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# Acknowledgements

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## Needs Analysis Process

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# Introduction

*“Young drivers tend to be over represented in all types of crashes. Recent Figures show that 15 to 19 year old drivers make up just 7 percent of all licensed car drivers. Yet, between 2004 and 2006, 15 to 19 year old drivers accounted for 15 percent of all drivers involved in minor injury crashes, 15 percent of serious injury crashes, and 14 percent of drivers involved in fatal crashes. Of all young drivers (15 to 24 years old) involved in fatal crashes between 2004 and 2006, 78 percent were male. Males accounted for 71 percent of young drivers involved in serious injury crashes and 63 percent of those involved in minor injury crashes over the same period.”*

Ministry of Transport, Young Driver Crash Factsheet, July 07.

In secondary schools, Road Safety Education has to compete strongly with other curricular priorities. Teachers and students are challenged by a crowded curriculum, and the need to achieve credits for NCEA. Yet the need for road safety education for young drivers is obvious.

The **Drive Qual** modules address one of the major concerns identified in a needs analysis of Secondary School Road Safety Education by allowing students to gain Unit Standards for completing work on Road Safety Education. These Unit Standards are managed by Tranzqual ITO, the standards setting body for Transport and Logistics. The Unit Standards can also contribute to the Qualification: National Certificate in Light Motor Vehicle, also available from Tranzqual ITO.

The needs analysis also found that students at this level would be more responsive to interactive lessons involving situations and scenarios to which they could easily relate. Working closely with peers was also identified as important. The **Drive Qual** modules are designed in a way that encourages group discussion, and include a variety of media to suit a range of learning styles.

## The Road Safe Series

**Drive Qual** is a senior secondary programme in the Police **Road Safe Series**. This is a co-ordinated, integrated series of programmes beginning in the primary school and concluding in the senior secondary school. The intention is that young people learn appropriate road safety skills and knowledge at each level of their schooling and are given the opportunity to practise and reinforce these.

These programmes are:

<b>Stepping Out</b>	Years 0-3
<b>Riding By</b>	Years 4-6
<b>Out and About</b>	Years 7-8
<b>Changing Gear</b>	Years 9-10
<b>DARE to Drive to Survive</b>	Years 11-13
<b>Drive Qual</b>	Years 11-13

# Aim

**Drive Qual** is a series of modules designed to build the knowledge and positive attitudes that young drivers need to keep themselves and others safe while driving on the road.

## General Objectives

As a result of working through these modules students will be able to:

- **Demonstrate knowledge of the effects of stress, health and fatigue on driving and how to manage these;**
- **Describe human risk factors as they relate to driving and develop self management strategies;**
- **Describe driving hazards and develop risk reduction responses to manage these;**
- **Describe factors contributing to and consequences of road crashes;**
- **Identify the rights and responsibilities in relation to owning and operating a motor vehicle.**

# Messages

The following messages will become part of students' thinking as a result of working through activities in *Drive Qual*. It is not the intention that they be handed out to students as a list, although the list could be presented to parents/caregivers during consultation.

- **All my actions have consequences.**
- **I am responsible for my own road user behaviour and safety.**
- **I have a responsibility to help keep other road users safe.**
- **Safe road use requires rational behaviour.**
- **I can manage my stress and fatigue.**
- **There are legal consequences when road rules are broken.**
- **There are strategies I can use to manage road risk.**
- **I can make safe decisions as a road user.**
- **Safe drivers are sensible drivers.**
- **A crash at high speed causes much more damage than a crash at a slow speed.**
- **As a road user I must obey road rules.**
- **Road rules and regulations are there for the safety of all road users.**
- **Car owners have rights and responsibilities.**

# Links to NZQA

Each of the 5 **Drive Qual** modules has been designed to meet the requirements of a unit standard.

For the first four of these, the Standard setting body is Tranzqual (ITO), the Transport and Logistics Industry Training Organisation. A student's workbook and assessment material for each of these unit standards can be downloaded at <http://www.tranzqual.org.nz/downloads.php> by searching using the unit standard number in the "keywords" field.

These Unit Standards can also contribute to the Qualification: National Certificate in Light Motor Vehicle, also available from Tranzqual ITO. Information about becoming accredited for, and assessing, Tranzqual (ITO) unit standards is included on page 8.

The fifth module meets the requirements of a Core Generic unit standard, within Social and Cooperative Skills. An assessment guide has been included here.

