

Develop and manage individual driver training plans

Level 5

Credits 10

Purpose This unit standard is relevant to adult driver educators who plan individualised training programmes for those undertaking driving licence training or driving licence endorsement training.

People credited with this unit standard are able to:

- develop training objectives for trainee drivers;
- develop training plans for individualised driver instruction;
- develop individual lesson plans for trainee drivers;
- fulfil requirements for recording, securing, and reporting training outcomes.

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) Tranzqual ITO

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 the Privacy Act 1993.
- 3 It is recommended that training for Unit 14523, *Carry out in-vehicle driver training* be undertaken concurrently with training for this unit standard.
- 4 Evidence of performance in relation to this unit standard must come from work done with at least two different trainee drivers, and their respective training plans.
- 5 At least two performance standards and lesson plans must be developed that are not included in the reference texts.
- 6 **Definitions**
A *learning outcome* is the actual performance of a trainee driver against the training objectives.
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 training objectives and/or guidelines for assessment of those objectives.
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. It consists of a performance statement, the conditions under which that performance must be achieved and the standard to which it must be achieved.
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).

Elements and performance criteria

Element 1

Develop training objectives for trainee drivers.

Performance criteria

- 1.1 Expected learning outcomes developed are consistent with each trainee's needs and learning capabilities.

- 1.2 Training objective performances are stated in terms of observable and measurable standards and include conditions under which performance is to take place.
- 1.3 Expected learning outcomes developed are achievable within the training plan and available resources and are confirmed with each trainee driver.

Element 2

Develop training plans for individualised trainee driver instruction.

Performance criteria

- 2.1 Training plans reflect each trainee's learning needs and learning capability, and are developed to allow adjustments to be made that reflect each trainee driver's strengths and weaknesses.
- 2.2 Training plans developed contain a structured sequence of learning events, and provide for the review of progress and provision of feedback.
- 2.3 Training plans are recorded, and are confirmed with each trainee driver.
- 2.4 Training plans encourage trainee drivers to record all personal practice and training.

Element 3

Develop individual lesson plans for trainee drivers.

Performance criteria

- 3.1 Lesson plans with measurable outcomes are developed that address individual trainee driver needs.

Range training objectives, trainee details, pre-training brief, revision, logical sequence, instruction and assessment in stages, assessment methods, test of objectives, outcomes, feedback, debrief, next lesson.
- 3.2 Detail of lesson plans reflect the concept of explanation – demonstration – practice.
- 3.3 Lesson plans are able to be used by other instructors.
- 3.4 Lesson plans reflect the detail of the training plan and allow adjustments to be made to show trainee progress.

Element 4

Fulfil requirements for recording, securing, and reporting training outcomes.

Performance criteria

- 4.1 Requirements for retention of records and reporting to other parties regarding training plans are identified.
- Range may include but is not limited to – NZTA, companies, employers, parents or other sponsors, Tranzqual ITO.
- 4.2 Requirements of the Privacy Act 1993 regarding access to, and security of, trainee drivers' records are explained.
- 4.3 Results of assessment of trainee drivers' performance against training plans are recorded on the training plan in accordance with organisational requirements.

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 Tranzqual ITO office@tranzqual.org.nz if you wish to suggest changes to the content of this unit standard.