

## **Demonstrate knowledge of, and apply, effective decision-making processes for enhanced driving safety**

**Level** 5

**Credits** 8

**Purpose** This unit standard is for driver educators and relates to the decision making processes that will assist trainee drivers to make decisions that will enhance driving safety.

People credited with this unit standard are able to:

- explain techniques for achieving optimal safety when driving;
- describe techniques used to gather information from the driving environment;
- explain the relationship between vision and vehicle directional control;
- explain effective communication in safe driving;
- demonstrate effective decision-making techniques in four commentary drives.

**Subfield** Driving

**Domain** Driver Educator

**Status** Registered

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**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 *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.

### 2 Definitions

*Effective communication* for the purposes of this unit standard encompasses all forms of communication including body language. In a driving context, vehicle movement and position may be considered a form of body language.

*Lateral observation* refers to searching out to the sides of the vehicle and includes checking the blind zones by turning the head (head-checks).

*Gap selection* refers to the selection of a gap in the approaching traffic that allows a driver to cross or enter its path safely.

A *hazard* is any situation which contains an element of actual or potential danger or risk which must be negotiated while driving a vehicle (LSFDI). All hazards arise from the six driving conditions (traffic, driver, vehicle, light, weather, road). Examples include other vehicles, pedestrians, children playing on the side of the road, cyclists.

*Hazard detection* refers to the ability to identify and prioritise hazards.

*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 driver, without danger to other road users and to occupant(s) of the driven motor vehicle.

*Response* refers to the actions taken by a driver, in relation to a specific hazard, to avoid a crash, or to minimise the effect of a crash, or to reduce risk.

*Risk tolerance* for the purposes of this unit standard refers to the level of risk an individual is prepared to accept. This level is different for each person, and is related to the person's perception of the level of risk they are exposed to, rather than the actual level of risk present.

*Selective perception* for the purposes of this unit standard refers to the sub-conscious mental process that modifies incoming information according to a person's pre-conceptions. Essentially, a person will only see what they want to see.

*Shadow effect* for the purposes of this unit standard refers to a commonly held misconception among drivers that they can move off safely at an intersection if they are 'shadowed' from the approaching traffic by a vehicle alongside them.

*Target fixation* for the purposes of this unit standard refers to the actions of a driver who focuses their complete attention on just one hazard in a multiple hazard situation, to the exclusion of all the others.

The *zones of vision* for the purpose of this unit standard refer to the driver's field of view from the normal seated position.

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## Elements and performance criteria

### Element 1

Explain techniques for achieving optimal safety when driving.

#### Performance criteria

- 1.1 The factors that influence stopping distances are explained.
- Range factors – driver alertness, speed, vehicle condition, delayed perception;  
perception – reaction times, braking distance.
- 1.2 The explanation includes the influence of time and distance on hazard detection and driver reactions to hazards. The effects of delayed perception on hazard detection are explained in terms of time and distance.
- 1.3 The reasons for the effectiveness of the two and four second following distance rules are explained in terms of safety zones ahead and behind the vehicle, and include examples of when the four second rule would apply.
- Range at least four of – wet weather, being tailgated, heavily loaded vehicle, towing, travelling down a steep gradient.
- 1.4 The processes that influence decision making for safe driving are described.
- Range data collection – in terms of searching, fixation, and the effects of selective perception;  
external hazard identification – in terms of severity ranking and the effects of driver risk tolerance;  
outcome prediction – in terms of the role of driver experience;  
option selection and the effect of driver priorities.
- 1.5 The reasons for the effectiveness of the 12-second search pattern are explained in terms of reaction times, hazard detection and responses, and the minimum time required for an overtaking manoeuvre.

### Element 2

Describe techniques used to gather information from the driving environment.

#### Performance criteria

- 2.1 Searching and scanning techniques are described in terms of the timing and application of forward, rearward and lateral observation.

- 2.2 Ways to detect a driver's ineffective forward searching and scanning techniques are described.
- Range may include – road position, late responses to hazards, selects the wrong lane for the intended path of travel, following a large vehicle too closely, travelling too fast for the conditions.
- 2.3 Situations where other traffic may enter or cross a driver's intended path of travel are described in terms of visual clues and responses to minimise risk.
- Range from side streets, and at least four other examples that may include – supermarket carparks, parking buildings, service stations, emergency service depots, public transport terminals, entertainment centres, schools, farm crossings.
- 2.4 Visual clues that indicate a driver is approaching an intersection are described.
- Range may include – road markings, traffic islands, traffic lights, traffic control signs, hazard warning signs, information signs, the presence or movement of other traffic.
- 2.5 Visual clues that might indicate the intentions of other road users at an intersection are described.
- Range may include – approach speed, vehicle attitude on its suspension, vehicle road position, lane markings, indicators, the direction the front wheels are pointed, where the driver is looking.
- 2.6 Gap selection, and techniques to measure this, are described in terms of the minimum space required to safely move off from a stationary position at intersections in both 50km/h and 100km/h speed zones.
- Range influence of the shadow effect, speed of other vehicles.

### **Element 3**

Explain the relationship between vision and vehicle directional control.

#### **Performance criteria**

- 3.1 High aim steering is explained in terms of the 12 second rule and accurate directional control.
- 3.2 Ways in which low aim steering can be detected are explained.
- Range when travelling on a straight road, when travelling through curves.
- 3.3 Target fixation is explained in terms of directional control.

## Element 4

Explain effective communication in safe driving.

### Performance criteria

- 4.1 The communication process is explained in terms of its component elements.  
Range transmission, reception, processing, and perception.
- 4.2 Selective perception is explained in terms of miscommunication and an example is provided.
- 4.3 Three examples of how a driver educator could detect that a trainee driver was not communicating effectively with other road users are provided.
- 4.4 Three examples of how a driver educator could determine that other road users had understood a trainee driver's communication are provided.
- 4.5 The effectiveness of different modes of communication is explained in terms of risk reduction at points of potential conflict.  
Range may include – vehicle signals, eye-to-eye contact, body language, vehicle position, direction of front wheels, vehicle speed.

## Element 5

Demonstrate effective decision-making techniques in four commentary drives.

Range must include one in each of – residential, inner city, rural, highway or motorway; each drive must be a minimum of 10 minutes duration.

### Performance criteria

- 5.1 Commentary for each drive includes hazard identification and hazard action plans.  
Range at least five hazards arising from any of the six driving conditions; including visual clues for hazards; visual clues to other road user intentions; the driver's hazard action plan in response to those hazards.
- 5.2 Driver responses to identified hazards are demonstrated that will achieve optimal safety and include the application of the system of vehicle control.

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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.