

## Describe factors that affect people's learning in a driver training environment and describe methods to manage these

**Level** 3

**Credits** 3

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

- factors that affect people's learning in a driver training environment;
- ways in which factors that affect people's learning can be managed in driver training situations;
- verbal and non-verbal communication techniques that can be applied in driver training situations.

**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** 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 Driver learning situations can be practical or theory, one-to-one, or group.
- 3 Definitions  
*Internal factors* that affect people's learning include sensory modes, motivation, beliefs, values, attitudes, prior learning, life experiences, cultural identity, physical state, mental or emotional state.  
*External factors* that affect people's learning include temperature, lighting, seating, noises, general environment, size of group, air circulation, duration of instruction.  
*Sensory modes* refer to prevalent ways in which individuals receive and internally process information. These modes are commonly referred to as Visual, Auditory and Kinaesthetic. Usually, a given individual will use all modes, but tend to be dominant in one.

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## Elements and performance criteria

### Element 1

Describe factors that affect people's learning in a driver training environment.

#### Performance criteria

- 1.1 Description includes the sensory modes and the part they play in learning.
- 1.2 Description includes the effects of internal factors on learning.  
Range five internal factors other than sensory modes.
- 1.3 Description includes the effects of external factors on learning and the influence of these factors on the mental, physical, and emotional state of the learner.  
Range five external factors.

### Element 2

Describe ways in which factors that affect people's learning can be managed in driver training situations.

#### Performance criteria

- 2.1 Description includes ways in which the sensory modes can be managed in driver training situations.  
Range in-class, in-vehicle.
- 2.2 Description includes an outline of ways in which internal factors can be managed in driver training situations.  
Range five internal factors other than sensory modes.

2.3 Description includes an outline of ways in which external factors can be managed in driver training situations.

Range five external factors;  
in-class and in-vehicle.

### **Element 3**

#### **Performance criteria**

Describe verbal and non-verbal communication techniques that can be applied in driver training situations.

3.1 The description includes the objectives of communication.

Range four objectives of communication.

3.2 The description includes ways in which people communicate non-verbally and how these might be used to advantage by driver educators in driver training situations.

Range three forms of non-verbal communication.

3.3 The description includes verbal communication techniques that can enhance trainee responses in driver training situations.

Range four verbal communication techniques.

3.4 The description includes barriers to communication and explains how each of these might be overcome in a driver training situation.

Range four barriers to communication.

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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.

### **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.