

Describe risk and influences on risk management in the context of driving

Level 4

Credits 5

Purpose People credited with this unit standard are able to describe:

- risk in relation to driving;
- influences that affect a driver's level of risk management.

Subfield Driving

Domain Driver Educator

Status Registered

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Entry information Open.

Accreditation Evaluation of documentation and visit by NZQA and industry.

Standard setting body (SSB) NZ Motor Industry Training Organisation (Incorporated)

Accreditation and Moderation Action Plan (AMAP) reference 0092

This AMAP can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Special notes

1 References

The *Learning System for Driving Instructors* (LSFDI) (1992) published by and available from the NZ Transport Agency (NZTA), Private Bag 6995, Wellington 6141, or telephone 0800 822 422.

Safer Young Drivers: a guide to best practice education (2008) published by the National Road Safety Committee and available at <http://www.ltsa.govt.nz/education/young-driver-education/docs/safer-young-drivers.pdf>.

Other references are available from the Accident Compensation Corporation, the Ministry of Transport, the NZTA, and other transport agencies.

2 Definitions

The *six positions of the two vehicle crash* are vehicle in front, vehicle behind, oncoming, passing, being passed, from the side.

The *six driving conditions* are weather, traffic, driver, light, vehicle and road.

Elements and performance criteria

Element 1

Describe risk in relation to driving.

Performance criteria

1.1 Description identifies and distinguishes three internal and three external human risk factors that affect driving.

Range internal factors include but are not limited to - mental state, emotional state, attitudes, physical condition, effects of ageing, information process capacity, selective perception, sensory capacity;
external factors include but are not limited to - peer pressure, social conditioning, past events, alcohol and other drugs, medicines, work-related demands, home-related demands.

1.2 Description includes how the human risk factors affect driving judgement.

Range three internal and three external human risk factors.

1.3 Description illustrates relationship between risk perception and driving risk management.

1.4 Description identifies at least 20 situational hazards in terms of any combination of the six positions of the two vehicle crash and the six driving conditions.

Element 2

Describe influences that affect a driver's level of risk management.

Performance criteria

2.1 Description identifies how improving a driver's knowledge of vehicle design, dynamics, and handling impacts on driving risk management.

Range positive impact, negative impact.

2.2 Description identifies how feedback can impact on a driver's risk management.

Range positive impact, negative impact.

- 2.3 Description identifies how enhanced driver awareness of situational hazards can contribute to better driving risk management.
- Range own state, external environment.
- 2.4 Description identifies how improving a driver's vehicle control capabilities impacts on driving risk management.
- Range positive impact, negative impact.
- 2.5 Description identifies examples of how environmental influences impact on driving risk management.
- Range three different environmental influences which may include but are not limited to - geographic locations, cultural influences, peer group pressure, driving in unfamiliar situations.

Please note

Providers must be accredited by NZQA, or an inter-institutional body with delegated authority for quality assurance, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against unit standards.

Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.

Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact NZ Motor Industry Training Organisation (Incorporated) info@mito.org.nz if you wish to suggest changes to the content of this unit standard.