Manual for driving instructors

Light motor vehicle edition

A recognised national industry guide for driver educators in New Zealand

NZ TRANSPORT AGENCY
WAKA KOTAHI

Te Kāwanatanga o Aotearoa
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Contents

Foreword

This guide is written and maintained by the NZ Transport Agency Waka Kotahi (NZTA) with the input of experienced driving instructors and driver educators in New Zealand.

The guide's primary audience is driving instructors and those training to become driving instructors. The guide's primary function is to support driving instructors to deliver driver training by providing foundational knowledge and principles of driver education, acting as supplementary resources to the information and tuition provided by an I endorsement course provider.

The information in this guide may support:

- NZTA approved course providers to deliver I endorsement training
- NZTA approved course providers to deliver other NZTA approved licencing courses (class 2 to 5 courses and advanced driving courses)
- driving educator organisations that driving instructors may belong to
- company trainers to prepare and deliver driver education designed to improve driving standards and reduce driving risk, outside of any formal licensing process
- driving supervisors and mentors involved in a learner's driver training
- meeting of obligations under the Health and Safety at Work Act 2015
- development and ongoing alignment with NZQA-based driver educator qualifications as part of the I endorsement course criteria, including the following unit standards:
  - 14511 Describe knowledge required by driver educators of road transport legislation.
  - 14521 Observe and analyse a person's driving and determine optimal ways to achieve required performance.
  - 14523 Carry out in-vehicle driver training.
  - 16646 Develop and follow through on individual driver training plans.
  - 16647 Describe implications for driver educators of factors that affect people's learning.
  - 20179 Describe light motor vehicle components, systems, dynamics and handling characteristics.
  - 20180 Demonstrate knowledge of hazard detection and responses.
  - 3466 Apply risk reduction techniques and strategies while driving.

Introduction

To become a competent and safe driver, and obtain a driver licence (where applicable), a learner driver (referred to as a learner in this document) needs to acquire necessary driving skills and knowledge. This is achieved through learning relevant information and practicing driving under typical driving conditions. Driving instructors who hold an I endorsement on their licence play a crucial part in the development of skills, knowledge and higher understanding of safe driving practices.

Most learners are young when they begin driver training, often with the help of a driving instructor. Driving instructors may also be used by older or more experienced drivers with varying degrees of experience, skills and ability. Such situations include when a learner is:

- wanting to progress from a restricted licence to a full licence
- attending company-sponsored fleet training courses and assessment
- being ordered to complete training by the courts due of traffic offences
- wanting to transfer from an overseas driver licence to a New Zealand driver licence.

Being a safe and competent driver requires:

- **knowledge –** understanding of road rules, driving conditions and how to safely drive and maintain a safe vehicle
- **awareness and responsibility –** having awareness and taking responsibility for their own safety and that of other road users
- **good decision making –** making good decisions using sound judgement based on information provided by the driving environment
- **skills –** having necessary driving skills that ensure safe operation of the vehicle
- **actions –** taking appropriate actions at the right time.

While a practical driving licence test is designed to assess driving competency, it's not possible for all aspects of safe driving to be assessed during a practical driving licence test. Therefore, it's critical that driving instructors focus their driver training on producing safe drivers rather than drivers who can pass a practical driving licence test at a point in time.

Terms and definitions

Terms and definitions are included in Appendix 1: terms and definitions. The terms and definitions used in this guide are from land transport legislation unless otherwise specified in Appendix 1.

Disclaimer

NZTA has done its best to ensure that the material in this document is technically accurate and reflects legal requirements. However, the document doesn't override governing legislation. NZTA doesn't accept liability for any consequences arising from the use of this document. If the user of this document is unsure whether the material is correct, they should refer directly to the relevant legislation and contact NZTA.

Amendments

Year	Issued by:	Description of change
1990	Ministry of Transport	First published
1998	Ministry of Transport	General review of document
2010	Land Transport Safety Authority	Whole of document review and amendment.
2015	NZTA	General review of document
2025	NZTA	Whole of document review and amendment

Section 1: General information for driving instructors

1.1 The I endorsement

Clause 22 of the Land Transport (Driver licensing) Rule 1999 states that:

'A person who, for financial or commercial gain, provides instruction on a road in driving a motor vehicle must hold a driving instructor endorsement for those classes of licence that relate to the motor vehicles for which the person intends to provide instruction.'

To obtain an I endorsement for a relevant class of vehicle, completion of a NZTA approved I endorsement course is required, and application criteria applies. NZTA factsheet – I endorsements includes more information on what is required to obtain and renew an I endorsement.

1.2 Standards and obligations of a driving instructor

All approved driving instructors must comply with any relevant legislative obligations. These include:

- continuing to meet NZTA's I endorsement requirements for being a fit and proper person. Any substantiated complaints, traffic or criminal offending may result in a review and possible revocation of the endorsement
- ensuring that any person receiving practical driving instruction holds and carries an appropriate and current driver licence for the class of motor vehicle being driven
- ensuring that any practical driving instruction is carried out in a vehicle that meets all relevant legal requirements and has a current warrant of fitness, or certificate of fitness if applicable. This includes the display of L plates for learner licence holders unless the vehicle used is clearly marked as being used for driving instruction (see clause 5(4) or the Driver Licensing Rule for requirement details)
- applying discretion in relation to personal information associated with learners and understand the provisions of the Privacy Act 2020
- complying with any requirements made in writing by NZTA
- retaining records of any driving instruction for at least 12 months
- providing driver training in accordance with any relevant obligations in the Health and Safety at Work Act 2015

In delivering professional instruction, the following best practice standards apply:

- Having a thorough working knowledge of best practice and legislative requirements, including the graduated driver licensing system, in accordance with the Land Transport (Driver Licensing) Rule 1999, the Land Transport (Road User) Rule 2004 and the Land Transport Act 1998
- Display professionalism in all aspects of driver training.
- Take a 'learner centred' and 'effective coaching' approach to driver training.
- Have a competent working knowledge of general vehicle technology, mechanical principles and dynamics.
- Provide learners with a safe and positive learning environment.
- Always demonstrate professional personal driving skills, techniques and knowledge including when driving for personal purposes.
- Be patient and understanding with learners.
- Don't make physical contact with learners during the delivery of driving instruction other than that considered normal engagement such as a handshake before or after a lesson. In an emergency, an instructor may be required to take control of the vehicle to preserve safety, making some physical contact unavoidable.
- Be professional – don't be overly familiar. Try to be informal enough to put the learner at ease to encourage conversation but don't ask them personal questions.
- Don't smoke, vape or eat.
- Don't take phone calls or cause unnecessary distraction to the learner. Your phone should be on silent during lessons.
- Don't express opinions on licence tests, the law, the transport system or politics – focus on providing the course content.

- Adhere to learner safeguarding systems that protect children and vulnerable adults. See Training and courses – safeguarding children for more information.
- Be sensitive, understanding and respectful with issues relating to culture, gender, sexual orientation and religion.
- Always consider the safety and wellbeing of the learner and the public.
- Project an image that reflects positively on the driver training industry.
- Maintain a professional appearance and have good personal hygiene.
- Demonstrate a culture of continuous quality improvement by regularly evaluating the course, as well as keeping your personal development as an instructor up to date.

1.3 Driving educator organisations

Driving instructors may want to join a driver educator organisation or institute that supports driving educators (members) by offering benefits such as:

- ongoing professional development, mentoring and support to members
- ensuring members are kept up to date with developments relating to driver education and land transport legislation
- insurance options
- code of ethics, standards and child safeguarding policies that benefit and protect both learners and driving instructors.

Driver educators are not obliged to join these organisations but are encouraged to investigate the benefits on offer.

1.4 Personal development

After obtaining an I endorsement, driving instructors need to develop a culture of continuous self-improvement (self-development). Driving instructors can do this by keeping up to date with all aspects of driver education, including:

- relevant research (international and domestic)
- best practice principles
- changing vehicle technology
- changes to land transport legislation.

This guide is designed to offer driving instructors the most up to date information. However, the speed at which some aspects of driver education are changing, especially related to vehicle technology and roading infrastructure, may mean some content becomes outdated. Driving instructors need to stay up to date with changes and developments and may need to adjust their practice accordingly. Here are some examples of resources to keep you up to date:

NZ Transport Agency publications and initiatives

- The official New Zealand road code – a user-friendly guide to New Zealand's traffic law and safe driving practices.
- Drive – provides driver education and licence system information, especially relevant for younger learner drivers looking to enter the driving licensing system.
- Rightcar – provides information on vehicle safety, technology and efficiency across an extensive range of vehicle makes and models.
- Driver licensing test guides – provides guidance around the licensing system, associated tests and resources for learners to help with progressing through the graduated system.
- Driving instructor course provider portal – designed for driver educators, testers and course providers to assist with any legislative changes, information on topical issues and provision of quick links to other relevant information.
  - Username: DTT
  - Password: NZTADTT
- www.nzta.govt.nz/regulatory – provides content relating to all aspects of the land transport regulatory system.

Ministry of Transport resources

- Road safety education – provides information on the latest road safety strategies.
- Data on road deaths – provides up to date and historic statistics on road deaths and what caused them.

Other useful resources published by international organisations

Organisation	Explanation and specific resources recommended
Monash University, Melbourne, Australia www.monash.edu.au	General road safety topics and research Recommended paper: Evaluation of an insight driver-training program for young driversshttps://www.monash.edu/__data/assets/pdf_file/0005/217274/Evaluation-of-an-insight-driver-training-program-for-young-drivers.pdf
European Commission - Road Safety https://road-safety-charter.ec.europa.eu/	General road safety topics and research
Australasian College of Road Safety https://acrs.org.au/	General road safety topics and research
United States National Traffic and Highway Safety Administration https://www.nhtsa.gov/	General road safety topics and research
HERMES EU Coaching Project:	Provides information on the benefits of coaching during driver training

