

Carry out in-vehicle driver training

Level 5

Credits 10

Purpose People credited with this unit standard are able to:

- prepare for an in-vehicle training session;
- conduct an in-vehicle training session;
- conclude an in-vehicle training session.

Subfield Driving

Domain Driver Educator

Status Registered

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Entry information Open.

Accreditation Evaluation of documentation and visit by NZQA, industry and NZ Transport Agency.

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 *Driver Training Syllabus Learner Stage (Preparing for the Restricted Licence Test)* (2008) available from the NZ Transport Agency (NZTA), Private Bag 6995, Wellington 6141.

The *Driver Training Syllabus Restricted Stage (Preparing for the Full Licence Test)* (2008) available from the NZTA, as above.

The *Learning System for Driving Instructors (LSFDI)* (1992) published by and available from the NZTA, as above, 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 Legislation relevant to this unit standard includes:
 - Health and Safety in Employment Act 1992;
 - Land Transport Act 1998;
 - Road User Charges Act 1977;
 - Transport (Vehicle and Driver Registration and Licensing) Act 1986;
 - Land Transport (Driver Licensing) Rule 1999;
 - Land Transport (Road User) Rule 2004;
 - Land Transport Rule: Glazing, Windscreen Wipe and Wash, and Mirrors 1999;
 - Land Transport Rule: Light-vehicle Brakes 2002;
 - Land Transport Rule: Seatbelts and Seatbelt Anchorages 2002;
 - Land Transport Rule: Steering Systems 2001;
 - Land Transport Rule: Tyres and Wheels 2001;
 - Land Transport Rule: Vehicle Lighting 2004;
 - Land Transport Rule: Vehicle Exhaust Emissions 2007;
 - Land Transport Rule: Vehicle Equipment 2004.
- 3 It is recommended that training for Unit 14521, *Observe and analyse a person's driving, and determine optimal ways to achieve required performance*, be undertaken concurrently with training for this unit standard.
- 4 Any new, amended, or replacement Acts, Regulations, Rules, Standards, Codes of Practice, or NZTA requirements or conditions affecting the outcome of this unit standard will take precedence for assessment purposes, pending review of this unit standard.
- 5 **Assessment**

Evidence relating to performance criteria 2.6 and 2.7 may be from a real or simulated risk/emergency situation.

Assessment of this unit standard requires the candidate to successfully plan, conduct, and administer three practical driver training sessions using a lesson plan with clearly defined performance standards. One lesson is to be at a basic level on a driving range, one at an intermediate level on a public road, and the third at a more advanced level on public roads with a range of driving conditions. These lessons do not have to be sourced from the references.
- 6 **Definitions**

Driver difficulties are strong emotional reactions and language barriers.

External disruptions are situations caused by other road users.

A *lesson plan* addresses a specific instructional period and provides the driving instructor with trainee details and progressive teaching points for a lesson. It includes a performance statement and/or guideline for assessment of the lesson objective.

Optimal safety means that crash risk has been reduced, to the greatest extent practicable in a given situation, as a consequence of the decisions made by the candidate, without danger to other road users and to occupant(s) of the driven motor vehicle.

Other road users, where the training is conducted on a driving range such as a car park or driveway, are other drivers concurrently using the driving range.

Performance discrepancies are the differences between actual driving and the required standard of driving.

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.

Sponsor is defined as a third party who provides support for a trainee for training and/or assessment. A sponsor may include an employer, parent, guardian, sibling or friend; a person or organisation who promotes the trainee, or who contributes to meeting the cost of any training and/or assessment; or an organisation that requires a person to undergo training and/or assessment and requires a formal report that confirms the standard of knowledge and/or skill of the person.

A training objective is a specific statement that describes what the trainee is to learn, know, or to be able to do as a result of a lesson.

Elements and performance criteria

Element 1

Prepare for an in-vehicle training session.

Performance criteria

- 1.1 A lesson plan is used that reflects the training needs of the trainee driver.
- 1.2 Selection of training environment, routes, and vehicle minimises risk and meets trainee driver's current learning needs and abilities.
- 1.3 Preparation includes anticipating and planning for external disruptions, driver difficulties, and vehicle problems.
- 1.4 The pre-session briefing explains the learning sequence and training objectives clearly and in a logical order.
- 1.5 The training vehicle is inspected to confirm it is fit for use and the trainee driver's licence is checked.

Element 2

Conduct an in-vehicle training session.

Performance criteria

- 2.1 Specific instructions are given in a logical, timely, and accurate manner.
- 2.2 Use of training material complements, and is consistent with, session objectives, content, and processes.

Range may include but is not limited to - models, diagrams, illustrations.

- 2.3 Revision of previously learnt skills is conducted prior to new training and competency is demonstrated.
- 2.4 Training follows the lesson plan in a logical sequence, progressively addresses individual training needs, extends the driver's vehicle control and response skills, and promotes driver's self-awareness, driving safety, and awareness of road rules.
- 2.5 Demonstration and explanation of the skills required of the trainee driver is conducted and monitoring of progress through controlled practice is carried out.
- 2.6 Exposure of the trainee driver to risk in order to meet their learning needs is managed with the employment of risk reduction techniques and strategies and consistently results in optimal safety.
- 2.7 Response to emergencies minimises risk for the trainee driver and other road users.
- Range talking driver through the situation, taking partial or full control of the vehicle.
- 2.8 Positive reinforcement of trainee driver's learning is used throughout the drive and responsibility is transferred progressively.

Element 3

Conclude an in-vehicle training session.

Performance criteria

- 3.1 Trainee's performance is assessed in terms of the defined expectations for the training.
- 3.2 Where performance discrepancies are noted, a possible solution is communicated to the trainee and/or sponsor and this is noted on the lesson and training plans.
- 3.3 Debriefing is completed in relation to session achievements.
- Range solicits trainee feedback on instruction, addresses the dangers of increased risk-taking due to increased driving confidence in trainee, provides positive reinforcement to trainee.
- 3.4 Documentation is completed and the lesson plan is attached to the trainee driver's training file.

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.