GRADUATED LICENSING AS AN OPTION FOR MANAGING YOUNG DRIVER SAFETY

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1 A BRIEF STATEMENT OF THE ISSUE

Young drivers' over-representation in crashes is usually attributed to three factors (National Highway Traffic Safety Administration 2000).

- Inexperience: it takes time for driving skills to be mastered and integrated
- Immaturity: characterised particularly by risk-taking and impulsiveness
- Increased risk exposure: including speeding, night driving and drink driving.

Graduated licensing systems (GLS) aim to reduce the impact of all three factors.

2 AN ASSESSMENT OF THE ROAD SAFETY ISSUE

2.1 A brief history of GLS

Graduated licensing was first proposed in the early 1970s by Waller in response to the over-representation of young drivers in crashes in North Carolina (Waller 2003). The US National Highway Traffic Safety Administration (NHTSA) subsequently developed a GLS model in the mid-1970s (Williams 2000), which was offered to all US states along with financial incentives for implementation. In 1978 Maryland became the first state to enact formal GLS laws (McKnight & Peck 2002). However, it was nearly ten years later, in August 1987, that New Zealand became the first licensing jurisdiction in the world to adopt the full GLS scheme (including both night-time driving restrictions and passenger restrictions) - (Langley et al. 1996).

2.2 GLS aims

Graduated licensing is a system for phasing in on-road driving, allowing beginners to get their initial experience under conditions that involve lower risk and introducing them in stages to more complex driving situations (Insurance Institute for Highway Safety and the Traffic Injury Research Foundation 2003).

Specifically, GLS incorporate initiatives with several aims (National Highway Traffic Safety Administration 2000).

- Expand the learning process: ‘graduated driver licensing lengthens the learning process. The longer the period of time that elapses between issue of the first licence permit and the full, unrestricted licence, the more maturity and experience the novice driver will accumulate (National Highway Traffic Safety Administration 2000).

- Reduce risk exposure: ‘graduated driver licensing allows young drivers to gain much-needed driving experience in controlled lower-risk circumstances (Waller 2003).
- Improve driving proficiency: ‘driving proficiency can be improved through measures that emphasise getting teens behind the wheel to practice. These components encourage the provisional licence holder to make safe driving decisions while driving to reduce risk (Waller 2003).
- Enhance motivation for safe driving: ‘by making relief from restrictions contingent upon a good driving record, graduated driver licensing provides incentive to drive safely (Waller 2003).

2.3 The basic GLS framework

The GLS approach has been likened to an apprenticeship system, usually entailing three stages with varying requirements and restrictions:

- A learner period, where all driving occurs under supervision. Given this period’s relative safety, recent initiatives have included encouraging the learners to experience a wide range of driving conditions as frequently as possible (Gregersen et al. 2003).
- An intermediate or provisional licensing period which allows driving without supervision. Statistically, drivers in this intermediate or provisional period have more crashes compared to any other driving group. As such, driving restrictions are imposed in order to reduce exposure to high-risk situations.
- Full licensing, which occurs when the first two stages have been completed.

Progress from one stage to the next customarily requires the mastery of specified skills demonstrated through formal assessment. Considerable variation is possible within this general framework. Rather than three main stages, there may be four or more, sometimes including school-based pre-licence training. Variation also exists in regard to the conditions that govern each stage. In many GLS, conditions and restrictions often apply to BAC levels, speed, night-time driving, peer passengers and a reduced tolerance of driving infringements.

3 CURRENT POLICIES AND PRACTICES IN AUSTRALASIAN JURISDICTIONS

3.1 The current situation

The four different GLS models currently being used in Australasia are shown below:

- Victoria (VIC), Northern Territory (NT), Queensland (QLD), Tasmania (TAS) & New Zealand (NZ):
  - learner phase
  - intermediate licence phase
  - full licence.
- New South Wales (NSW), South Australia (SA):
  - learner phase
  - first intermediate licence phase
  - second intermediate licence phase
  - full licence.

