

<b>Title</b>	<b>Describe processes which lead to enhanced driver self-management</b>		
<b>Level</b>	<b>3</b>	<b>Credits</b>	<b>4</b>

<b>Purpose</b>	People credited with this unit standard are able to describe: the development of beliefs, values, and attitudes associated to driving; the relationship between driving behaviour and beliefs, values, and attitudes associated to driving; causes and effects concerning adverse driving behaviour; and ways of promoting self-management in driving.
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<b>Classification</b>	Driving > Driver Educator
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<b>Available grade</b>	Achieved
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### Guidance Information

- 1 Legislation, regulations and/or industry standards relevant to this unit standard include but are not limited to the:  
The *Learning System for Driving Instructors* (LSFDI) (2015) available from Waka Kotahi NZ Transport Agency at <https://www.nzta.govt.nz/assets/resources/learning-systems-driving-instructors/docs/learning-systems-for-driving-instructors.pdf>.

Other references are available from the Accident Compensation Corporation, the Ministry of Transport, the Waka Kotahi NZ Transport Agency, and other transport agencies.

Any new, amended or replacement Acts, regulations, standards, codes of practice, guidelines, or authority requirements or conditions affecting this unit standard will take precedence for assessment purposes, pending review of this unit standard.

- 2 This unit standard is intended primarily for use by driver educators seeking qualification as Facilitators for Waka Kotahi 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 **Definition**  
*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.

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## Outcomes and performance criteria

### Outcome 1

Describe the development of beliefs, values, and attitudes associated to driving.

#### Performance criteria

- 1.1 How beliefs, values, and attitudes associated to driving are developed is described.
- 1.2 Three factors that can influence the positive development of beliefs, values, and attitudes associated to driving are described.

### Outcome 2

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

#### Performance criteria

- 2.1 The relationship between how people believe they are driving and how they actually drive is described.
- 2.2 The relationship between beliefs, values, and attitudes and how it affects driving behaviour is described.

### Outcome 3

Describe causes and effects concerning adverse driving behaviour.

#### Performance criteria

- 3.1 Three different social norms that can adversely influence driving behaviour are described.
- 3.2 Three different emotional states that can lead to adverse driving behaviour are described.
- 3.3 Three physical states that can lead to adverse driving behaviour are described.

Range            physical states include but are not limited to – fatigue, poor eyesight, driving under the influence of alcohol and drugs, driver distractions.

**Outcome 4**

Describe ways of promoting self-management in driving.

**Performance criteria**

4.1 Three approaches to encourage the development of driving-related beliefs, values, and attitudes that lead to safe driving behaviour are described.

Range approaches include but are not limited to – positive reinforcement, negative reinforcement, punishment, extinction, motivation.

4.2 The effectiveness of different approaches to change driving behaviour in terms of short-term and long-term outcomes are described.

Range approaches include – positive reinforcement, negative reinforcement, punishment, extinction, motivation.

4.3 Three ways for drivers to manage driving behaviour in relation to physical and emotional states are described.

Range three emotional states including anger, and three physical states including fatigue.

<b>Planned review date</b>	31 December 2027
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**Status information and last date for assessment for superseded versions**

Process	Version	Date	Last Date for Assessment
Registration	1	6 May 1999	31 December 2024
Revision	2	18 August 2000	31 December 2024
Review	3	28 July 2003	31 December 2024
Review	4	16 April 2010	31 December 2024
Review	5	30 June 2022	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0014
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

**Comments on this unit standard**

Please contact Hanga-Aro-Rau Manufacturing, Engineering and Logistics Workforce Development Council [qualifications@hangaarorau.nz](mailto:qualifications@hangaarorau.nz) if you wish to suggest changes to the content of this unit standard.