

## Describe processes which lead to enhanced driver self-management

**Level** 3

**Credits** 4

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

- the development of beliefs, values, and attitudes;
- the relationship between driving behaviour and beliefs, values, and attitudes;
- causes and effects concerning adverse driving behaviour;
- ways of promoting self-management in driving.

**Subfield** Driving

**Domain** Driver Educator

**Status** Registered

**Status date** 16 April 2010

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**Planned review date** 31 December 2015

**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>.

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### 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 This unit standard is intended primarily for use by driver educators seeking qualification as Facilitators for NZTA approved Courses of Advanced Instruction for driver licence classes 1 and 6. Since it leads to an understanding of how to bring about changes to driver behaviour, it may also be applicable to other aspects of driver education and training.

3 Definitions

*Adverse driving behaviours* are behaviours that increase risk and reduce safety and can include driving under the influence of alcohol and/or drugs, excessive speeding, driving while fatigued, failing to give way, failing to use restraints and driver distractions. They can lead to:

*careless driving* – below the standard of ‘prudent driving’; momentary inattention to driving detail;

*dangerous driving* – creating a driving situation that endangers the public. It does not include intent;

*inconsiderate driving* – lawful driving that ignores the needs of others;

*reckless driving* – identifying a high level risk and taking it.

*Emotional states* include anger, sorrow, elation, fear.

*Extinction* decreases the frequency, or eliminates an undesirable behaviour, by making the removal of a desirable consequence contingent on the occurrence of the behaviour, eg when a child is not allowed to watch a favourite television programme because they did not make their bed, the child will be more inclined to make it next time.

*Motivation* means the act of getting someone to do something because they want to do it.

*Negative reinforcement* increases the frequency, or strengthens the behaviour, by making the avoidance of an undesirable consequence contingent on the occurrence of the behaviour, eg when a child avoids being yelled at by making their bed, they will be more inclined to make it by themselves next time.

*Positive reinforcement* is communication provided in such a way that it encourages the trainee to repeat the behaviour being reinforced. Positive reinforcement increases the frequency of, or strengthens, a behaviour by making a desirable consequence contingent on the occurrence of the behaviour, eg when a child is rewarded with sweets for making their bed, they will be more inclined to make it by themselves next time.

*Punishment* decreases the frequency of, or eliminates an undesirable behaviour, by making an unpleasant consequence contingent on the occurrence of the behaviour, eg when a child is sent to their room for not making their bed, they will be more inclined to make it by themselves next time.

*Social norms* are codes of expected behaviour, usually unspoken, which vary among and within groupings such as families, social peer groups, work or business peers, a cultural grouping, and society as a whole.

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## Elements and performance criteria

### Element 1

Describe the development of beliefs, values, and attitudes.

#### Performance criteria

- 1.1 Description identifies how beliefs, values, and attitudes develop.
- 1.2 Description identifies three factors that can influence the positive development of beliefs, values, and attitudes.

### Element 2

Describe the relationship between driving behaviour and beliefs, values, and attitudes.

#### Performance criteria

- 2.1 Description illustrates differences between how people believe they are driving and how they actually drive.
- 2.2 Description explains how beliefs, values, and attitudes combine to affect driving behaviour.

### Element 3

Describe causes and effects concerning adverse driving behaviour.

#### Performance criteria

- 3.1 Description includes how three different social norms can adversely influence driving behaviour.
- 3.2 Description includes how three different emotional states can lead to adverse driving behaviour.
- 3.3 Description includes how physical states can lead to adverse driving behaviour.  
  
Range physical states include but are not limited to – fatigue, poor eyesight, driving under the influence of alcohol and drugs, driver distractions.

## Element 4

Describe ways of promoting self-management in driving.

### Performance criteria

- 4.1 Description identifies different approaches to encourage the development of driving-related beliefs, values, and attitudes that lead to safe driving behaviour.
- Range approaches include but are not limited to – positive reinforcement, negative reinforcement, punishment, extinction, motivation.
- 4.2 Description compares the effectiveness of different approaches to changing driving behaviour in terms of short-term and long-term outcomes.
- Range approaches include but are not limited to – positive reinforcement, negative reinforcement, punishment, extinction, motivation.
- 4.3 Description identifies ways for drivers to manage driving behaviour in relation to physical and emotional states.
- Range three emotional states including anger and three physical states including fatigue.

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### 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.

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### Comments on this unit standard

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