

Plan, conduct, and review interactive group learning for trainee drivers

Level 5

Credits 5

Purpose People credited with this unit standard are able to:

- prepare for the delivery of a trainee driver interactive group learning session;
- deliver a trainee driver interactive group learning session;
- support individual learning in a trainee driver interactive group learning session;
- confirm and record trainee driver performance from interactive group learning sessions;
- review trainee driver interactive group learning sessions.

Subfield Driving

Domain Driver Educator

Status Registered

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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>.

Special notes

- 1 Reference
The *Learning System for Driving Instructors* (LSFDI) (1992) published by and available from the NZ Transport Agency, Private Bag 6995, Wellington 6141, or telephone 0800 822 422.
- 2 Definitions
Graphics are two-dimensional representations that include but are not limited to – photographs, drawings, flowcharts, and graphs.

A *group* is a minimum of three participants.

Interactive group learning involves participants in active participation, collaboration and interaction.

Learning session is defined as a learning event that can be part of a course, but has its own internal coherence in terms of outcomes and subject matter coverage, and is sufficiently discrete to be able to stand on its own.

Overhead projector refers to the traditional technology in which A4 slides (transparencies) are manually placed on the glass table of an overhead projector, as compared to slides which are stored on computer and sent directly from this to a *data projector* which projects the images.

Physical objects may include but are not limited to – models of vehicles, motor vehicles, parts of motor vehicles, motor vehicle cross-sections, road tiles.

Road tiles are firm, flat, compact representations of road layouts upon which models of vehicles are used to demonstrate driving situations. Surroundings in which they may be used include classroom and in-cab.

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.

Elements and performance criteria

Element 1

Prepare for the delivery of a trainee driver interactive group learning session.

Performance criteria

- 1.1 The physical learning environment is prepared in accordance with the trainee driver requirements and delivery methods to be used.
- 1.2 Planning of delivery addresses trainee learning needs, outcomes to be achieved, learning environment, resource availability, and time considerations.
- 1.3 Contingency planning identifies a strategy for responding to, and dealing with, any issues or disruptions that may arise.

Element 2

Deliver a trainee driver interactive group learning session.

Performance criteria

- 2.1 Trainee drivers are briefed for the learning session.

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| Range | includes but is not limited to – site health and safety requirements, housekeeping, outcomes to be achieved, type and sequence of activities, assessment. |
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- 2.2 Information provided to the group is clear, accurate, and presented in a planned sequence.
- 2.3 Delivery includes the use of group dynamics that support the achievement of group and individual learning.
- 2.4 Facilitation throughout the session promotes interactive learning.
- Range includes but is not limited to – questioning, clarifying, inviting comments, feedback.
- 2.5 Delivery includes use of presentation media to support the learning.
- Range whiteboard, and two of: data projector, overhead projector, video player;
and at least two other media which may include but are not limited to – blackboard, flipcharts, printed graphics, computer, hand-drawn graphics, road tiles and models, DVD, interactive simulator, physical objects.
- 2.6 Modifications are made to delivery to deal with any contingencies within the overall planning of the course.
- 2.7 Relevance of session to driving performance is reinforced.

Element 3

Support individual learning in a trainee driver interactive group learning session.

Performance criteria

- 3.1 Support is provided to trainees to manage their individual learning needs.
- Range may include but is not limited to – practical work, self-paced learning.
- 3.2 The trainee drivers' individual performance is monitored against planned outcomes.
- 3.3 The trainee drivers are given feedback and reinforcement in a manner that maintains their commitment to learning.

Element 4

Confirm and record trainee driver performance from interactive group learning sessions.

Performance criteria

- 4.1 Evidence of trainee driver performance is collected and recorded in accordance with individual or course requirements.

- 4.2 Trainee driver performance is monitored and assessed against individual or course requirements.
- 4.3 Trainee drivers are advised of the results of their assessments in accordance with individual or course requirements.

Element 5

Review trainee driver interactive group learning sessions.

Performance criteria

- 5.1 Review includes obtaining and analysing trainee feedback on the learning and may include obtaining and analysing sponsor feedback.
- 5.2 Review includes self-assessment of performance in delivering the sessions.
- 5.3 Recommendations to adjust the content and planned delivery of future learning sessions are made in accordance with feedback received and self-assessment.

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.