- Western Australia (WA):
  - first learner phase
  - second learner phase
  - intermediate licence phase
  - full licence.
- Australian Capital Territory (ACT):
  - learner phase
  - intermediate licence phase
  - optional second intermediate licence phase
  - full licence.

All four different GLS models have at least a supervised learning period, followed by an intermediate licence period that includes a range of driving and other restrictions and, ultimately, a period of full licensure. Individual jurisdictions' programs are shown in detail in Attachment 1.

3.2 Proposed changes for GLS in Australian jurisdictions

Since the release of the National Road Safety Strategy 2001-2010 (which outlines nationwide initiatives to improve and expand GLS), the road safety strategies for all Australian states and territories have foreshadowed changes to licensing systems – including means to reduce young driver crashes. NSW (Roads and Traffic Authority 2004), WA (Road Safety Council 2005), QLD (Queensland Transport 2005) and VIC (VicRoads, 2005) have already proposed changes to their GLS, and have published discussion papers and held public seminars.

The common proposals found in all four discussion papers are:

- introducing an increase in the learner permit holding period to 12 months
- introducing a requirement that learners must gain 100-120 hours of supervised driving through a logbook system
- dividing the provisional licence phases into two stages.

Three states have proposed introducing both night-time driving restrictions and peer passenger restrictions (NSW, QLD, & WA). Other changes for some jurisdictions include expanding learner and provisional licence phases by increasing the time allowed on the learner permit to three years (WA), lowering the minimum age to obtain a learner permit to 16 (QLD), raising the minimum age to obtain a provisional licence to 18 years (NSW) and prohibiting mobile phone use of any kind during the learner and P1 period (VIC) or during the entire GLS period (QLD).

4 RESEARCH AND EVALUATIONS OF GLS

4.1 The early findings

North America

The major early North American evaluations of graduated licensing are summarised in Table 4.1. The overall finding is that graduated licensing schemes are associated with appreciable crash reductions, with at least some of the reduction due to reduced levels of driving.

Table 4.1: Summary of evidence from North America to support graduated licensing schemes

Location	Chief characteristics of the graduated licensing scheme	Year started	Year evaluated	Results
Maryland (McKnight et al. 1983)	Parental supervision, driver education, night restrictions, crash-free/conviction-free for progress, age conditions	1979	1983	5% reduction in crashes for 16-17 yrs, (only one-half of whom were in the program)
California (Hagge & Marsh 1988)	Parental supervision of additional practice, lower tolerance of traffic infringements, age conditions	1983	1988	5.3% reduction in crashes for 15-17 yrs
Oregon (Jones 1994).	Details not specified	1989	1991	16% reduction amongst males 16-17 yrs, no significant differences for females
Ontario (Boase & Tasca 1998)	Zero alcohol provisions, night restrictions, freeways and expressways restrictions	1994	1998	31% decline in young driver collision rates, compared to only 4% for all drivers
Florida (Ulmer et al. 2000)	Lengthened learning period, zero alcohol provisions, night restrictions, lower tolerance of traffic infringements	1996	1999	9% reduction in fatal and injury crashes for 15-17 yrs
Kentucky (Kentucky Transportation Cabinet 1999)	Details not specified	1996	1999	13.8% reduction in fatal crashes, 30.1% reduction in injury crashes for first group of 16 yr drivers in the scheme
Nova Scotia (Traffic Injury Research Foundation 2000).	Most notably, adult supervision in the learner phase and night curfews during next stage	1994	2000	19.4% decrease in all crashes involving young drivers

New Zealand

New Zealand's GLS excludes young drivers from night-time driving, driving after drinking alcohol and driving with other young adults in the vehicle. An early evaluation (Langley et al. 1996), showed that the scheme was associated with a 23% reduction in injuries amongst 15-19 year-olds, a 12% reduction amongst 20-24 year-olds and a 16% reduction amongst those aged 25 and over. After making allowances for other factors (including reduced exposure), it was estimated that the new licensing scheme was directly responsible for a minimum 7% injury reduction amongst 15-19 year-olds.

