AE to conduct the VORT (8 votes)**
- Have a minimum number of mandatory hours with an MDI (4 votes)
- All driving instructors to be under an RTO (4 votes)
- Make sure theory courses are up to date (2 votes)
- MDI's should have to have insurance – Public Liability Insurance (1 vote)
- Develop respect for the industry as a whole, and DPTI should lead this (1 vote)
- Educate parents around the number of hours required to teach a learner how to drive (1 vote)
- Increase transparency from DPTI around the driver training industry – more engagement, seminars, meetings, collaboration (1 vote)
- Increase consistency in auditing final assessments (1 vote)

Topic 1: Satisfaction of new drivers, and their confidence on the road.

- **Introduce a minimum number of hours with an instructor (10 votes)**
- Educate parents – give them tools so they know when their child may need more training, or offer a refresher lesson for parents who will be teaching their children to drive (3 votes)
- Advertise and communicate messaging to increase road craft – rather than rules, teach people how to merge safely (4 votes)
- Make it that certain number of hours for varying conditions have to be completed with an MDI (hills, country, night, unsealed roads) (2 votes)
- Advertise the road laws more (2 votes)
- The first time a learner sits in a car and drives, it should be with an MDI (again aimed at reducing the impact of learning parents bad habits) (2 votes)
- Refresher training before someone on P2s can get their Full license (1 vote)
- 1 hour spent with an MDI should equal 2 hours of driving recorded in the logbook (1 vote)
- To allow more lessons with an MDI (and reduce learners learning the bad habits of parents), DPTI could subsidise the cost of lessons (0 votes)
- Include training about modern car technology, e.g. ABS brakes (0 votes)

Topic 2: Behaviour & professionalism of industry members

- **Provide a mechanism for learner drivers to provide feedback on MDIs and AEs – perhaps a feedback sheet or online feedback form (4 votes)**
- Provide professional training and education for MDIs through RTOs every 3 years (1 vote)
- Include a camera in the vehicle (0 votes)
- DPTI come down more thoroughly on those doing the wrong thing (1 vote)
- Ability for industry to 'dob' in a rogue instructor (and action actually be taken) (0 votes)
- For those MDIs who score poorly in a review from a learner, they should be made to go through counselling or more training (0 votes)
- Initial MDI training needs to be more thorough – and include training around professionalism (0 votes)
 - Desired behaviours = presentable, reliable, integrity, knowledgeable, efficient, passionate
- Auditors to set a better example (0 votes)
- MDIs need to be more accountable, at the moment they are untouchable – need to have rules governing (0 votes)
- Learner drivers should have access to a system where they can log complaints online about their MDIs or AEs (0 votes)

Topic 3: Consistency and standards of teaching

- **Need accountability in the industry. More people need to be accountable – MDIs and AEs have a license to print money – make them accountable through professional development and make them join associations (11 votes)**

- Currently in terms of standards, we train to a minimum standard, this bar needs to be raised to a higher standard or benchmark – fail more people, make it harder! (3 votes)
- Classify MDIs on a scale of 1-6, where those who perform poorly are off the road (1) and those who perform well (6) don't need to be seen or assessed as much. (3 votes)
- Communicate what is causing accidents (2 votes)