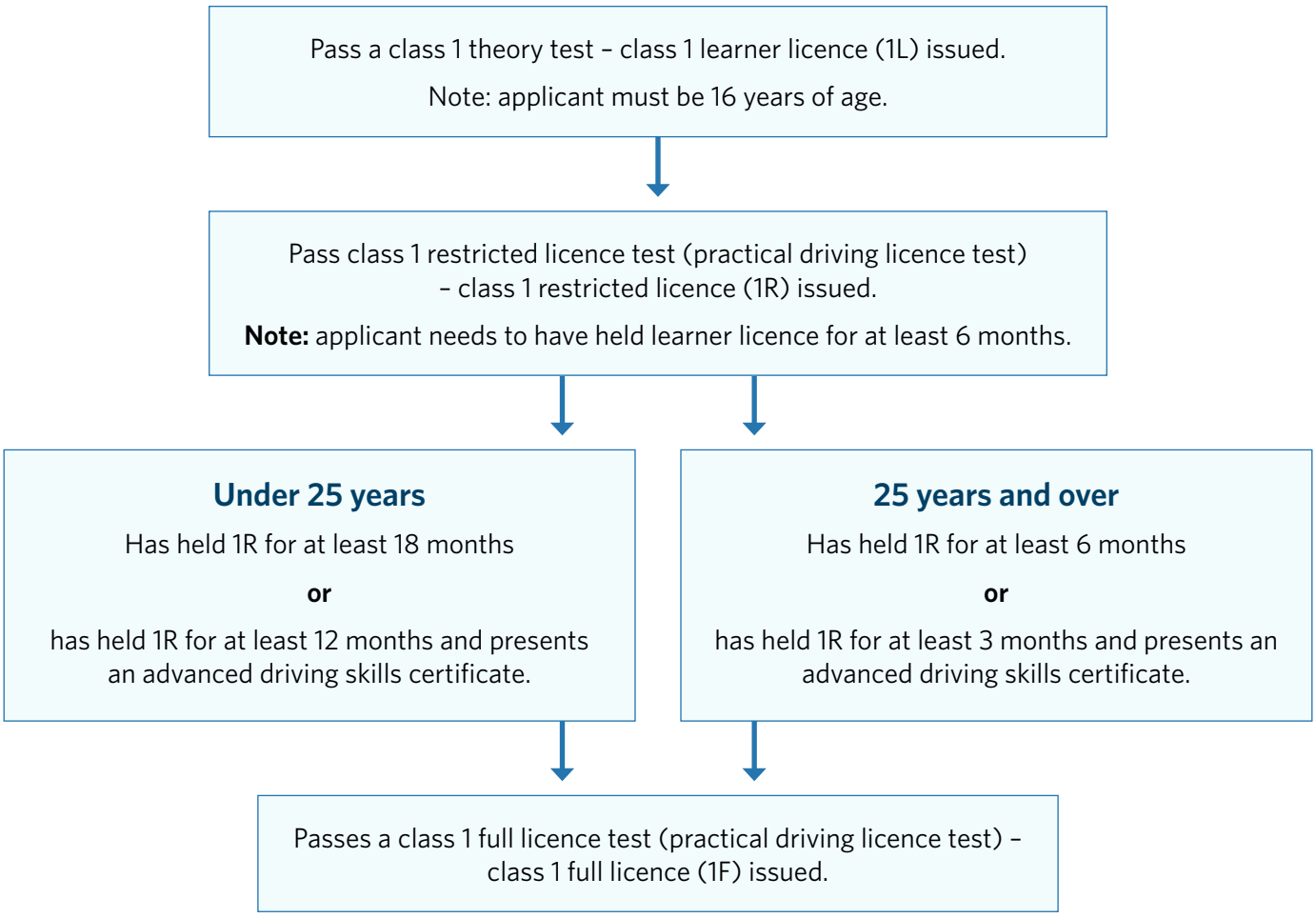
1.5 New Zealand driver licensing system overview

The New Zealand driver licensing system is part of the land transport system and is mandated by the Land Transport (Driver Licensing) Rule 1999. Relevant aspects are found in the New Zealand road code and on the NZTA website. These include:

- the stages and conditions of the graduated driver licensing system (GDLS) for all classes including methods for reducing time between obtaining the next licence type
- licensing expiry and renewal times and conditions for different age groups
- driver licence application and acquisition procedures – where to apply, test fees, medical requirements, tests, approved courses, assessments and the penalties for breaches of conditions
- licence class information for classes 1 to 6
- the validation of overseas driver licences for New Zealand driving and the process for converting an overseas driver licence to a NZ driver licence
- other licence types including alcohol interlock, zero alcohol and limited licences.

1.6 Overview of the graduated driver licensing system (GDLS)

The following flowchart sets out the path for obtaining a full class 1 licence. For further details including all associated licence conditions, see NZTA factsheet: Learning to drive: getting your car licence (Factsheet 45)



Section 2: Learning: concepts, considerations, methods and barriers

This section outlines theoretical aspects, considerations and methods associated with the learning process in the context of driver training. Following sections including communication (section 3), effective coaching (section 4), and practical driver training (section 7) further build on this content.

2.1 Overview of the learning concept

Human learning is a highly complex process influenced by many factors. Factors involved during the driver training process include:

- prior skills and knowledge
- natural abilities
- age
- physical and mental abilities
- motivation and attitude
- self-awareness
- functioning of sensory, perceptual and memory processes.

Learning involves the brain simultaneously processing new and existing information (knowledge). Learning is a continuous but often inconsistent process that instructors must manage so that the learning aims and goals are met.

The process may occur by:

- **deliberate and directed effort –** structured and learner-centred training sets out to achieve this outcome by covering all the learning needed for safe driving
- **chance experience –** such as a vehicle crash that results in lessons being learnt. The opportunity to travel with a very competent driver and observe their actions is also a chance learning experience.

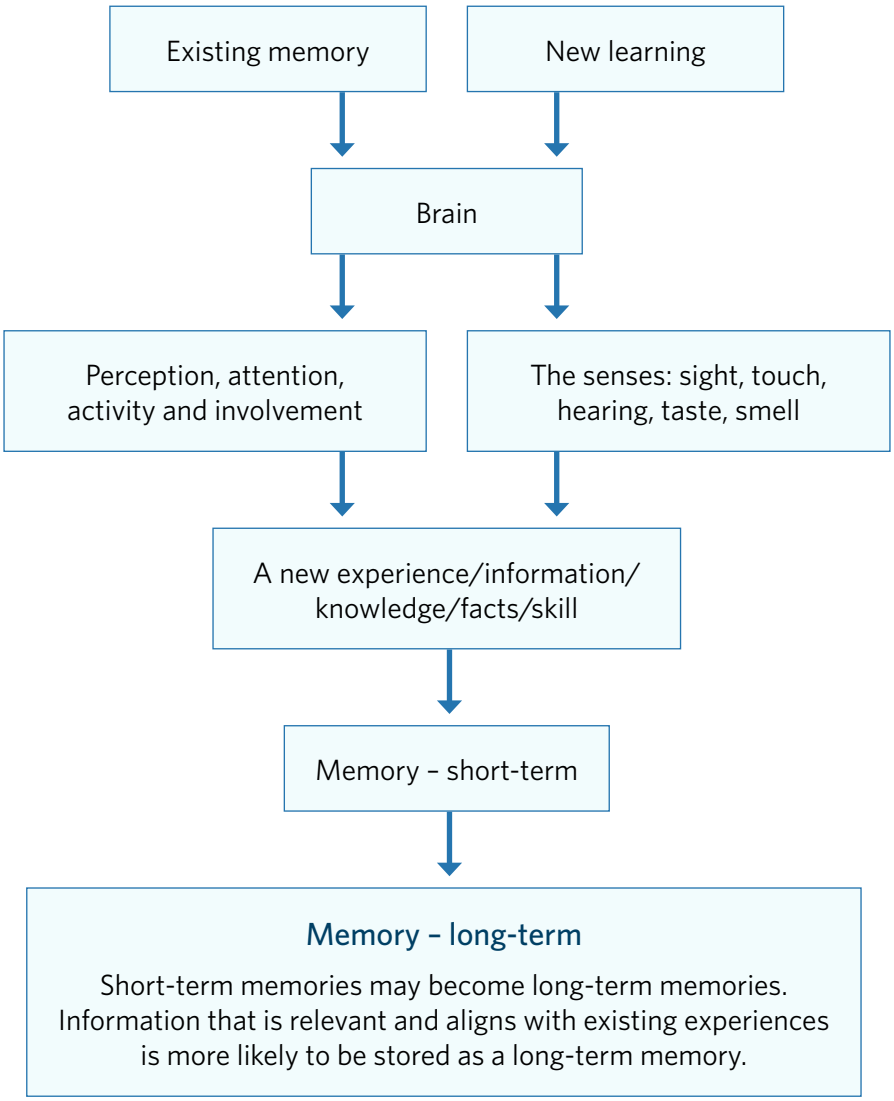
A learning event may be stored in memory as new information (knowledge or skills). The likelihood of this happening is associated with the learner's attention, activity, and involvement levels during the learning event, plus the sensory information processed by the brain. If the learning is not stored as a memory, the event might be discarded as irrelevant by the learner.

2.1.1 Considerations for learning during adolescence

Adolescent frontal lobe development is susceptible to a wide range of influencing factors, sensation seeking and risk taking. The first 6 months of an adolescent's driving career are the most important. During this time, the driver creates a new set of decision-making thresholds in the brain which in later years may be difficult to modify.

2.1.2 The learning process overview

The below flowchart shows the learning process, including how memories may become stored as long-term memories.



2.1.3 The sensory system

Human senses include sight, hearing, touch, smell and taste. When learning to drive, the senses involved are:

Primary senses	Secondary senses
1. **Sight:** what is seen. 2. **Touch:** what can be felt. 3. **Hearing:** what is heard.	1. **Sense of balance** – senses body movement, direction and acceleration. 2. **Kinaesthetic sense** – senses information on the relative positions of the parts of the body and how they are moving (coordination sense). Together with touch, these 2 senses are needed for psychomotor skills which is the ability to **coordinate physical movements** with mental processes. This involves the driver 'feeling' what the vehicle is doing and carrying out the physical actions necessary to control it.

2.1.4 Perception

Perception is the process of interpreting and adding meaning to incoming sensory information and is important for identifying potential hazards.

The information perceived during a learning event depends on the sensations as well as existing information and knowledge, previous experiences, personal beliefs and how the person views the world, for example with fear, excitement or anticipation.

2.1.5 Attention

Attention is vital for learning to occur. The challenge for an instructor is keeping a learner's attention throughout a lesson and over the course of driver training. Lessons need to be broken down into elements and tasks to hold the learner's attention. Providing variety and effective communication is important for keeping a learner's attention and motivation.

2.1.6 Activity and involvement

A learner must be actively involved in the learning process. Active involvement goes beyond carrying out driving manoeuvres, and involves thinking, reflection and discussion. Effective coaching (section 4), outlines an approach that is learner-centred and not instructor-led. This will help enhance the level of active involvement and improve the learning process. Instructors should avoid long briefings or explanation and instead engage in active discussion where the learner is encourage to actively think, contribute and take control of their own learning.

2.1.7 Memory

Humans have 2 types of memory – short-term and long-term. The 10 billion cells in the brain can generate billions of memory interconnections. The capacity of the brain is enormous, but the input capacity is severely limited by comparison.

The environment contains vast quantities of irrelevant information. The eyes can provide the brain with up to 4 million pieces of information per second. Therefore, the brain needs to be able to identify, select and control what is important information to be retained.

Environmental information is transmitted from the senses to short-term memory. There, it is analysed and processed prior to being stored in long-term memory. When new information appears irrelevant, unrelated to or disagrees with existing knowledge, it is easily forgotten. When new information is relevant or related to existing knowledge, it is usually remembered, resulting in a permanent modification to existing knowledge.

2.1.8 Remembering and forgetting

Unreinforced existing memories can recede from consciousness. Most of the time, memories aren't completely lost. Research shows that information relearned is more rapidly integrated than if no previous memory existed.

Although people have a great capacity for retaining information, recall to consciousness happens much less. Recall requires a cue to bring back a string of associated knowledge. A string of events experienced together or later modified, seems to be remembered in an interconnected pattern. A cue recalling any part of a memory may bring many associated memories back to consciousness. For this reason, many people use memory joggers such as 'ABC = Always Be Careful'.

However, memory can also be deceptive. One cue may recall more than one string of information, leading to confusion. Also, information remembered may be quite different from events that occurred.

It is known that recall of memories can either be facilitated or blocked by emotional factors associated with the memory, including:

- highly emotional events often produce more vivid memories of an experience
- feelings of pleasure and satisfaction positively reinforce learning which helps these memories to recur
- unpleasant emotions associated with fear often negatively reinforce the retention of memories.