In New Zealand, as was the case with some of the other locations (McKnight et al. 1983; Australian Transport Safety Bureau undated), graduated licensing initially led to a significant reduction in licensing rates – which may have been responsible for some of the subsequent reduction in crash rates (Hagge & Marsh 1988). However, it appears that in New Zealand the reduction in licensing occurred only during the first few years of the new scheme and, thereafter, licensing rates returned to expected levels (Frith 2002). In a re-visit to the early study, the initial authors claimed that the GDL system had been associated with both an ongoing decrease in the absolute number of crash injuries to young people and a decrease in the rate per number of licensed drivers (Begg et al. 2001).

Sweden

In 1993 in Sweden, the age for obtaining a learner licence was lowered from seventeen-and-a-half to sixteen years, the full licensing age remaining at eighteen. The rationale was that lowering the learner age would allow substantially more driving experience to be acquired while still under supervision. During the 2-year follow-up period, the overall crash rate for young drivers declined by around 15%. Considering only drivers who took advantage of the new lowered age limit (thereby having at least the opportunity to acquire additional driving experience), the decline was approximately 40% (Gregersen et al. 1999).

Ontario

The Ontario licensing scheme is one of the few early schemes to have been evaluated in regard to specific licensing restrictions (Boase & Tasca 1998), where it was found that:

- the nil alcohol provision resulted in a 27% decline in young driver crashes involving alcohol
- the night-time curfew in a 62% decline in night-time crashes
- the ban on freeway driving resulted in a 61% decline in freeway crashes.

The same authors evaluated the effectiveness of formal driver training (a combination of classroom and on-road instruction) as a means to shorten some of the time restrictions governing particular stages. They concluded that driver education was not a convincing crash-reduction mechanism – with trained students in the Ontario scheme having had substantially higher crash rates during the stage immediately following completion of training.

4.2 Recent reviews of GLS

A review of thirteen GLS evaluations carried out in the US, Canada, New Zealand and Australia, showed crash reductions among young first-year drivers ranging from 26-41% (Begg & Stephenson 2003). The exact effectiveness of GLS, however, was considered unclear because of the differences amongst jurisdictions and differences in evaluation methods. Also, the authors pointed out that despite research recommendations indicating optimum restrictions to include in GLS, many of the GLS evaluated did not include these restrictions or conditions. For example, with research indicating that the optimal time to start a night-time driving restriction is 9pm or 10pm (Simpson 2003), of the twelve GLS evaluated, only eight of the twelve programs had a night-time restriction - and of these only three began before midnight.

Despite these concerns, New Zealand, the first country with a GLS, reports that since the inception of a GLS in 1987 the rate per 100 000 population of fatally or seriously injured drivers aged between 15-24 years has nearly halved (based on data collected between 1987-1998 (Begg & Stephenson 2003). Whilst this reduction is not solely due to New Zealand's GLS, it does support the view that licensing systems across the US, New Zealand and Australia have come a considerable distance since the early GLS models were proposed in the 1970s (Simpson 2003).

Simpson (2003), found a 4-60% reduction in crashes associated with GLS in the US and Canada. Based on these findings Simpson posed the following questions:

- How and why does GLS work in reducing crash rates of young drivers? That is, is it providing opportunities for young drivers to improve their skills, or does it allow maturation to occur by delaying the time that a full licence can be gained?
- With whom does GLS work best? That is, should it be applied to just young drivers, or include all new drivers regardless of their age?

- Which components of a GLS contribute to the reduction in crashes? Also, which of the multiple restrictions that are imposed during the learner and intermediate licence are the most cost-effective?

Research into the learner permit (Mayhew 2003; Senserrick & Whelan 2003) indicates that an extended period of supervised driving practice is not only safe but is a key factor to the overall effectiveness of GLS. It has been estimated that learner drivers are 33 times less likely to be involved in a crash than drivers on their intermediate licence (Gregersen et al. 2003).

