



VVFS 2007:227

## Swedish Road Administration's regulations concerning curriculum, category B driving licence;

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Adopted June 11, 2007.

Compliant with Sections 7 and 12 of the Ordinance (1998:978) on Driving Schools, the Swedish Road Administration stipulates<sup>1</sup> the following.

### Ch. 1 Make-up and structure of the curriculum

#### Section 1

Driving licence education shall comprise the following modules:

1. manoeuvring, vehicles and the environment,
2. driving in different traffic environments
3. travelling by car under special conditions, and
4. personal circumstances and goals in life.

The four modules are to be divided into two knowledge areas:

1. theory and skills, and
2. self-appraisal.

### Ch. 2 Manoeuvring, vehicles and the environment

#### Aim

#### Section 1

The aim of the *manoeuvring, vehicles and the environment* module is that the learner driver will learn how to manoeuvre the vehicle, and be able to do this in a safe and environmentally-sound way. At the same time, the learner driver should develop a realistic view of his/her own ability to do this. This includes learning how the car is constructed and how the car functions, its various protective systems and the relationship between driving technique and

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<sup>1</sup> Cf. Council Directive 91/439/EEC of 29 July 1991 concerning driving licences, (EGT L 237, 24.8.1991, p. 1, Celex 31991L0439), most recently amended through Council Directive 2003/59/EC (EGT L 226, 10.9.2003, p. 4, Celex 32003L0059).

environmental impact. In addition, the learner shall develop an ability to reflect on events that occur during his/her driver education and thereby be more able to absorb impressions and experience that could contribute to a better understanding of the value of safe driving.

### **Theory and skills**

#### **Section 2**

The objective has been achieved when the learner

- *explains*
  - the factors that affect the handling properties of the car, both positively and negatively,
  - driving techniques that can be used for driving the car in an environmentally-conscious manner,
  - the design and functioning of the car, and the impact of this on road safety and the environment
  - the various protective systems of the car and how they function,
  - the meaning of environmental requirements for vehicles,
  - the importance of using the car's protective systems,
  - the concepts of steerability and stability,
  - different drive systems and their influence on the handling characteristics,
  - impact of the road conditions on the handling characteristics of the car,
  - relationship between driving technique and the behaviour of the car,
  - how the laws of nature affect vehicle movement
  - how to identify the risks associated with the construction and functioning of the car and the driver's way of manoeuvring,
  - rules and regulations related to the entire manoeuvring, vehicles and the environment module,
- *carries out* simple checks and propose possible measures to take on the vehicle in order to make it safe,
- *demonstrates* routine manoeuvring of the vehicle,
- *uses* different braking methods,
- *identifies* the risks associated with the functioning and manoeuvring of the vehicle.

**Self-appraisal**

The objective has been achieved when the learner

- *assesses*
  - his/her ability to manoeuvre a car in a safe way,
  - his/her ability to handle a crisis situation that has arisen
  - his/her ability to detect the risks associated with the functioning and manoeuvring of the vehicle.

**3 Driving in different traffic environments****Aim****Section 1**

The aim of the *driving in different traffic environments* module is to develop the learner's ability to drive a car in a safe, judgemental and environmentally-sound way in interaction with other road users, in different traffic situations and under different conditions. This module also aims to develop the learner's ability to show foresight, detect risks and drive with such safety margins that he/she will not become involved in critical situations. The learner shall adjust his/her driving, for example speed and placing, according to the circumstances. The aim of the module is also to impart knowledge and understanding of why there are traffic rules and how they should be observed. Another objective is to reduce the consequences of a traffic accident through teaching first aid skills and the action to take in connection with a road accident.

**Theory and skills****Section 2**

The objective has been achieved when the learner

- *explains*
  - the traffic rules that apply to driving a car,
  - how to administer first aid at a traffic accident,
  - the influence that speed has on the risk of being killed or injured in traffic,
- *describes* the action to take at a traffic accident,
- *applies* the rules for driving a car,
- *shows*
  - good detection routines in various traffic environments,

- good judgement in interaction with other road users,
- *drives* with adequate safety margins,
- *uses* a driving technique that entails low fuel consumption,
- *adapts* speed, placing and other driving to suit the prevailing conditions,
- *identifies* the risks in various traffic situations and traffic environments,
- *foresees* different courses of event in traffic,
- *assesses* the consequences of various courses of event.

### **Self-appraisal**

The objective has been achieved when the learner

- *appraises*
  - the consequences of his/her own experience of driving a car,
  - his/her own driving behaviour,
  - his/her ability to administer first aid and be able to take proper action at a traffic accident,
- *accepts* thinking critically about his/her own driving behaviour.

## **Ch. 4 Travelling by car under special conditions**

### **Aim**

#### **Section 1**

The aim of the *travelling by car under special conditions* module is to teach the learner about the importance of planning his/her journey with regard to where, when, how, under what conditions and why a journey should be undertaken. The learner should be able to use this knowledge to travel in a manner that is as environmentally sound as possible while avoiding travelling under risky conditions, such as in heavy traffic, on slippery road surfaces, during inclement weather, etc. The aim of the module is also to impart knowledge that shows that driving under the influence of alcohol or when drowsy, etc increases the accident and injury risk and is therefore not consistent with good driving.

## Theory and skills

### Section 2

The objective has been achieved when the learner in the beginning

- *explains*
  - how the choice of transport mode, travel companions and route affect road safety and the environment,
  - how driver behaviour and road safety are affected by medicine, alcohol, other drugs, stress and drowsiness,
  - how driver behaviour and road safety are affected by driving a car at different times of day,
  - how different road surface conditions affect driver behaviour and road safety.

### Self-appraisal

The objective has been achieved when the learner

- *assesses* how his/her own choice and motive for travelling and driving a car can affect his/her driving behaviour, road safety and the environment.

## Ch. 5 Personal circumstances and goals in life

### Aim

#### Section 1

The aim of the *personal circumstances and goals in life* module is to give the learner an understanding of how different personal and social circumstances affect his/her role as a car driver. The learner must be aware of how driver behaviour and the risk of accidents are related to the will to observance laws and regulations and to factors such as age, gender, physical limitations, personality, attitude, lifestyle, social background, education and peer group affiliation. Through understanding these relationships, the learner is expected to be better able to adapt his/her driving so that the risks associated with his/her own circumstances are taken into account.

## Theory and skills

### Section 2

The objective has been achieved when the learner

- *describes*
  - how personal life circumstances and factors such as age, gender, personality, attitude, lifestyle and peer group affiliation affect road safety,
  - how the use of the car changes from the time between when the driver is young and up to the time when he/she is older and the affect this has on the environment, travel and road safety,
  - how to avoid using the car as a means of searching for excitement,
- *explains*
  - how group pressure arises and how this can affect driver behaviour and road safety,
  - how conscious or impulsive actions, the search for adventure, excitement, pleasure, play, etc. can affect driver behaviour, traffic safety and environment,
  - how the choice of different modes of transport can affect road safety and the environment,
  - how the lack of will to observance laws and regulations effects safety and environment.

### Self-appraisal

The objective has been achieved when the learner

- *appraises his/her*
  - ability to resist the force of group pressure,
  - ability to resist impulsive actions, the search for adventure, excitement, pleasure, play, etc.

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These regulations shall take effect on January 1, 2008, when the Road Administration's regulations (VVFS 2004:110) concerning curriculum for category B driving licence shall expire.

INGEMAR SKOGÖ

Mimmi Lundqvist Ryde