2.1.9 Transfer of learning – how existing knowledge affects learning

Existing information (knowledge and skills) affect the learning process, either positively or negatively. The association is referred to as positive or negative transfer.

- **Positive transfer** – where new information is compatible with existing knowledge and thoughts, the established memories will be reinforced. Most people will have some basic knowledge and acquired skills associated with driving when they start driver training. For example, learners are likely to have developed skills linked to being a pedestrian such as judging vehicle speed and distance. An instructor can leverage existing knowledge, skills and experiential associations within the learning process.
- **Negative transfer** – previous learning can interfere with learning new information. A learner may have developed some sense of normal speed as a passenger that is above what is a safe speed, or that is unsuitable during driver training. Widely held, but false beliefs associated with driving may also interfere with learning the right information. An example is the need to change down progressively through every gear when slowing down or stopping. This form of misinformation is often associated with outdated driving standards.

Managing negative transfer

Many misconceptions and previous negative learning experiences will need to be unlearned and replaced with the correct information during driver training.

Where new and correct information conflicts with a learner's preconceived incorrect knowledge or beliefs, the instructor should approach the issue constructively and respectfully, providing an explanation.

Instead of saying 'your idea is wrong' or 'that is wrong', try saying something like 'it's now understood that the best way to do this is.....by doing it this way, you will get the benefit of.....'. Be prepared to reinforce the idea and the benefits until acceptance and understanding is reached. This may take many attempts. Section 2.4.2 includes further guidance on pre-held beliefs and prior learning as a challenge to the learning process.

Effective coaching (section 4) challenges preconceived ideas through encouraging a learner to see the bigger picture involved with driving and draw new (and correct) conclusions as part of their learning process.

2.1.10 Verifying learner understanding

Ensuring learner understanding is important for an instructor to effectively plan and progress driver training and have confidence in their own teaching ability. Some learners will be honest when they don't understand something. Some learners won't – maybe they're embarrassed or haven't realised that they don't understand.

Because driving skills are demonstrable, an instructor will often be able to verify understanding through what they observe, and the progress being made. New information and concepts are often less demonstrable, making it harder for an instructor to know if information has been accepted and understood by the learner.

Verifying a learner's understanding is often best achieved through asking the learner to explain something back. As understanding is knowing the meaning behind something, a learner that doesn't understand, will fail to respond correctly. Asking for an explanation and teasing out the answer is also part of keeping the learner actively involved during driver training (an effective coaching principle).

Instructors should ensure that questions used to gauge understanding aren't presented like a test or interrogation. Doing so could undermine the equal relationship between learner and instructor and deter the learner when they don't know the answers. Instead, ensure questions are appropriate, building on and relating to what the learner already knows. Using a mix of asking and sharing, will help ensure the conversation feels more like a discussion than an interrogation to the learner.

Examples of questions that prompt an explanation from the learner are:

- What else could you apply this to?
- What would you do in a situation where.....?
- What might happen if you fail to do .....?
- What do you think you could do better next time?

See effective coaching questioning (section 4.4.4) for more examples and guidance around using effective questions during driver training.

2.2 Learning methods

Various methods can be used to learn. Some will be more suited to the theoretical or practical driving aspects of driver training. The common methods used to learn are:

Learning method	Description
Coaching method	Unlike the following 5 learning methods below, coaching a learner to drive is a more encompassing learning/teaching approach. Often closely aligned with experimental and gestalt learning, coaching involves an equal relationship between learner and instructor where the learner is encouraged and empowered to take more responsibility for their learning and development. It goes beyond just learning new skills and knowledge, and instead helps develop learner motivation, responsibility, awareness and the tools to keep improving after driving lessons are completed. See (section 4) for guidance on effective coaching.
Experiential learning	Sometimes called 'learning by discovery' or 'learning by doing'. Experiential learning is a learner-centred approach where the learner is an active participant in the educational process, and learning is achieved through a continuous cycle of inquiry, reflection, analysis and synthesis. This can also be called 'insight driving techniques' where the learner discovers their own mistakes and identifies ways to overcome them. Most aspects of practical driving involve experiential learning as driving is a 'doing activity'. Learning that is developed experientially is owned by the learner and becomes an effective means of behavioural change. It's also an effective contributor to attitudinal change. Experiential learning is a large part of an effective coaching approach. Example: Learning to drive is a phased process where basic driving skills are usually practiced on a quiet road while the learner develops a feel for it and where any negative outcomes and mistakes can be minimised. Over as many attempts as are needed, the learner begins to understand what worked and what didn't. The learning process is enhanced when the learner shares and discusses what they've discovered/learnt with the instructor and then demonstrates them at their next attempt.
Gestalt learning	A progressive approach to learning based on understanding a whole concept or activity. It includes the ability to attach meaning and make connections and comparisons between new information and what is already known. Example: When reading text, a person perceives each word and sentence as a whole, rather than seeing individual letters.
Rote learning	Rote learning is repetition leading to memorising content. Example: Memorising various road rules and the specific circumstances to apply them is rote learning. A learner may also memorise a correct sequence of actions for carrying out a driving task or manoeuvre correctly such as the system of vehicle control (section 6.6.8).
Academic learning	Academic learning is the acquisition of knowledge without any direct experience of/with the subject matter. **Example:** A learner licence applicant must learn various road rules from The official New Zealand road code (Road code), without any direct experience of how these rules are applied in practice. The example is a combination of both rote learning (memorising) and academic learning.
Skills learning	Skills learning involves the development of a skill rather than the acquisition of knowledge. A typical approach involves demonstration and explanation by a teacher, followed by practice and revision until the learner reaches the necessary level of skill (section 7.6). Example: During practical instruction, the instructor demonstrates and explains the driving manoeuvre required and then asks the learner to perform it numerous times until it is done correctly. Most practical driving instruction will be taught this way – it's also an example of rote learning.

2.3 Instructional methods and techniques

A variety of instructional learning techniques are available to driving instructors when providing driver training. These include:

Out of vehicle training session	Delivery of information from the instructor to the learners outside of a vehicle and usually before practical instruction occurs. This will usually take place in a classroom setting. Many different types of presentation media can be used (see learning aids below for ideas). Sessions should be designed to maximise active participation using a mix of questions and answers, quizzes, exercises and open discussion.
Explanation and demonstration	The foundation of all practical driver training lessons (section 7.6). A skill is explained and demonstrated, followed by learner practice. This technique is often delivered by breaking down the information and skill being taught into smaller components.
Discussion	Discussion is usually paired with all methods of learning and involves the instructor and the learner contributing and exchanging thoughts. Equal partnership type discussions are an important aspect of effective coaching (section 4). An effective discussion will be linked to the contribution and listening ability of both parties. If discussion is in a group setting, the instructor may need to coordinate it in such a way that all learners can be actively involved.
Discovery	Discovery learning is a general teaching strategy that can be incorporated into all the different types of learning events. It involves creating the conditions and/or experiences from which learners can arrive at the correct conclusions themselves.
Case studies	A case study is a 'what went wrong?' analysis of how a problem (often a crash) could have been avoided or minimised. Case studies can be useful when teaching hazard management. Hazards, and the required response, are often not experienced first-hand during practical driving lessons.
Role play	Role plays are a learning situation where students act out the identity of someone else, learning to look at a situation from the other's point of view. While of limited use in driver training, this method could be used when preparing learners for sitting a practical driver licence test.
Simulation	Simulations (simulators) can provide practical driving experiences under controlled conditions. Simulations can be as simple as sitting in a stationary manual car practising hand and foot coordination for changing gears, or as advanced as a computerised simulators that imitate a real driving environment with all controls found in a vehicle. Simulators may be beneficial where the situation presented by the instructor might be too dangerous or impractical in real time. They can be particularly useful for learning hazard identification and effective eye scanning techniques. **Note:** Some advanced simulators may have detrimental effects on the driver training process. If simulators are used in the driver training process, they must not replace any aspect of practical driver training that is required to be carried out in a vehicle (real driving situations).
Home learning	This is carried out by learner drivers in their own time and should be encouraged as much as possible, especially when time with the learner is limited. www.DRIVE.co.nz is a platform set up for effective self-learning for learner drivers. The platform will help learners learn the road code, relevant information and associated driving skills. Getting learners to use this web resource will help with gaining information and skills faster than instructor-led learning only. Instructors can also provide learners with other useful resources that can be studied in-between practical lessons.

Learning aids	A resource an instructor can use in addition to communicating through their own speech and body language. A variety of learning aids can provide information and skills needed for learning to drive. What is used will depend on where the learning is taking place. Learning aids that can be used in or around a vehicle include: » printed material - text, images and diagrams will help to make the publication more readable. Printed material can be taken home with learners and referred to later » relevant images or video shown to the learner on a tablet or phone. Videos showing specific driving skills and driving scenarios are available at www.DRIVE.co.nz **Learning aids for classroom setting include:** » slide shows/presentations conveying the required information. Slide shows are easily updated and can be electronically sent to learners to refer to later. Presentations often help with maintaining a learner's attention as they can be made visually striking and can contain a combination of text (main points) diagrams, flow charts, images and videos that can be played onscreen as part of the presentation » film/video on a computer screen or TV » data or overhead projector » magnetic, white or black boards » mechanical aids such as an open gear box or other car part to explain how it works. **When selecting appropriate learning aids, an instructor needs to ensure that:** » the learning aid and content is suitable for the situation and the audience. Barriers such as reading ability need to be considered. If a learner has difficulty with reading, there will need to be more emphasis put on visual learning aids or the instructor may need to read out information » the content is concise and readable, avoiding technical content where possible » they are familiar with, understand and can confidently deliver all content » the content is confirmed as correct – while the internet has many great resources and information available, there is no guarantee that any information is correct. Where possible, use content from reputable organisations (copyright may be a consideration) and always factcheck content from any source.

Learning styles

People often express a preference for information presented in a particular way. Preferences can include verbal explanation, a hands-on approach, reading written text, illustrations, graphs or diagrams.

By closely monitoring a learner's engagement, it's relatively easy to assess which learning style they are most engaged with. Catering to a learner's learning style may be an advantage. However, it's also important that driver training uses an appropriate mix of instructional teaching methods and techniques.

An instructor should keep in mind that there could be a particular learning style that isn't appropriate for a learner. For example, if a learner struggles with reading, written resources will not be appropriate.

2.4 Learning challenges and barriers

Many factors can become challenges and barriers to a learner during driver training. These factors are sometimes referred to as 'interference' in the learning process. Learning challenges and barriers may occur in varying amounts, ways and at different stages of driver training.

2.4.1 Catering to a learner's needs

The more an instructor knows about a learner, the more effectively they can structure a training plan and manage any learning challenges and barriers. Instructors are encouraged to get to know a learner as quickly as possible, identifying interests, attitudes and motivation, as well as any potential learning challenges and barriers. Getting to know the learner mustn't involve personal questions or making the learner feel uncomfortable.

An instructor should be mindful that some people may not be forthcoming with information about themselves, especially at first. Good judgement by the instructor is needed to ensure a more reserved learner doesn't become uncomfortable with the instructors attempts at getting to know them quickly. A general question delivered in a friendly and kind tone may encourage the learner to open up about how they are feeling and what challenges and barriers they may experience while learning to drive.