<b>Module</b>	<b>Unit Standard</b>	<b>Level and Credit</b>
<b>Module 1</b> Good Health for Driving	1734 <i>Demonstrate knowledge of stress, health and fatigue for driving</i>	Level 2 Credit 3
<b>Module 2</b> A Risky Business	3464 <i>Describe human risk factors in terms of a self-management strategy for a driver</i>	Level 2 Credit 3
<b>Module 3</b> Managing Hazards	3465 <i>Describe driving hazards and risk reduction responses to driving hazards</i>	Level 2 Credit 3
<b>Module 4</b> Road Crashes	3472 <i>Describe factors contributing to and consequences of road crashes</i>	Level 2 Credit 1
<b>Module 5</b> Rights and Responsibilities	4261 <i>Identify rights and responsibilities in relation to owning and operating a motor vehicle</i>	Level 2 Credit 2

# Links with the New Zealand Curriculum Framework

Curriculum Links for **Drive Qual** have been aligned with *The New Zealand Curriculum, 2007*.

## Learning Areas

### Health and Physical Education

#### The Concepts

*Hauora* - the four dimensions of well-being

*Attitudes and Values* - a positive, responsible attitude on the part of students to their own well-being

#### The Strands

- Personal Health and Physical Development  
**Sub-strand** - Safety Management Level 5, 6 and 7
- Health Communities and Environments  
**Sub-strand** - Rights and Responsibilities, and Laws Level 5, 6

## Links with the Key Competencies

**Drive Qual** will assist students to develop skills, knowledge, attitudes and values within the context of driving, for example developing practices that enable them to be safe and competent drivers.

Specific examples are:

#### **Managing Self**

Managing oneself within the driving situation; making sensible and safe choices, for example when to overtake, acting appropriately to ensure the safety of passengers and other road users.

#### **Thinking**

Use of problem-solving skills such as the development of risk reduction strategies and self-management plans for managing stress and fatigue while driving.

#### **Using language, symbols, and texts**

Responding to visual symbols within the road environment, such as road signs, street names and road markings.

# School Policy

Before beginning teaching any **Road Safe Series** programme, a school should check that it has a road safety policy, and decide whether the policy needs reviewing.

Suggested points to cover in the policy are:

- Legal requirements for wearing cycle helmets.
- Legal requirements for students on restricted and learner licences.
- How to handle the situation when students have unsafe cycles, cycle helmets or vehicles.
- Parking and safety of students' vehicles at school.
- Drink/driving issues.
- Safety on school buses.
- Respecting traffic rules and laws.
- Parking of parents' vehicles inside and outside the school grounds.
- School trips.
- Road safety education - where, when, how.
- Transporting students on outings.

## The Role of the Police Education Officer

The Police Education Officer has the important role of making the school aware of the **Road Safe Series**, in particular **Changing Gear**, **DARE to Drive to Survive** and **Drive Qual**, the secondary programmes.

Roles for the Police Education Officer include:

- Making a brief presentation about **Drive Qual** at a whole staff meeting.
- Arranging in-depth meetings with Heads of Department that are most likely to use **Drive Qual**.
- Providing the teaching materials.
- Assisting with planning.
- Teaching in partnership as decided at the planning meeting.
- Taking part in evaluation.
- Arranging other police resource people.

# Parent Involvement

It should be of concern to every parent/caregiver that their young people are safe on the road as pedestrians, passengers, cyclists and drivers.

Both school and family have a role in teaching appropriate road safety skills, knowledge and attitudes.

The school should consult with parents/caregivers about the needs of students, and keep them informed about road safety programmes being run at school. Parents can then reinforce the road safety messages. Parents and teachers should also be aware of the importance of modelling safe road safety practices.

Parents should be informed that their young people are doing **Drive Qual** modules. A letter could be sent home before road safety work begins.

This should cover such things as:

- Information about **Drive Qual**.
- Information about the unit standards covered.
- Time frame for teaching.
- Proposed learning outcomes.
- Ways parents can be involved.
- Issues that could be discussed at home.
- Importance of role modelling by parents.
- Process for parents to voice queries or concerns.