There is also wide acceptance that peer passenger and night-time driving restrictions are central components to a GLS (Lin & Fearn 2003), as they have been associated with the highest crash reductions amongst intermediate licence holders. For example:

NHTSA (National Highway Traffic Safety Administration 2000) has estimated a reduction in crashes associated with night-time driving restrictions (with no peer passengers but permitting adult passengers who can provide supervision) to be as high as 60%;

- Cavallo (Cavallo 2003) examined the 1996-1997 Victorian crash data and revealed that 43% and 41% (for respective years) of all first-year drivers' casualty crashes occurred with passengers.
- In the US more than half of all crash fatalities of 16-17 year-old drivers occur when passengers younger than 20 years are present and there is no supervisory driver (Williams & Ferguson 2002).
- It is estimated that provisional drivers carrying at least three passengers equates to a threefold increase in the probability of suffering a fatal injury (Chen et al. 2000).
- Compliance significantly contributes to the success of these restrictions. Young drivers experience enforcement from parents and do not expect to be caught by police officers. Surveys indicate that 74-94% of parents are in favour of night-time restrictions, and 43-72% in favour of peer passenger restrictions (Williams & Ferguson 2002).
- It is recommended that night-time restrictions commence at 9pm or 10pm (Foss & Goodwin 2003).

Another review of the evidence associated with the individual components of graduated licensing schemes around the world (Baughan & Simpson 2002), reached the following conclusions:

- Delaying the solo licensing age has been found to reduce crash rates. However, the respective roles of relative maturity and reduced exposure remain to be quantified.
- Swedish research has demonstrated that reducing the age at which learning can start, leads to both increased practice and reduced crashes. Research from Norway, however, has failed to confirm both aspects.
- Increasing the quality and quantity of training has produced mixed results. Research has consistently failed to show that professional training has any advantages over private training (and, if anything, the converse is true). Rather, the critical factor seems to be the amount of supervised driving, regardless of source.
- Night driving restrictions have been widely used and, where complied with, have reduced both night-time and overall crashes at least during early licensing.
- The limited evidence supports the safety benefits of passenger restrictions.
- Imposing zero or low-alcohol conditions also reduces young driver crashes.

- Increasing the consequences of traffic violations currently lacks any substantial supporting evidence.
- Imposing speed restrictions is, at best, lacking in specific empirical support.
- Imposing vehicle power or performance restrictions similarly lacks supportive evidence.

Senserrick and Whelan (Cavallo 2003) also carried out a review of specific components of GLS. It was concluded that components showing clear associations with crash reductions were:

- increasing the minimum learner period (which subsequently increases on-road supervised driving experience)
- night-time driving restrictions for intermediate-licensed drivers
- passenger restrictions for intermediate-licensed drivers
- mandating a zero BAC limit for both learner and intermediate-licensed drivers
- mandating seat-belt use at all times for both learner and intermediate-licensed drivers.

Based on seven published evaluations of the impact of graduated licensing and driving restrictions on young driver crashes (Elvik & Vaa 2004), estimated that on balance, GLS reduced all crashes by 7% and injury crashes by 9%, with both reductions being statistically significant. They also estimated that night time curfew restrictions reduced all injury crashes by 6% (not statistically significant) and injury crashes in the curfew period by 36% (statistically significant). Although not explicit, it is likely that these crash reductions related only to the driver groups to whom the various conditions were pertinent.

The research literature has also commonly raised several issues involved in GLS evaluations:

- The restrictions and conditions of licensing systems differ across jurisdictions. Therefore it is often difficult to extrapolate with full confidence the results from one evaluation and compare it to the results for another licensing system.
- There is often more than one change to a licensing system. This also makes it difficult to evaluate the effectiveness of one particular licensing component in isolation.
- It has been estimated that half of the reduction in crashes following a new licensing system can be attributed to lower numbers of newly licensed drivers (McKnight & Peck 2002).
- Because of the drop in licensing rates, McKnight and Peck (2002) argue that an interrupted time series design should be used to evaluate licensing effects on total crash rates. Accompanying this should be an analysis of crash rates of intermediate licence holders prior and after new GLS restrictions are introduced. This will allow for an assessment of different areas of the crash rate problem and also control for various confounding sources.