Example: 'How are you feeling about learning to drive?' and 'Is there anything you feel might make learning to drive challenging for you?'

Good observation skills are required by the instructor to pick up on what the learner may not be saying. See communication section for further guidance around non-verbal communication and body language (section 3.2.3).

2.4.2 Types of learning challenges and barriers

To manage learning challenges and barriers, they first must be identified. In some cases, a learner may state the learning challenges and barriers they are facing, or think they may face, during driver training. This shows that the learner is taking charge of their learning environment. However, in a lot of situations, an instructor will need to identify these and assess how to manage the effects on the learning process.

Some challenges and barriers will have little effect on the learner's ability to learn, while others may need to be actively managed by the instructor, and in some cases, the learner as well. Learning challenges and barriers may be both external and internal.

External

External factors that may act as learning challenges or barriers, relate to the environment that the learner is subject to. Factors include:

- uncomfortable temperatures and lack of air circulation
- distractions in and outside of the vehicle. See section 6.7 for further information on distractions
- the person providing instruction (a driving instructor or other supervisor), including their skills and approach to driver training
- the vehicle being driven – may be very technologically advanced with many features, new to the learner.

Internal

Internal factors relate to the learner themselves. Internal learning barriers or challenges are outlined in the following table along with management suggestions.

Note: Some of the listed learning challenges and barriers below, are, or may become safety considerations for driver training if they aren't managed sufficiently (or cannot be managed). This includes barriers and challenges linked to a learner's fitness to drive. See learner safety checks (section 7.10.1) and ensuring safety – when a lesson must stop (section 7.11) for fitness to drive considerations.

	Explanation	What to look for	Ways instructor can manage
Motivation	Often linked to attitude and values, motivated learners will be much more receptive to learning and will likely learn faster. They will be attentive, involved and eager to progress. A lack of motivation will have the opposite effect.	Indications of poor motivation, attitude and values, often present in similar ways, including a combination of: » disinterest in learning » lack of attentiveness » low concentration.	» Apply the principles of effective coaching. » Encourage the learner to take charge of their learning. » Positivity is needed to help encourage a more positive mindset conducive to learning. » Find ways to encourage, motivate and excite. » Highlight independence, freedom, and employment factors associated with driving. » Display enthusiasm for safe driving. » Understand that behind this attitude, there's often fear, low self-esteem, anxiety or confidence issues occurring. » Don't criticise other drivers or engage in road rage. This will set a poor example for the learner.
Attitude	Often linked to motivation and values. Attitude is reflected in a person's feelings, emotions and behaviour. Attitude is often indicative of previous experiences or the influences of others. Learners can have negative or very positive attitudes. Negative attitudes include believing their rights take precedence over others.	» Negative comments. » Comments that suggest disregard for the learning process and the safety of other road users. » Actions on the road that suggest a disregard for others.	
Values	Often linked to motivation and attitude, values determine the importance that is placed on some aspects of driving. For example, a learner may place value on personal responsibility and the rights of other people and be very receptive to learning safe driving practices. Opposite values may result in disregard for learning safe driving practices.		

	Explanation	What to look for	Ways instructor can manage
Age	Some learning challenges may be associated with age groups. » The needs of young people are different to adults' needs. Between the ages of 16 and 24, the brain's frontal lobes are still developing which may affect learning in ways that aren't fully understood in the context of learning to drive. Younger drivers are more likely to lack maturity and be less responsible and aware. » Young males are more likely to become overconfident drivers if not adequately addressed. Young drivers also report poor knowledge and use of driver assistance technologies in vehicles (Senserrick et al 2023) due to a lack of driving experience and familiarity with vehicle technology. » Older learners may experience some movement, or cognitive impairments that may affect the learning process and driving in general.	Age is available on the learner's driving licence which must be checked before driver training commences.	Young learners: » Effective coaching will help manage over confidence, improve awareness and responsibility when driving. » Focus on ensuring vehicle technology (ADAS) is understood. Older learners: » Be patient with older drivers who are experiencing some movement or cognitive impairments. If there are concerns about someone's medical fitness to drive related to age, an instructor can suggest visiting a GP for a fitness to drive assessment. Medical aspects for fitness to drive is a guide used by health practitioners to determine if a person is medically fit to drive. See physical disabilities in this table below for further information on physical disabilities associated with older age.
Mindset and self-belief	If a person experiences self-doubt or a lack of confidence, believing they can't do something, they will be less likely to succeed. This is often linked to a person not taking the necessary steps to succeed and not fully applying themselves to the learning process. Anxiety may be connected.	Negative talk such as: » *'I'm not good at stuff like this.'* » *'I'm worried I might make a mistake and make other drivers angry.'*	» Apply the principles of effective coaching to help build self-confidence and form positive habits. » Focus on positivity and confidence building. » Provide praise when things are done well. Ensure feedback is specific such as *'nice head check there'*, so that the learner understands what they did well. » When you observe the learner's confidence growing, tell them that you've noticed. » Check in on how the learner is feeling without smothering them. » Be patient.

	Explanation	Signs/what to look for	Ways to manage
Anxiety, fear and low confidence	Anxiety, fear and low confidence relating to driver training can be a very hard barrier to overcome as it can seriously hinder the learning process and severely reduce confidence behind the wheel. Fear, and sometimes anxiety, can be irrational which means people can't usually be talked out of it using reasoning and logic alone.	The learner states that they're scared or worried about learning to drive. This can include the whole process or a specific aspect of it. The learner's body language suggests that they aren't comfortable and may be fearful or anxious.	» Effective coaching and insight driving techniques can help overcome emotional barriers linked to emotions like fear and anxiety. It will also help with self-awareness around how emotions can affect driving. » Don't dismiss these feelings as trivial as they can be very restrictive and hard to overcome. » Show patience, sensitivity and empathy. » Check how the learner is feeling without smothering them. » When you observe the learner's improving and overcoming/facing their fears, tell them that you've noticed. » If a new task starts to cause anxiety or mistakes with skills or tasks that have previously been overcome, consider backtracking to tasks and skills that the learner is comfortable with so that confidence can be reestablished. » Understand that many practical lessons may be required as progress may be slow.
Emotions	Emotional states may arise from issues outside the training environment or because of the learning process. Extreme emotions such as excessive anxiety or fear (see above) will hinder the learning process. Other emotions may do the same. Emotions look different on every person as people express (or don't express) emotions in different ways. Strong emotions could be linked to mental health or neurodivergence.	Look for obvious signs that the learner is struggling with their emotions. Signs might include overreacting, a change in behaviour, impulsive behaviour or failure to listen and accept what has been said. The learner's body language may suggest they're in an emotional state.	» Apply the principles of effective coaching. Coaching helps improve awareness, including self-awareness of how emotions can affect driving. » Don't react to the learner's emotions – stay calm. » Stop the lesson and pull over if emotions become hard to manage. A calm discussion may be needed or just a few minutes off the road may improve the situation. Be prepared to end the lesson if the learner is not in the right frame of mind for driver training. » If the learner is not emotionally fit to drive but wants to continue with the lesson, consider taking over the driving and use the time to demonstrate driving skills instead. Different emotions may require a different approach. See other applicable parts of this table for further guidance.

	Explanation	Signs/what to look for	Ways to manage
Lack of self-awareness	People that lack self-awareness are less likely to learn. If someone is not open to seeing their weaknesses, the chance of improving is reduced. When weaknesses are understood, the learner will be more receptive to learning and improving. Self-awareness also relates to how well someone understands how their own emotions and behaviours affect their driving.	A learner with low self-awareness will: » have a hard time seeing and accepting weaknesses with their driving » fail to see or understand how their emotions are affecting their learning.	» Apply the principles of effective coaching especially asking the learner to assess themselves more often as opposed to telling them what they did well, and not so well. This fosters the process in which the learner can develop better self-awareness. This can be done by encouraging the learner to rate themselves on a scale of 1-10 (where 10 needs no improvement) and ask the learner, how they will increase their self-rating.
Mental illness	In most situations, especially when appropriately treated, mental illness will not affect a learner's ability to learn to drive. However, in severe cases, the learning process may not be possible at that time.	A learner may exhibit a combination of: » low motivation » extreme emotions or a lack of emotion » displays of anxiety, paranoia, delusion or fear » negative mindset.	» Be patient and show empathy. » Be prepared to end the lesson if the learner isn't in the right frame of mind for driver training.
Stress, fatigue, tiredness	Stress is most likely to be linked to poor concentration. Fatigue and tiredness will likely reduce responsiveness and possible concentration, particularly relating to decision making. Tiredness or a lack of concentration may be related to thirst and hunger.	A learner may exhibit a combination of: » slow responses » lack of attentiveness and alertness » lack of concentration.	» Determine if the learner is in a fit state to drive. Asking the learner what they are experiencing may help to provide a better idea. » End the lesson if the learner isn't fit to drive. » Consider taking a break and getting out of the car for as long as necessary to counter minor or mild forms of fatigue. » If the learner isn't fit to drive but wants to continue with the lesson, consider taking over the driving and use the time to demonstrate driving skills instead. » Advise that learners eat before lessons and stay hydrated.

	Explanation	Signs/what to look for	Ways to manage
Under the influence of alcohol or drugs	Alcohol and drugs can greatly affect all driving functions including responsiveness and perception, to the point of hallucination, while behind the wheel. Some prescription medication can have similar effects especially if not taken as prescribed. Drivers under the age of 20 are subject to a zero-alcohol limit when driving, even on a full driver licence. An instructor has the discretion to enforce a zero-intoxication limit on any learner as part of their own health a safety practices and obligations.	A learner may exhibit a combination of: » lack of concentration and poor responsiveness » dilated pupils, jitteriness and impulsive behaviour (usually associated with drugs) » severely slow responsiveness, slurred speech and a smell of liquor on the breath.	» Don't start a lesson if the learner is thought to be under the influence of alcohol or drugs. » If the learner is found to be under the influence of alcohol or drugs after the lesson begins, end the lesson immediately and consider rescheduling. » Make a record on the assessment sheet. » If the influence is related to prescribed medication, an instructor can suggest visiting a GP for a fitness to drive assessment. Review of medication might be required as part of ongoing assessment by GPs under Medical aspects of fitness to drive
Pre-held beliefs and prior learning	A learner may have beliefs that will affect learning of the right information and skills. This happens as new information that doesn't support current information and beliefs is less likely to be accepted. Examples are misunderstandings or misinterpretation of traffic laws or how a specific driving skill should be performed. Such examples are often due to incorrect information being passed down from parents/ family. People who receive driver training overseas may also have existing driving knowledge that is not compatible with New Zealand conditions.	A learner may exhibit a combination of: » resistance to new information that doesn't align with their beliefs » lack of awareness between what they believe and what is required.	» Approach any incorrect knowledge or beliefs, constructively and respectfully. » Provide an explanation when presenting the differing information. Instead of saying *'your idea is wrong'*, say something like *'it's now understood that the best way to do this is.... by doing it this way, the benefits are.....'* » Ask, *'what could go wrong?'* questions in relation to incorrect beliefs held. » Where possible, provide evidence from vehicle crash statistics to support correct information.

