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DRESDEN 2026

ADAS Training for Drivers at a UK Mobility Centre

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Acknowledgement

- Mr Jon Thorne (Senior Driving Assessor – SED)
- Participants of Pilot project
- Department for Transport (DfT)
- Driving Mobility (DM)
- SED - Admin Team

Background and Rationale

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ADAS technologies are increasingly standard in modern vehicles

Most licensed drivers receive little structured post-test ADAS education

Older adults and drivers with medical conditions may particularly benefit from tailored support

Mobility Centres are well positioned to support lifelong driver education

References: Litman, 2019; Merriman et al., 2021.

Why This Matters

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Drivers may over trust or underuse automation systems

Human factors research demonstrates reduced vigilance during automation monitoring

Takeover requests remain challenging in real-world driving

Practical education remains limited internationally

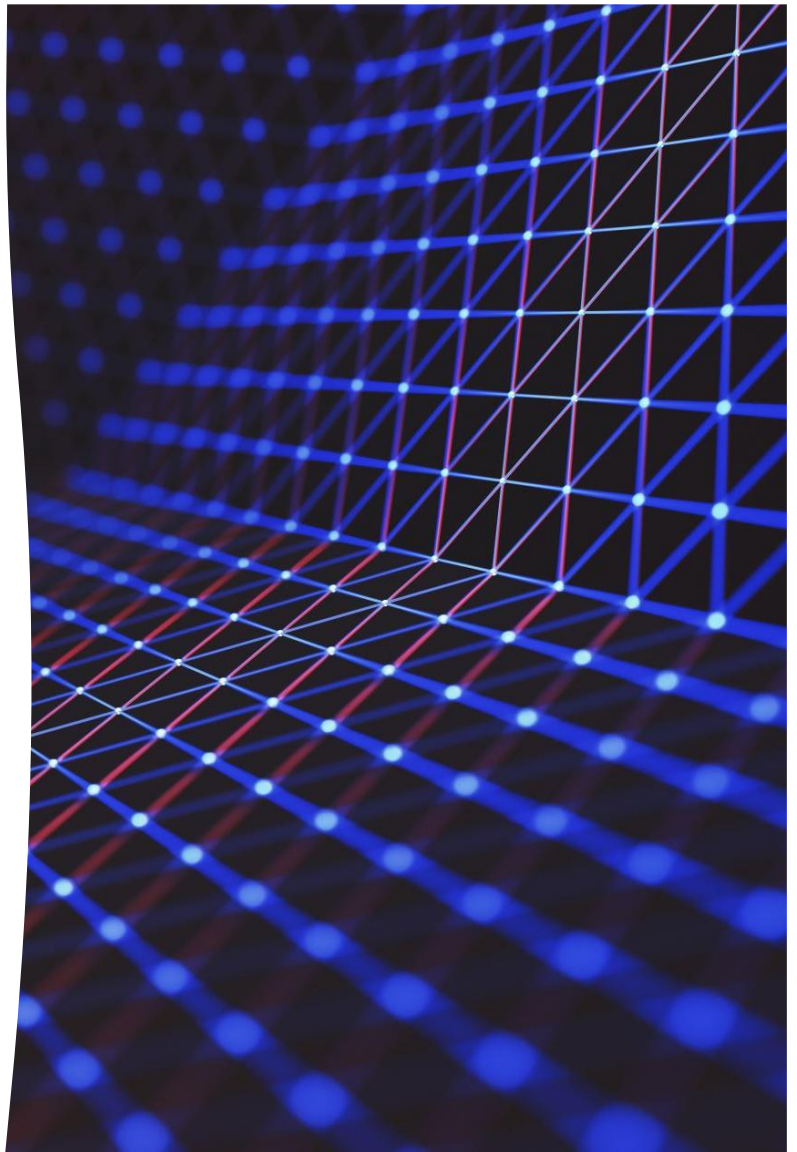
References: Molloy & Parasuraman, 1996; Merriman et al., 2021.

Evidence from Literature

Effective ADAS training should include:

- System capabilities and limitations
- Human-machine interaction
- Monitoring responsibilities
- Safe takeover procedures
- Research suggests the transition period to higher automation may persist for many years.

References: Merriman et al., 2021; Litman, 2019.



Aim of the Pilot

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Design and evaluate a practical ADAS training programme

Improve driver confidence and safe interaction with technology

Explore feasibility within a Mobility Centre setting

Support drivers with medical conditions adapting to modern vehicles

References: Project aims informed by literature review and service development principles.

Pilot Development

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Developed at South East DriveAbility (SED)

Curriculum informed by literature review, stakeholder engagement and clinical experience

Combined classroom education with supervised practical driving

Included Level 2 and selected Level 3 automation discussions

References: Driving Mobility service development framework.

ADAS Features Covered

Adaptive cruise control

Lane-keeping assistance

Automated emergency braking

Parking assistance systems

Driver monitoring and takeover procedures

Human responsibility during automation use

References: Based on practical training curriculum developed at SED.

Methods

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Mixed-methods service development approach

Market research with 40 drivers

Pre- and post-training questionnaires

Reflective staff observations

One hour supervised practical driving in live traffic conditions

References: Service evaluation methodology adapted from rehabilitation education approaches.

Participant Data and Delivery

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12 participants completed the programme

8 structured sessions per participant

96 participant-sessions delivered

Included experienced drivers and drivers with medical conditions

Practical exposure consistently rated highly valuable

References: SED pilot evaluation data.

Evidence of Success

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Participants reported:

- Improved understanding of ADAS limitations
- Increased confidence using systems
- Better understanding of takeover procedures
- Reduced uncertainty regarding automation
- SED has now integrated ADAS considerations into routine MFTD assessments.

References: Pilot participant feedback and reflective evaluation.

Limitations and Challenges

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Small sample size

Limited public awareness of Mobility Centres

Infrastructure and vehicle availability challenges

Recruitment difficulties with dealerships and manufacturers

Findings require cautious interpretation and larger-scale evaluation

References: Pilot implementation reflections.

References

- Kaltenegger, D. (2019). CIECA Congress Proceedings.
- Litman, T. (2019). Autonomous vehicle implementation predictions. Victoria Transport Policy Institute.
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- Molloy, R., & Parasuraman, R. (1996). Monitoring an automated system for a single failure: Vigilance and automation. Human Factors, 38(2), 311–322.
- Driving Mobility and South East DriveAbility internal pilot evaluation materials.

Thank you for your time

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