5 POLITICAL, SOCIAL AND OTHER GLS CONSIDERATIONS

GLS has had a ‘tortuous journey’ (Begg & Stephenson 2003 (p. 290)) in being implemented throughout the world. While many countries have implemented changes or discussed GLS nationally, there has also been opposition from policy makers and the public generally.

One reason for opposition to GLS is readily apparent: because of reduced or delayed licensing rates and because of the extended practice periods and driving restrictions, graduated licensing restricts young drivers' independent mobility. From a road safety viewpoint, this reduction in exposure may be a welcome mechanism for reducing young driver crashes. From a wider viewpoint, the restricted mobility of young people represents a social hardship immediately borne by parents, by other supervising adults, and by young people themselves.

Further, at least some in the target group are unlikely to have the supportive environment necessary for compliance with graduated licensing requirements. In particular, it may be difficult for young people living away from home, or otherwise independent of parents or guardians, to obtain the stipulated practice.

Issues of equity aside, failure to deal with the needs of these sub-groups may well lead to numerous disadvantages, including an increase in the incidence of unlicensed driving.

The issue of mobility is particularly relevant to young rural drivers because alternative forms of transport are either too expensive (taxis) or are not available (public transport). Even though night-time driving restrictions may be lifted for work, educational, sporting or religious activities, this does not solve the issue of mobility for social activities for rural drivers.

6 CONCLUSIONS

The available evidence strongly supports graduated driver licensing as a means to lower young drivers' deaths and injuries. Further, while the relative contributions of the individual conditions and restrictions underpinning graduated licensing also remain largely unquantified, the evidence suggests that increasing supervised driving experiences during the learning period, nil alcohol provisions, peer passenger and night-time restrictions will have substantial impact.

However, support for graduated licensing needs to be qualified by two factors:

- At least some of the schemes need to be further evaluated to establish why they work, in particular, to determine the possible role of decreased licensing.
- The full social impact of graduated licensing schemes needs to be closely monitored, with a view to providing additional support where needed. The issue of additional support is particularly critical for those young drivers with only limited access to extended practice during the learner period.

Australia, like many other countries, has come a long way in its system for licensing young drivers since the four-stage GLS model was proposed in the 1970s by the Federal Office of Road Safety. However, there has been no published analysis of an Australian GLS using crash and serious injury data in the past decade. This deficiency urgently needs to be rectified.

Attachment 1: Graduate novice driver practices in Australia and New Zealand for motor cars and equivalent