	Explanation	Signs/what to look for	Ways to manage
Cultural identity	Cultural identity is less likely to affect the learning process. However, issues could arise and need to be addressed.	A learner may exhibit a combination of: » being uncomfortable or acting differently around an instructor of the opposite sex. In some cultures, respect towards females and males differ, and there could be beliefs around women not being alone with men » a tendency to say 'yes', when they mean 'no' or that they understand when they don't. Agreement can be tied to good manners in some cultures.	» Where necessary, try to clarify and assess if any cultural differences are affecting the learning process. » Check understanding by asking questions back to the learner. » Be aware of body language, behaviour and communication that may suggest a cultural consideration or misunderstanding could be occurring. » Always respect a learner's cultural identity, even when you don't fully understand it.
Language difficulties	Understanding of the English language may be difficult. A learner's ability to learn is greatly affected when they're not understanding the information presented to them.	A learner may show a combination of: » not doing what has been asked or not responding in an expected way due to not understanding what was said or asked of them » signs of frustration due to not understanding what is being said or asked.	» Understanding, patience and empathy will be needed. » Repetition and slower speech may be required. » Ensure the learner feels comfortable telling you when they don't understand and need you to repeat. » Where necessary, seek to clarify and assess if any language difficulties are affecting the learning process, for example ask for information to be repeated back. » For improved learner understanding, consider: - rephrasing or simplifying words - learning frequently used words in the learner's own language, for example, left, right, mirror - using pictures, videos or other visual aids.

	Explanation	Signs/what to look for	Ways to manage
Reading ability and dyslexia	The ability to read is helpful when learning to drive. As road signs often use illustrations, a lack of reading skills or dyslexia shouldn't be an issue if appropriately managed. Reading ability may affect a learner's ability to learn from written resources.	A learner may exhibit a combination of: » not engaging with written communication given to them as learning aids » not understanding road signs or other roading messages while driving.	» Show sensitivity and patience, and avoid causing embarrassment. » Don't provide learner with written learning material/aids. » Ask the learner how this challenge affects their driving and look for ways to help manage the barrier together.
Physical impairments	Physical impairments that may affect driving may relate to size or stature, eyesight (including colour blindness and impaired vision) or hearing that makes learning and carrying out driving skills difficult.	Most physical issues will be obvious to the instructor. However, an instructor should be observant of physical challenges that may be hindering the learning process and driving in general. Common examples include problems with vision and strains and sprains (leg, arm or hand).	» Be observant of the learner's physical state and movement when behind the wheel. » Be patient and show understanding and empathy. » Ensure any licence conditions such as the need to wear glasses while driving or other conditions related to medical fitness to drive are being adhered to. » If there are concerns about someone's medical fitness to drive, an instructor should suggest visiting a GP for a fitness to drive assessment. Medical aspects of fitness to drive is a guide used by health practitioners to determine if people are medically fit to drive. If the instructor feels unsafe, the lesson can be terminated or pending medical investigation/opinion. » Be accepting of alternative ways that a learner can safely carry out a driving task – if there are neck movement issues, a head check may involve moving of the torso more, and the neck less. If the instructor feels that the learner's movement is too restrictive for driving safely, an occupational therapist (OT) assessment can be carried out as part of medical fitness to drive assessment. OTs can assist a patient with vehicle modifications so that they can remain fit to drive. An OT assessment is usually organised through the learner's GP or other health practitioner. » If the learner is colour blind, check if there is any considerations or adjustments that need to be made when mentioning colours. » If hearing issues are present, including the use of hearing aids, check if there are considerations or adjustments that need to be made such as slower speech or more face to face communication to enable lip reading.

	Explanation	Signs/what to look for	Ways to manage
Neurodivergence	Neurodivergence includes conditions such as ADHD, autism or Asperger's syndrome. See a note on neurodivergence below for more information.	A learner may exhibit a combination of: » being overwhelmed while driving » not understanding what is being asked or said to them » not concentrating on the task at hand » over or under-reacting to situations while driving » taking longer to learn skills and acquire knowledge » needing very exact details or instructions to understand » fixation on certain aspects of driving.	» Ask the learner for input into managing their challenges. This can ensure learning is catered to their specific needs and assures them that their challenges are being considered in a learning process that could otherwise be very difficult for them. » Address the learner by their first name as this often helps gain their attention. » Be prepared to pause or end the lesson and resume later if the learner becomes too overwhelmed or uncomfortable. » Be patient and show understanding and empathy.

A note on neurodivergence

Neurodivergence describes people whose brain differences affect how their brain works. That means having different strengths, weaknesses and challenges to neurotypical people.

Neurodivergence is now understood to be much more common in the population than previously thought and is considered to be greatly under-diagnosed. Generally, neurodivergent people can become good drivers, but they may face more challenges when driving and with the process of learning to drive. This can arise from difficulties with concentrating or ways of learning that are quite different to neurotypical people.

Instructors aren't experts in neurodivergence and should not assume to be. An instructor can never really know how someone is feeling, thinking or the challenges they face due to neurodivergence. Emphasis should be given to asking the learner what will assist them to learn. Most of the time, they will know their challenges best and the ways that help them overcome them. Parents/caregivers of a younger learner may also be able to provide some guidance around the learner's neurodivergent challenges and how to manage these.

Instructors are encouraged to educate themselves with basic understanding around neurodivergence.

The following resources provide further guidance.

Driving with ADHD

www.adhd.org.nz/children-and-teens-with-adhd.html

Driving with autism and Asperger's syndrome

https://autismnz.org.nz/

https://www.altogetherautism.org.nz/driving-through-my-driving-anxiety-autistic-perspective/

2.4.3 Summary for addressing internal learning challenges and barriers

Instructors will encounter many learning challenges and barriers unique to learners. These need to be addressed as effectively as possible during the learning process. Due to the complexity of people and their challenges, there will never be a standard approach to every situation. The best approach includes the instructor:

- providing an open and non-judgemental environment where the learner feels comfortable sharing
- always showing positivity, sensitivity, empathy and patience
- remembering the coaching principle of equal partnership – the instructor and learner work together to solve problems
- willing to understand and cater for different challenges
- being observant of the learner as a person, not just their driving
- refraining from telling learners what their challenges are or what they're thinking. If challenges or issues are noticed and need to be discussed, approach the issue by saying something along the lines of *'I've observed...'* and let the learner talk about what might be occurring
- asking what works for the learner when it comes to overcoming learning challenges and barriers – people are likely to have some understanding of their challenges and what can be done to manage them.

2.4.4 Responding to specific internal learning barriers and challenges – examples

Many learners may not express their feelings or information around any learning challenges and barriers they may have when learning to drive. When they're upfront about any learning barriers or challenges, the response from the instructor is very important as it can considerably impact the learner's driver training experience and success.

There can be no exact right response to any learning barrier or challenge. However, below are some examples that an instructor can consider responding with:

Learning challenge for learner	Suggested approach/response
Anxiety and fears: *'I am very nervous and worried I won't be able to do this.'*	*'Thanks for sharing that with me. It's perfectly normal to feel nervous about learning a new skill and especially learning to drive.* *I am here to support you and won't ask you to do anything you're not ready for or are not feeling comfortable with.* *We'll learn at your pace, and you can tell me how you're feeling at any stage and if there's anything I can do to help you manage these feelings. You're in charge.'*
Neurodivergence: *'I have ADHD and am concerned that driving may be overwhelming to me, given I sometimes struggle with concentrating on tasks.'* See ***A note on neurodivergence*** for more information.	*'Thanks for sharing that with me.* *Driving does involve carrying out and coordinating many tasks at once. The good news is that many driving tasks become habitual – meaning that you'll find you concentrate much less on these once you're an experienced driver. We can move slowly and at your pace giving you time to see and adjust to what driving involves.* *What will really help me is that you tell me how and when you're finding driving tasks a bit overwhelming and what tools that I/we can use to overcome the challenge together.'*
Lack of interest and motivation: *'I don't want to learn to drive but my parents say I have to.'*	*'Thanks for sharing that with me.* *I understand this is something you may not want to be doing right now but I think if you can give it a go, you'll enjoy learning this new skill. Being able to be drive is a great life skill that provides freedom and independence.'*
Language barriers: *'My English isn't great, and I worry I won't be able to understand what you ask me to do.'*	*'Thanks for sharing that with me.* *Well-done on learning another language.* *I'll keep this in mind and try to speak a little more slowly and concisely if that would help you to understand.* *Please tell me if there is anything else I can do and if you don't understand anything I have said.'*

Section 3: Communication

An instructor's ability to communicate well (speak and listen) is a vital aspect of effective driver training. Verbal (oral) communication will be an instructor's primary source of communication. However, non-verbal communication such as body language needs to be considered also.

This section outlines the types of communication and what effective communication looks like. Coaching (section 4) builds on what good communication looks like as part of the coaching approach, including using effective questioning.

3.1 The objectives of communication

When communicating, there is generally 4 objectives:

1. to be received (heard or seen)
2. to be understood
3. to be accepted
4. to get an outcome (including changing behaviour or attitude).

If the first 2 objectives aren't achieved, people fail to communicate. The third and fourth objectives, rely on a combination of factors relating to both the communicator and the receiver. The communicator's delivery will play a big part in the learner hearing, accepting and interpreting the information correctly so that the desired outcome is reached.

3.2 Types of communication

An instructor will use and receive 2 forms of communication during the learning process.

1. Verbal communication, and
2. Non-verbal communication, including written and body language.

Verbal communication is by far the most common type of communication used when providing driver training. Written communication is mainly tied to resources provided by instructors.

3.2.1 Verbal (oral) communication

An effective coaching approach to driver training includes an equal relationship between instructor and learner. That means that after basic driver skills are developed, instructors should be the communicator (the speaker) and the receiver (the listener) in near equal amounts.

Communication from the learner will vary greatly and may be affected by English language ability, education, social environment, personality type and the relationship between the learner and the instructor. An instructor can't control a learner's ability to communicate, but they can control how they communicate with the learner and may be able to influence how the learner communicates back.

Instructors can use communication to compensate when communication from the learner is lacking, limited or challenging for some reason. For example, if an instructor can't understand the point a learner is trying to make, the instructor needs to clearly communicate that and find out what they require to better understand. This may be as simple as the learner repeating it or that the instructor needs to tease out what the learner is saying. If a learner doesn't naturally communicate well or often, they may need to be prompted more to ensure two-way communication.

3.2.2 What effective verbal communication looks like

To help achieve this in any situation, the following 6 principles (the 6 Cs) of good communication can be applied. These are:

- clear
- concise
- courteous
- constructive
- correct
- complete.

Other aspects of verbal communication that can be used effectively include:

	Explanation
Tone/pitch	Tone helps convey positivity, emotion and feelings. An upbeat tone will help keep the learner's attention on what the instructor is saying.
Emphasis	Putting greater stress on a word can alter the message greatly. Stress placed on a word will elevate its importance. For example, if the following sentence is said out loud with emphasis on the word underlined, the question asked takes on a different meaning. 'What are you waiting for?' and 'What are you waiting for?'
Figurative language	Figurative speech can be used to keep communication interesting. It can also be used to help with explaining concepts or ideas more effectively or in another way. Figurative language includes: » **Metaphors:** imply similarity between things or situations that aren't necessarily related. For example: *'A vehicle is a weapon if used irresponsibly.'* » **Similes:** figurative comparisons using words such as 'like' 'similar to' or 'as'. For example: *'it's like riding a bike'*. » **Hyperbole:** deliberate over-exaggeration. For example: *'you could drive a bus through that gap'*. » **Analogies:** comparisons that show similarity between situations or ideas. For example: *'any drive can be like a day in someone's life – you can never know what to expect'*. » **Anecdotes:** an amusing or interesting personal experiences or story. For examples relaying a time when another learner approached a specific drive situation in a certain way.
Humour	Humour can be used to keep a learner engaged. However, caution should be applied to ensure it is appropriate for the situation and the learner.
Speaking speed	Speech should be quick enough to appear upbeat, but not so quick that it's hard for the learner to hear. Slow speech can quickly lose the learner's attention, affecting motivation.
Pronunciation	Ensuring words are pronounced correctly.

