

## Carry out quad vehicle practical training

**Level** 5

**Credits** 10

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

- prepare for a training session in riding quads;
- conduct a training session in riding quads;
- conclude a training session in riding quads.

**Subfield** Driving

**Domain** Driver Educator

**Status** Registered

**Status date** 16 April 2010

**Date version published** 16 April 2010

**Planned review date** 31 December 2015

**Entry information** Prerequisite: Unit 14519, *Demonstrate knowledge of quad vehicle performance, design, and handling characteristics*, or demonstrate equivalent knowledge and skills.

**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>.

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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.

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

- 2 The legal requirements to be complied with include:
  - 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 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.
  
- 4 **Assessment**

Evidence relating to performance criterion 2.5 may be from a real or simulated risk/emergency situation.

Assessment against 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, the second at a more advanced level sourced from the references, and the third is to be one that the candidate has to design, for example, changing a wheel, emergency braking, wet weather driving, or other that is relevant to this vehicle type.

The driver training sessions can be conducted with one or more trainees.
  
- 5 **Definitions**

For the purposes of this unit standard:

*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.

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

*Quad vehicle* (or *quad*) is defined as a four wheel motor vehicle with motorcycle controls.

*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.

A *training plan* is a 'live' document that details the proposed training for an individual trainee and is adjusted, as necessary, to reflect training progress. A training plan includes individualised lesson plan(s).

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## Elements and performance criteria

### Element 1

Prepare for a training session in riding quads.

#### Performance criteria

- 1.1 Training plan prepared reflects the training needs of the trainee drivers and is consistent with the training organisation's syllabus or customer requirements.  
  
Range includes but is not limited to – body positioning and weight transfer; control loss correction and prevention; hazard avoidance; braking; turning; ascents and descents; side sloping; crossing uneven terrain, mud, and other soft terrain, ditches, and drains; water fording; riding on gravel tracks; handling loads; towing.
- 1.2 Trainees are selected in accordance with training programme entry requirements.
- 1.3 Pre-session liaison ensures trainees arrive prepared for the session, and are aware of overall training programme goals and timeframes and requirements for clothing and protective apparel.
- 1.4 Quads and equipment are selected to suit the training objectives, and are in good working order, safe condition, and are sufficient in number for the planned training exercises.
- 1.5 Training site selected meets the requirements of the training objectives.
- 1.6 Contingency planning identifies a strategy for responding to and dealing with, vehicle immobilisation, trainees' mental state, trainees' physical state, inadequate clothing and protective apparel.
- 1.7 Final inspection ensures that quads and equipment are safe and ready, and that any site hazards are removed or minimised.

### Element 2

Conduct a training session in riding quads.

#### Performance criteria

- 2.1 Briefing confirms trainees' awareness of training format and performance expectations, site layout, safety rules and operational procedures, and standardised signalling system.

- 2.2 Provision of theory complements, and is consistent with, the practical training components of the session.
- 2.3 The number of trainees per instructor is managed to allow safety monitoring throughout the session, given the learning needs, the number of quads that may be in use at any one time, and the physical training environment and its associated hazards.
- 2.4 Trainees are provided with feedback, instruction, and practice with regard to their performance needs in accordance with initial and ongoing assessment of their performance in relation to course objectives.
- 2.5 Exposure of the trainee drivers 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.

### Element 3

Conclude a training session in riding quads.

#### Performance criteria

- 3.1 Trainees' 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 trainees and/or sponsors and this is noted on the lesson and training plans.
- 3.3 Debrief is conducted in terms of evaluating the training session and the performance of trainees and trainer.

Range debriefing includes but is not limited to – session experiences, feedback on improving the training, dangers of increased risk-taking as a direct result of increased trainees' confidence, reporting and administration procedures.

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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.