## Youth Education Service (YES) Internet site

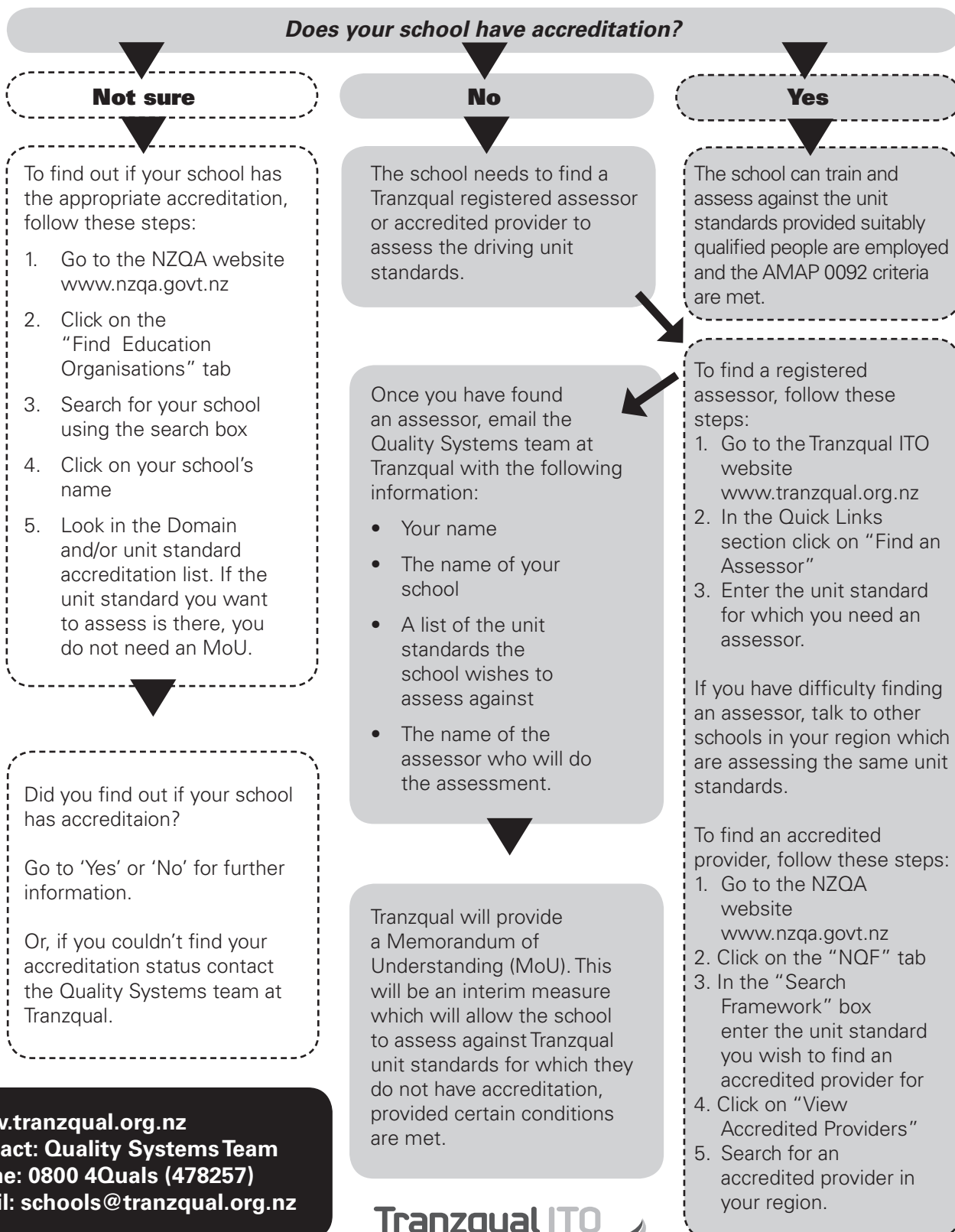
**Drive Qual** is also available on the Police Intranet and the YES internet site [www.police.govt.nz/service/yes](http://www.police.govt.nz/service/yes). This will enable updates to be made, for example as laws or penalties change.

Teachers can also use this site, or the following address, to contact the YES National Office at Police National Headquarters. Questions and comments are welcome.

[glen.morrison@police.govt.nz](mailto:glen.morrison@police.govt.nz)

# Do you want to assess driving unit standards?

Schools need to find out how to assess the driving unit standards being offered. Schools also need to know how to find an assessor who has been registered by Tranzqual to assess the driving unit standards. If in doubt, the Principal's Nominee should contact the school's NZQA School Relationship Manager to enquire about accreditation. If you have any further questions, please contact Tranzqual directly on 0800 4Quals (478257). Follow the steps below to find out how to assess driving unit standards.



[www.tranzqual.org.nz](http://www.tranzqual.org.nz)  
**Contact: Quality Systems Team**  
**Phone: 0800 4Quals (478257)**  
**Email: [schools@tranzqual.org.nz](mailto:schools@tranzqual.org.nz)**