	NSW	VIC	QLD	WA	SA	TAS	ACT	NT	NZ
Current system introduced	July 2000	1990	1969	Feb 2001	31st October 2005	1980 (some changes March 2002)	1997 2000 (Learner) 2001 (P Off)	1987 (DTAL – 1991)	1999
Learning period	Learner Licence	Learner Permit	Learner Licence	Learner Permit (Phase I) Learner's Permit (Phase II)	Learner Permit	Learner Licence	Learner Licence	Learner Licence	Learner Licence
Minimum age	16 years	16 years	16.5 years	16 years 16.5 years (practical driving assessment)	16 years	16 years	15 years, 9 months	16 years	15 years
Tests / hurdles to acquire	Proof of identity Eyesight test Computer-based knowledge test	Eyesight test Theory test (road law and safety)	Road rules test (may test eyesight if tester thinks vision may be a problem for driver)	Phase I, Eyesight test Computer-based theory test Phase II Practical driving test (National Highway Traffic Safety Administration 2000).	Road rules test	Eyesight test Computer-based knowledge test (road rules)	Road Ready Course and Knowledge Test	Eyesight test Theory test	Eyesight test Theory test
Restrictions / requirements	Display 'L' plates Accompanied by fully licensed driver BAC – under .02 Observe max speed of 80 km/h No towing Complete 50 hours driving practice prior to on-road driving test (record in log book)	Display 'L' plates Carry learner permit when driving Accompanied by fully licensed driver BAC – zero No towing Can drive any type of car	Carry learner licence when driving Accompanied by fully licensed driver (who must have open type licence for the class of vehicle driven and has held the licence for at least 1 year) BAC – zero	Display 'L' plates Carry learner permit when driving Accompanied by fully licensed driver BAC – under .02 Observe max speed of 100 km/h Not drive on within bounds of Kings Park (phase I not permitted on	Display 'L' plates Carry learner permit when driving, zero BAC Accompanied by driver who has been fully licensed for 2 years with BAC limit 0.05. Observe max speed of 80 km/h (100 km/h if accompanied by	Display 'L' plates Accompanied by fully licensed driver (without period of suspension or disqualification in previous 2 years) BAC – zero Observe max speed of 80 km/h Not tow Complete 50 hours	Display 'L' plates Carry learner licence when driving Accompanied by fully licensed driver BAC – under .02 Tow up to 750 kg	Display 'L' plates Carry learner licence when driving Accompanied by fully licensed driver BAC – zero Observe max speed of 80 km/h (unless supervised by approved driver trainer)	Display 'L' plates Carry learner licence when driving Accompanied by fully licensed driver (min 2 years full licence) BAC – under .03 if aged < 20 years or under .08 if 20 years or older

	NSW	VIC	QLD	WA	SA	TAS	ACT	NT	NZ
				freeways) Complete log book (min 25 hours during phase II) Permit not valid outside WA	professional driving instructor in vehicle clearly marked for driver instruction that is fitted with dual controls) Not to incur 4 or more demerit points Not to exceed any speed limit by 10 km/h or more Complete 50 hours driving practice (record in log book) with 10 hours nighttime driving	driving practice prior to on-road driving test (record in log book)			
Minimum time to hold	6 months (NA if 25+)	6 months, under 25 years, 3 months, 25+	6 months	none	6 months	6 months (continuous)	6 months	6 months (nil if do DTAL)	6 months
Suspension	No demerit points but can be cancelled by RTA or Court for traffic offences	If accumulate 12 demerit points or more	If accumulate 4 demerit points or more within 12 months can choose 12 months good behaviour or 3 month suspension	If accumulate 12 demerit points or more Permit can be cancelled at any time by the Director General	If breaches any condition or accumulates 4 demerit points or more	If accumulate 4 demerit points or more in 12 months	If accumulate 12 demerit points or more	To be determined	If accumulate 100 demerit points or more in 2 years
Provisional period	Provisional P1 Licence Provisional P2 Licence	Probationary Licence	Provisional Licence	Provisional Licence	Provisional P1 Licence Provisional P2 Licence	Provisional Licence	Provisional Licence	Provisional Licence	Restricted Licence
Minimum age	P1 – 17 years P2 – 18 years	18 years	17 years	17 years	16.5 years	17 years	17 years	16.6 years (16 years if DTAL scheme)	15.5 years