3.2.3 Non-verbal communication

Body language

The learner's body language

Body language can be quite complex. It may take an instructor some time to successfully interpret body language if they've had little experience with it, especially the more subtle types.

A basic level of body language awareness will help instructors effectively read body language, so they can interpret what a learner is saying, thinking and feeling. At times, body language may appear to contradict what has been said. For example, they may say they're comfortable in a complex driving situation, but their body language suggests otherwise. This may signal that the instructor needs to better understand how the learner is feeling about the learning process.

It's best to ask the learner questions around how they're feeling, when their body language appears a certain way. This is a better strategy than assuming how they're feeling based on their body language alone. Even if an instructor feels that a learner's body language doesn't quite match up with the words spoken, it should not be over-thought or made a big deal of in most situations. Sometimes people aren't in the best mood and won't tell you, to avoid having to admit or discuss the issue. If body language suggests high levels of fear, unease or is somehow preventing safe driving, the instructor should ask questions. It may be that the learner needs to be removed from the highly stressful situation, or the lesson needs to end.

The instructor's body language

Instructors need to ensure their own body language is professional and isn't sending negative messages to the learner. The below table can be used by instructors to help interpret the learner's body language and check that their body language is professional and gives the right messages to the learner.

Body language	Explanation
Facial expression	A genuine smile is a cue for conveying warmth, agreement and enthusiasm. It can provide positive reinforcement and reduce anxiety and stress for the learner.
Gestures	When stationary during discussions, gestures such as nodding can show agreement or positive reinforcement. Other positive gestures such as movement of the hands and body can help explain or emphasise a point or emotion, liven up a presentation or demonstrate agreement or positive reinforcement.
Posture	How a person stands or sits can reflect attitude and interest. The instructor's posture should include standing tall and sitting up straight as this helps convey a professional approach to the job and a genuine interest in the learner and the learning process. Slouching is associated with disinterest, appears unprofessional, and should be avoided.
Orientation	When talking to another person, it's polite to always face them. Not facing them shows disinterest and disrespect which can be detrimental to the relationship and prevent successful communication. In practical driver training, orientation is dictated by the seating positions of the instructor and learner. When discussing the finer points of driving, face-to-face communication carried out on the side of the road, can be beneficial. If learning is taking place in a classroom setting, the instructor should face the learners and not the whiteboard or screen.
Eye contact	In most cultures, lack of eye contact during a conversation is often seen as being dishonest or untrustworthy. Eye contact connects instructors with learners. It can increase perceptions of their credibility and confidence as a trainer and conveys interest, respect and concern. It also encourages learners to pay attention and make eye contact in return. There are some cultures (Pacific, Asian, African, European and Latin American), where eye contact may be largely avoided to show respect or because it is considered aggressive. Instructors should be aware of this when learners are of an unfamiliar culture and not read too much into a lack of eye contact from the learner.
Body language linked to anxiety, nervousness or fear	Some body language is indicative of someone who is feeling uncomfortable, fearful or anxious – all of which can be barriers to learning. This sort of body language includes shaking, wringing hands, hiding hands, looking down, tense body movement and maintaining as much distance as possible. One or two of these is unlikely to signify intense feelings but may be a cue for an instructor to check with the learner around how they are feeling. Section 2.4 includes further guidance around addressing learning challenges and barriers.
Body contact	Other than for exchanging greetings or taking control of a vehicle in an emergency, physical contact of any type must be avoided. An instructor must not touch a learner, even if this might appear to be solicited. A learner may want to give the instructor a hug especially if they've developed a mentor type relationship with the instructor or are happy about their progress. Avoiding this sort of requested body language can be tricky. A handshake can be offered as an alternative.
Proximity	The distance a person stands or sits from another person influences personal comfort levels. Personal space should be respected to avoid threatening and uncomfortable feelings. As a rule, personal space is about one metre or, in a slightly different context, handshaking distance. Vehicle seating positions will naturally dictate proximity while in a vehicle.
Appearance	Instructors should dress in a manner that reflects a professional approach to the job, avoiding overly casual clothing such as T-shirts, jandals, track pants and casual style shorts. Personal hygiene and grooming need to be of a high standard. The appearance of a learner should never be judged or commented on.

Written communication

Any written material provided to a learner must be of a professional standard, easily understood and capable of maintaining the learner's interest. Make sure the layout, readability and general visual appearance of any training aids or visual presentations, look professional.

3.3 Barriers to communication

Communication comes with some barriers that may cause misunderstandings and negatively affect the learner's driver training experience.

Overcoming communication barriers requires certain interpersonal skills. There will always be a few learners who are difficult to establish a rapport with. Instructors must accept each learner for who they are and treat them as individuals and equals.

The below barriers, which may be relevant to both learner and instructor, should be considered.

Differences in perception	Past experiences, personality, culture, education, occupation, gender and other factors can play a part in the development of an individual's perception of how they view things. Perceptions can influence responses to suggestions or ideas that are communicated by an instructor. **Tips for instructor:** When a difference in perception occurs: » don't argue – instead seek to understand the point of difference » explain further if required » attempt to find middle ground » remember that in many situations, a difference in perception has no or little consequence because it does not negatively affect the learning process and prevent safe driving – don't sweat the small stuff » ask the learner questions to prompt them to explore their beliefs, such as "What do you think could go wrong when doing that?".
Jumping to conclusions	People often see and hear what they expect or want to. **Tips for instructor:** Actively listen and take a moment to process what is said before responding. Where a learner is prone to jumping to conclusions: » be patient » repeat the communication if necessarily until they appear to have heard, thought and understood what is being said » consider reframing the point if necessary.
Stereotyping	Because people learn from previous experiences, they may, often unconsciously, treat different people of a similar background as if they are the same. The shared background may be ethnicity, age, occupational or gender. If not managed, stereotyping can lead to discrimination. **Tips for instructor:** » Treat every learner as an individual with personal strengths and weaknesses. » Don't judge and make assumptions about a learner based on any pre-conceived ideas.

Lack of knowledge	It can be difficult to communicate effectively with a person who has considerably less knowledge of a subject. This is the typical situation between an instructor and learner with regards to driving knowledge. **Tips for instructor:** » Get to know the learner and understand what level of knowledge and understanding they have. » Formulate and cater communication and content to the learner's level of knowledge and understanding of the subject. » Remember that with an effective coaching approach to driver training, the instructor shouldn't assume the expert role – they should instead form an equal partnership with the learner. This allows and encourages the learner to take charge of their own learning so there's less of the instructor communicating information, and more communicating that empowers the learner to learn.
Lack of interest	Often related to motivation and attitude, a learner's lack of interest in the message being conveyed will reduce the chance of it being absorbed, thought about or responded to as part of a conversation. Because lack of interest affects learning, it's becomes a learning barrier as well as a communication barrier. **Tips for instructor:** » During communication, find ways to engage and hold the learner's interest. » See section 2.4 for further guidance around encouraging motivation and interest.
Difficulties with self-expression, including limited English language skills	People may have some difficulty finding the words to convey ideas. With instructors, this usually gets easier with more experience and training knowledge. **Tips for instructor:** » Ensure good preparation and lesson planning. » Try to improve vocabulary if that is a contributing factor. » Use plain language. Avoid using long words or complex language and jargon. This is vital for effective communication. » Lack of confidence or nervousness can also cause difficulties with self-expression and may need to be worked on as part of a professional development approach. Where a **learner** is showing signs of difficulty with self-expression, it's important that an instructor: » shows patience » is non-judgemental » doesn't interrupt while they are speaking » doesn't finish off their sentences for them » allows a pause of a few seconds after the learner has finished speaking to ensure they have finished. The above points are important for any effective communication but are especially important with learners who are struggling to communicate as these people can easily be turned off the learning process if they start to feel they aren't being heard or understood.

Emotions	Emotional issues affecting the learner, or the instructor, can be a major barrier to communication. In extreme situations, it may prevent conveying anything but the emotion. See section 2.4 for further guidance arounds emotions being a learning challenge. **Tips for instructor:** If communication has become emotional to the point where either party is no longer able to calmy express themselves and listen effectively: » attempt to diffuse the situation – change the subject. You can always come back to it » avoid further communication on the subject if it may be misunderstood » always ensure your own safety – lessons can and should be terminated if the instructor feels unsafe.
Personality	Personality clashes happen and are a cause of communication failure. An instructor will have little, if any, influence over a learner's personality but they do over their own. **Tips for instructor:** Where a personality clash occurs: » try to diffuse any tension through keeping the mood light » don't engage in arguing or any form of personal comments » remember what an instructor's role is, regardless of personal feelings towards a learner.
Equality	Instructors who behave in a superior manner won't get cooperative, friendly responses. This type of persona is also not aligned with the principles of effective coaching. **Tips for instructor:** » Treat learners as equals (in general and in the learning process). » Don't judge learners. » Always trust and respect learners.

3.4 The importance of listening during communication

Speaking is only one half of communication between an instructor and a learner. When applying an effective coaching approach to driver training, both parties are equals. Therefore, the amount of talking and listening should also be near equal after the basic driving skills are developed.

An instructor must listen attentively and patiently when a learner is communicating with them. Good listening skills become even more important for learners who have some difficulty expressing themselves. Good listening skills look like:

» looking at the learner with eye contact when they are talking. Keep in mind the practicalities of keeping the eyes on the road during practical driving

» small nods and friendly facial gestures are useful, especially if the participant is shy and needs encouragement to continue speaking

» being patient when a learner is speaking – respect that some people are very concise and to-the-point when speaking and some aren't

» not finishing off the learner's sentences or cutting off/interrupting the learner when they're speaking

» leaving a second or two after the learner appears to have finished speaking before starting to speak/respond. This is more important for introverted learners who may like a little more time to collect thoughts before speaking, or continuing, to speak.

Section 4: Effective coaching approach to driver training

Coaching, as a way of delivering effective driving training, is now largely viewed as international best practice. It's learner-centred and not an instructor-led approach. Coaching (section 3) ties into the learning considerations (section 2) and requires good communication and interpersonal skills. Practical aspects of coaching are applied to practical driver training (section 7).

Coaching is defined by the Hermes report 2010 as 'a learner-centred method that engages body, mind and emotions to develop inner and outer awareness and responsibility with an equal relationship between the learner and the coach'.

In addition to teaching basic skills and knowledge, coaching involves more focus on factors associated with learning to drive safely. They include awareness, responsibility, self-evaluation, emotions, personality factors and managing learning challenges and barriers. With the focus centred on these factors, learners can be prepared for lifelong safe driving.

4.1 The GDE matrix

The Goals for Driver Education (GDE) matrix is a theoretical framework recommending a hierarchy of skills necessary for the development of safe driving practices (Hatakka et al., 2002, Keskinen et al.,1999).

The GDE uses the rationale that in real life, many factors significantly impact driving behaviour and influence the sorts of driving situations that may occur. To be effective, driving instruction needs to consider and incorporate all these factors.

The overarching objective of an instructor should be to help equip the learner with the knowledge, motivation and skills needed to be a technically competent and a safe driver. The objective of helping young drivers (or drivers of any age) gain their driver licence, comes second.

Levels 1 and 2 of the GDE matrix can be achieved through instructional driver training, levels 3 and above require an effective coaching approach to master as development of strong self-evaluation skills, awareness, responsibility, and self-confidence are required. With younger learners, this development is even more important to prevent overconfidence with technical driving skills.

Elements of driver training

Levels of driver behaviour	Knowledge and skills required	Awareness of risk-increasing factors	Self-evaluation
Level 51 **Social environment**	Knowledge of and control over: » cultural and sub-cultural issues » work-related issues » group goals, values and motives » social environmental positions.	Risks related to: » cultural or work issues impacting on driving » context of journey, such as work or pleasure » passengers.	Self-evaluation and awareness of: » how culture or work issues impact on driving decisions and judgement » how placement within social group or work environment influences choices.
Level 4 **Personal goals for life and skills for living**	Knowledge of and control over: » how life goals and personal tendencies affect driving behaviour » personal motives and competencies » lifestyle/life situations » age-related issues » personal values and ambitions.	Risks related to: » acceptance of risk » self-enhancement through driving » high sensation seeking » susceptibility to social pressure » use of alcohol or drugs » personal values and attitudes to society.	Self-evaluation and awareness of: » personal skills for impulse control » attitude towards risk » introspective competence » risky tendencies and habits » safety-negative motives.
Level 3 **Goals and content**	Knowledge and skills concerning: » purpose of the journey » route planning » evaluation or required driving time » evaluation of necessity of journey » safety and control of passengers.	Risks related to: » driver's physiological condition » purpose of the journey » driving environment such rural/urban » social context and in-vehicle company.	Self-evaluation and awareness of: » own physiological conditions » journey planning skills » typical journey goals and expectations » typical risky driving motives » self-critical thinking skills.
Level 2 **Mastery of traffic situations**	Knowledge and skills concerning: » traffic rules » observation » signals » anticipation » speed adjustment » safety margins.	Risks related to: » wrong expectations/ assumptions » vulnerable road user » disobeying rules » unpredictable behaviour » information overload » difficult conditions such as darkness.	Self-evaluation and awareness of: » ability to deal with a variety of traffic situations. » observation skills » planning and anticipation » personal driving style » personal safety margins.
Level 1 **Vehicle control and manoeuvring**	Knowledge and skills concerning: » control of direction and position » tyre grip and friction » technical aspects of vehicle » physical handling when cornering accelerating and braking.	Risks related to: » insufficient skills » poor speed adjustment » difficult road conditions » improper use of seat belt, head restraint, etc » under-inflated or worn tyres.	Self-evaluation and awareness of: » understanding essential knowledge and skills » strengths and weaknesses of basic vehicle control » ability to control the vehicle in challenging conditions.

1 Level 5 concepts of this GDE matrix were devolved by Ged and Claire Wilmot in 2018.

4.2 Coaching vs giving instruction

At a basic level, driving consists of learning knowledge and skills. Learners can be taught the necessary knowledge and skills to pass a practical driving licence test. However, this won't prepare a learner to drive safely under all real driving scenarios.

The coaching approach encourages the learner to take charge of their learning, confidently deal with all aspects of driving and to keep improving into the future. Coaching involves a lot of discussion and self-reflection from the learner, and less of the instructor giving instructions.

The coaching approach shouldn't be seen as replacing the need for instruction when it's required. It's a way to give less instruction (where appropriate) and replace it with more effective learning techniques. It's necessary to provide instructions, especially during the early stages where basic vehicle control skills need to be taught and developed, and basic driving related knowledge needs to be consolidated. The coaching approach becomes more suitable once basic driving skills are developed, and the driving environment becomes more complex and varied.

The coaching approach helps improve some key aspects needed for safe driving, including:

Good decision-making skills and judgement needed for driving	Driving is nuanced and few driving situations that require a decision to be made will be the same. Many factors are required to be assessed, and often very quickly. Assessing the bigger picture means understanding the connections that need to be made before a (good) decision is made.
Awareness of inner and outer factors that affect driving	Inner factors are linked to self-awareness including how the driver's emotions and attitude affect their driving. Outer factors include the actions of other road users.
Self-awareness	Healthy self-awareness enables self-improvement through understanding strengths and weaknesses and how mood or emotions can affect driving.
Self-responsibility	A sense of responsibility and the consequences of behaviour and actions is needed for safe driving.
Self-confidence	A healthy level of self-confidence is needed to prevent feelings of inadequacy or overconfident behaviours linked to risky driving behaviour.

4.3 Personal attributes and characteristics of a good coach

Personal attributes needed to be a good driver coach are:

- **authenticity:** being yourself in the company of a learner; not trying to be someone or something you are not
- **empathy:** accurately identifying and understanding how the learner feels during the learning experience
- **patience:** allows the learner the time they require to learn and develop at their own pace
- **unconditional positive regard:** trusting, valuing and warm
- **non-judgmental:** displaying an attitude of accepting people for who they are.

When an instructor displays these attributes, the learner is more likely to relax, concentrate and be more receptive to learning.

Characteristics of a good coach include:

- delivering guidance and feedback while allowing the learner to develop skills through their own practice and experience
- displaying effective communication and listening skills
- being comfortable with an equal learner/instructor relationship that avoids taking on the 'expert' role hierarchy role and instead focuses on the shared learning aspect
- believing that safe driving skills develop through practice and experience
- not focusing on the small things that aren't related to safe driving.

4.4 Principles of coaching

There are several principles that are required for effective coaching. The most important are:

- creating an equal relationship
- encouraging the learner into the active role
- using effective and precise questioning, listening and reflection
- raising awareness, responsibility and self-confidence
- encouraging the learners to identify and meet their owns goals
- addressing the learner's internal obstacles to change.

4.4.1 Create an equal relationship

When a learner feels the instructor is in control of the training, they'll take a more passive role in the learning process. For most learners, this will increase feelings of anxiety and judgment which can then lead to defensiveness and resistance to learning (Hermes 2010).

Where an instructor behaves like an equal and a partner in driver training, the learner's experience tends to be more positive and conducive to learning. An equal relationship puts learners at ease, making them more likely to ask questions, raise concerns and communicate more with the instructor.

In an equal relationship, the instructor is no longer the dominant party in the driver training process, which means there's less emphasis on being seen as the 'expert'. An instructor is still an expert but with more emphasis on being an expert in the coaching sense and less so an expert of driving knowledge and skills.

4.4.2 Encourage the learner into the active role

Learning to drive is a process that is predominantly undertaken by younger people, often of high school age. People of this age are usually talked at and given directions either by parents or teachers. Young people naturally assume the passive role while the older and more experienced instructor assumes the position of an expert, taking control of the learning process.

The big challenge of coaching is to encourage the learner out of the passive role and into an active role. The more active the learner is in the learning process, the more likely they are to learn, develop and maintain skills during driver training, and into the future.

Simply manoeuvring the vehicle in driver training is not 'active enough' to reap the benefits of active involvement. Active learning is achieved through the student:

- participating in discussion
- being encouraged to come up with solutions
- saying what they've learnt, experienced or observed in their own words,
- giving examples
- recognising concepts, ideas or learnings under varying circumstances
- making connections between facts and ideas
- foreseeing consequences
- stating its opposite or converse.

4.4.3 Raise awareness, responsibility and self-acceptance

Awareness

Awareness is raised not only through rational thought but also through the learner's senses and emotions (Hermes, 2010). When driving, a high state of awareness is required, both in terms of:

- the outside world – what's happening around the learner
- self-awareness – how and what the learner feels.

Having awareness and control of these inner and outer aspects are needed to stay in control and drive safely. The instructor/coach can raise awareness of both these worlds, primarily through questioning (section 4.4.4). Effective questions raise awareness associated with internal feedback as well as the environment and the vehicle being driven.

Responsibility

Safe drivers are responsible drivers. This sense of responsibility can be developed during driver training if the learner is empowered to make decisions and set their own goals. Ideally, learners should be given responsibility from the beginning of driver training and take on more responsibility as they progress. Applying aspects of the coaching approach immediately increases the sense of responsibility within the learner when behind the wheel. Being given responsibility, doesn't mean that learners should immediately be able to make decisions which have serious road safety implications. The learner should 'feel responsible for their own learning', rather than responsible for making major decisions around the driving environment (traffic and driving conditions) that they're learning within.

Driving instructors should be constantly aware of the decisions to be made in the learning process. They should ask themselves if their action gives responsibility to the learner – does it encourage independence of mind, or does it take away responsibility and encourage dependence? One of the main ways of giving responsibility to the learner is to encourage them to identify their own goals during the training process.

Self-acceptance

Low self-acceptance is a typical trait of young males. Feelings of inadequacy, for example not being manly enough, can lead to compensation in the form of risky behaviour, such as showing off to try to gain the respect and admiration of others (Hermes 2010). Low self-acceptance in girls may be associated with

anxiety, dependence or nervousness which may hinder concentration during the learning process.

Where coaching results in a learner feeling empowered and responsible for their learning, the learner will see the instructor more as a partner who is listening. Being listened to and feeling empowered builds a greater sense of self-esteem and self-acceptance behind the wheel.

4.4.4 Using effective questioning, listening and reflecting back

The main way a coach raises awareness and responsibility, is through effective questioning. A typical coaching question at the beginning of a driving lesson could be:

- *'What's your main concern today?' or*
- *'What do you feel you need or want to learn/work on today?'*

These types of questions are part of goal setting for the lesson and additionally activates the learner to address internal obstacles and identify their own goals. Several principles have been established for good coaching questions, including:

- follow the interest of the learner and use their words where possible
- build on what has already been learnt
- start broadly and then increasingly focus on detail
- be delivered one at a time
- focus on the senses (including seeing, hearing, touching), emotions (moods, feelings), attitudes (opinions, values), goals and motives as well as cognitive factors (knowledge, habits)
- relate current experience to prior experiences
- using clear, open questions that include what, when, how, where and who. Open questions require attention and thought and are generally non-judgemental. Even open questions may get a closed response. If this occurs, re-open the question asking that the learner tells, explains, describes or shows (TEDS).

Some examples of good coaching questions when delivered driver training are:

'How did that go?'

'How did that feel?'

'What have you already done that is like this?'

'What could you do in the future to avoid such a situation?'

'What can you hear/see/feel?'

'What are you feeling at this moment?'

'How are you going to deal with this?'

'What do you want to do/try next?'

'What was the outcome?'

'What could be done differently to improve the outcome?'

'How did that go compared to earlier attempts?'

'What else?'

'What did you do well?'

'What would you like to do better next time?'

'Has this happened before?'

'What would make it easier for you to do this?'

Questions of this nature require thinking and reflection from the learner. They raise awareness in the learner and encourage the learner to express in words what they sense, think and feel.