	NSW	VIC	QLD	WA	SA	TAS	ACT	NT	NZ
Tests / hurdles to enter	P1 - On-road driving test P2 - Hazard perception test	Computerized test (road safety and law and hazard perception) On-road driving test	On-road driving test	Hazard perception test	Complete competency-based training course (log book) with accredited driving instructor OR Pass on-road driving test	Paper-based knowledge test On-road driving test	Complete competency-based driver training system (Waller 2003), OR On-road driving test with Government examiner	On-road driving test If complete Driver Training and Licensing Scheme (DTAL) (Williams 2000), may be issued 'P' licence prior to 16.5 years	On-road driving test
Restrictions / requirements	Display 'P' plates (P1 – red P on white b'gd, P2 – green P on white b'gd) BAC - under .02 P1 - Observe max speed of 90 km/h P2 - Observe max speed of 100 km/h P1 – tow up to 250 kg Only drive automatic transmission if test undertaken in this type of vehicle (condition for automatic is expired when licence is upgraded to a P2)	Display 'P' plates Carry probationary licence when driving BAC – zero Can't drive high powered vehicle Only drive automatic transmission if test undertaken in this type of vehicle	Carry provisional licence when driving BAC – zero if under 25 years Only drive automatic transmission if test undertaken in such	Display 'P' plates BAC - under .02 Observe max speed of 110 km/h	P1 must display 'P' plates, P2 not required. Carry provisional licence when driving. Zero BAC. Observe max. speed of 100 km/h. Not to incur 4 or more demerit points or exceed any speed limit by 10 km/h. or more. Complete hazard perception test to progress from P1 to P2. Progress from P1 to P2 after 12 months if demerit point free, (otherwise two years), or complete approved driver awareness course	<u>First 12 months</u> Display 'P plates BAC – zero Observe max speed of 80 km/h <u>Second & third years</u> Display 'P plates BAC – zero	Display 'P' plates Carry provisional licence when driving BAC - under .02 After 6 months of P licence can complete 'P Off' course (McKnight & Peck 2002) and can then remove 'P' plates and gain an extra 4 demerit points, so total is 8 before suspension (Langley et al. 1996). If 26 or older, after 6 months, have same privileges as if completed 'P Off' course	Display 'P' plates Carry provisional licence when driving BAC – zero Observe maximum speed of 100 km/h	Carry restricted licence when driving BAC – under .03 (or .08 if 20 years or older) Not to drive between 10pm and 5am (unless accompanied by fully licensed driver) Not to carry passengers other than spouse/children (unless accompanied by fully licensed driver) Only drive automatic transmission without supervision if test undertaken in such, otherwise must be supervised by a fully licensed driver

	NSW	VIC	QLD	WA	SA	TAS	ACT	NT	NZ
Minimum period licence held	P1 – 1 year P2 – 2 years	3 years	3 years (2 years if 24 years or 1 year if 25 years or older)	2 years or until 19 years old	2 years minimum, of which 6 months must be P2	17-20 years – 3 years 21-24 years – 2 years 25 years or older – 1 year	3 years	1 year	18 months if < 25 years (can be reduced to 12 months if complete an approved course) or 6 months if 25 years or older (reduced to 3 months if complete an approved course)
Suspension	P1 - if accumulate 4 demerit points or more P2 – if accumulate 7 or more demerit points	If accumulate 12 demerit points or more Result in passenger restriction after suspension period expires	If accumulate 4 demerit points or more in 12 months can choose 12 months good behaviour period or 3 month suspension	If accumulate 12 demerit points or more	If breaches any condition or accumulates 4 demerit points or more. Must attend Driver Intervention Program if suspended.	If get 4 demerit points or more in first provisional year must restart provisional period. If get 4 points or more in second or third year, period of licence suspension is added to the provisional period	If accumulate 4 demerit points or more (suspension period added to provisional period) After 'P Off' course if accumulate 8 or more demerit points	To be determined	If accumulate 100 demerit points or more in 2 years
Requirement to move to full licence?	After 2 years of P2 licence Driver qualification test (test of hazard perception, road rules and safety)	After 3 years of probationary licence	After 3 years of provisional licence	2 years or until 19 years old	Must have held provisional licence for 2 years	After 3 years of provisional licence	After 3 years of provisional licence	After 1 year of provisional licence	Must complete a full licence test (on-road driving test that focuses on hazard perception)
Planned changes to current system?	None at present	None at present	None at present	None at present, will depend on the result of the Graduated Driver Training and Learning System evaluation.	Changes in place from 31st October 2005	Yes Proposed 4 stage process including 2 'L' stages, 2 'P' stages, 2 on-road driving tests and a minimum of 50 hours logged experience	None at present	Possibly	None at present

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