If the learner is to take responsibility and have good decision-making skills, the instructor must listen to make sure the learner's needs are being met. Listening is an important skill for coaching (see section 3.4) and should be the main goal over listening for the purpose of responding. The idea is that the learner is not denied the instructor's experience, knowledge or wisdom, but this expertise should be given as an extra to what the learner has already experienced and concluded for themselves.

4.4.5 Encourage the learner to identify and meet their own goals

Goal setting helps the learner to identify their own goals and then to achieve them. Driver training goals may be an overall goal: 'what needs to be achieved as a result of driver training?' For a lot of learners, this will be passing a driver licence test. Goals may be more specific when part of an individual lesson.

Goals are important in the coaching process as they effect change in the learner. Goals should always be grounded in safe driving practices in accordance with the law and may be social or environmentally based. For example:

- it may be important for a learner that they drive as economically as possible for environmental or economic reasons, or
- a learner may want to master parallel parking due to a living situation where tight and skilful parallel parking is needed.

Goals must be fully accepted by the learner and the goal must meet the needs of the learner. For example, if a learner has had a driving lesson and there was an aspect of it that they were uncomfortable with, anxiety may result and be carried into the next lesson. If the

instructor imposes a goal on the next lesson which doesn't address this concern, the anxiety will remain a barrier in the learning process.

Initiation and agreement of goals at the start of driver training may be hard to get from the learner due to:

- the learner never being asked to identify goals of this nature before, and
- a lack of knowledge of the driver training process where the learner is yet to understand what's important and what they need to learn.

During the first few lessons, the instructor may need to suggest appropriate goals for the learner's agreement. After a few lessons, the learner should start to identify their own goals, often related to the lesson underway.

The learner will likely focus on goals that relate to the knowledge and skills required to pass the practical driving licence test (linked to levels 1 and 2 of the GDE matrix). These kinds of goals are quite easy for learners to conceptualise and express. Getting the learner to focus on goals related to the higher levers of the GDE matrix involving a person's driving context, motives, moods and habits is more challenging. These goals are also often harder to measure.

4.4.6 Address the learner's internal obstacles to change

'Internal obstacles' are any form of interference inside a person that disrupts the learning process and ability to meet a goal. See Learning challenges and barriers (section 2.4.2) for a list of possible internal obstacles. An internal obstacle to an effective driving lesson could be:

- false self-esteem – leading to a desire to show off or to be competitive
- low self-esteem or confidence – low self-esteem can prevent a learner from fully applying themselves to the learning process. It may also cause teenagers to compensate for their perceived inadequacies by projecting an image which doesn't reflect their true selves and by acting in a 'don't care, high-risk' manner
- anxiety – a concern from an earlier lesson may start to create anxiety. The learner is unlikely to be able to focus fully on learning if their goals and concerns go unaddressed.

Coaching creates a sense of self-acceptance within the learner during driver training; therefore, internal obstacles can be seen, felt and be better addressed. *'I am who I am now, and I can learn and improve from here'*.

Section 5: The vehicle and the road

The following information provides basic guidance around light motor vehicle aspects, including:

- vehicle systems and components (section 5.1)
- vehicle dynamics, handling and performance (section 5.2).

Guidance around changing vehicle technology (section 5.5) and energy efficient driving (section 5.6) is also included.

5.1 Vehicle systems and components

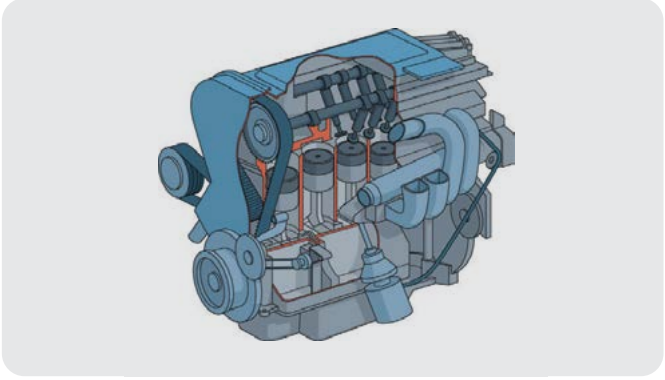
Instructors should understand basic vehicle systems and componentry. This information doesn't need to be relayed to learners at the level outlined below. However, an instructor should be able to relate this information where relevant to other aspects of driver training, especially when explaining vehicle dynamics, handling techniques and performance.

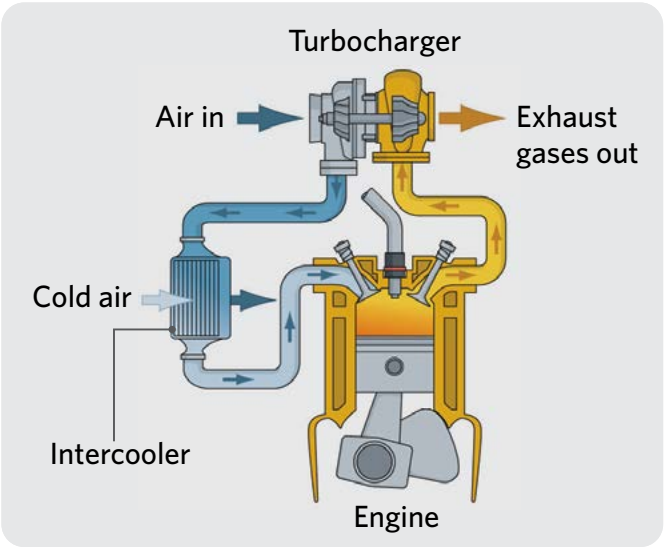
Maintaining a roadworthy and safe vehicle is an important aspect of driving. Instructors should inform learners of the importance of maintaining their vehicle to a safe, roadworthy standard, usually at the first lesson. This is particularly important for an instructor's own safety when providing practical driver training in a learner's own vehicle.

Basic vehicle maintenance information can be found here: Check your car – safety basics | NZ Transport Agency Waka Kotahi (nzta.govt.nz).

In addition to maintaining a vehicle to a safe standard, all drivers should consider purchasing a safe vehicle. Rightcar provides information on vehicle safety, environmental performance, efficiency and technology across an extensive range of vehicle makes and models.

5.1.1 The engine





Purpose: The engine provides the power necessary to turn the vehicle's wheels. It does this by converting chemical or electrical energy into mechanical energy.

The power produced by an engine is measured as horsepower or kilowatts. There's a direct relationship between power and the vehicle weight that influences vehicle performance. More power output, coupled with less vehicle weight will increase the performance characteristics of the vehicle.

The engine's crank shaft or electric motor produces a twisting force called torque. Torque has more influence on vehicle performance when moving off, climbing hills and towing. The torque output of a small engine is generally less than a large engine. A driver can adjust torque available by using the accelerator and differing transmission gears.

Vehicle engines commonly run on:

- fuel including petrol, diesel and LPG
- electricity and fuel (hybrids)
- electricity alone (an electric vehicle)
- hydrogen.

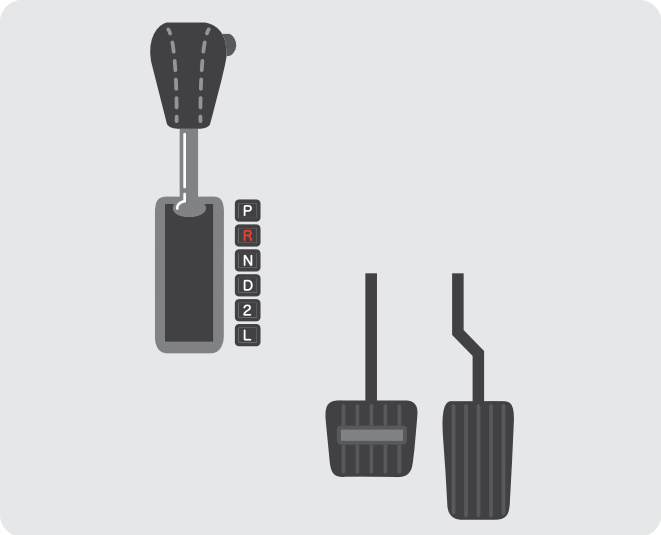
Attached to the engine are the transmission, fuel, electrical, cooling and exhaust systems, which all influence performance. Some engines also have features like electronic fuel management, superchargers, turbochargers and intercoolers to enhance engine performance.

5.1.2 The transmission (gearbox)

Purpose: The transmission, either manual or automatic:

- offers a range of gears to suit all road and load conditions
- provides a neutral gear position
- provides a means of reversing the vehicle
- allows the engine to run at an efficient speed
- increases the torque delivered by the engine.

Automatic transmission



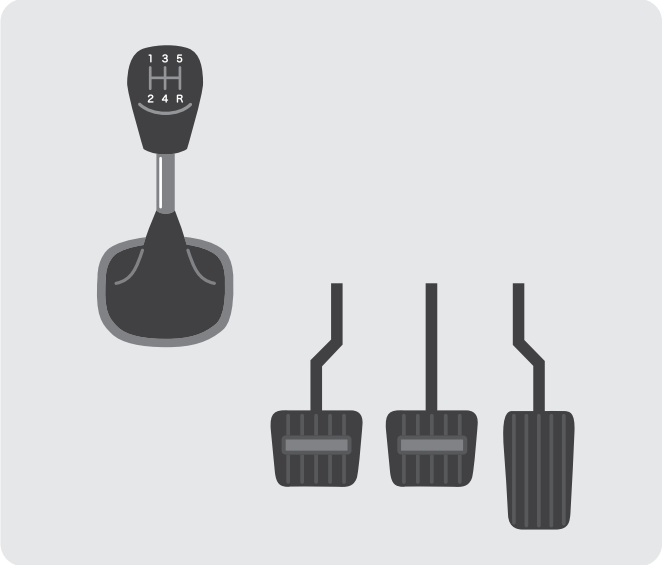
Automatic transmissions transfer torque and select gear ratios automatically based on mode selection, driver input via the accelerator and driving conditions. Gear ratios and shifting is automatically controlled, although the driver can have some influence over this with the accelerator or by using vehicle features (where available) such as:

- optional driving modes including, 'gear-hold', 'sports' or 'economy'
- manual shifting, for example, via the mode selector or steering wheel gearshift paddles
- efficiency settings like regenerative braking or electric mode.

Most modern light vehicles use automatic transmissions as they provide better control, are simpler to operate and can aid fuel economy. An automatic transmission requires less attention and practice to learn than is needed when driving a manual transmission.

When driving a vehicle with an automatic transmission, the left foot isn't used. The right foot operates both the accelerator and the foot brake. Left foot braking is a poor driving habit, and not recommended as it can lead to excessive brake wear and high fuel consumption if the driver leaves their left foot resting on the brake pedal during normal driving. The brake lights would also remain continuously activated which is hazardous.

Manual transmission



Manual transmission uses constant mesh gears and a clutch assembly which enables the driver to make gear changes in response to driving scenarios relating to speed and torque.

The driver's ability to select and hold a required gear can provide efficient engine braking under deceleration, particularly on hills, and good power and torque management when towing or climbing hills.

Driving a manual transmission requires more attention and skill from the driver that needs to be learnt at the beginning of the practical instruction. When learning to drive a manual transmission, a learner is likely to need more tuition compared to driving an automatic transmission. This is because they must apply this skill and the coordination alongside other driving tasks.

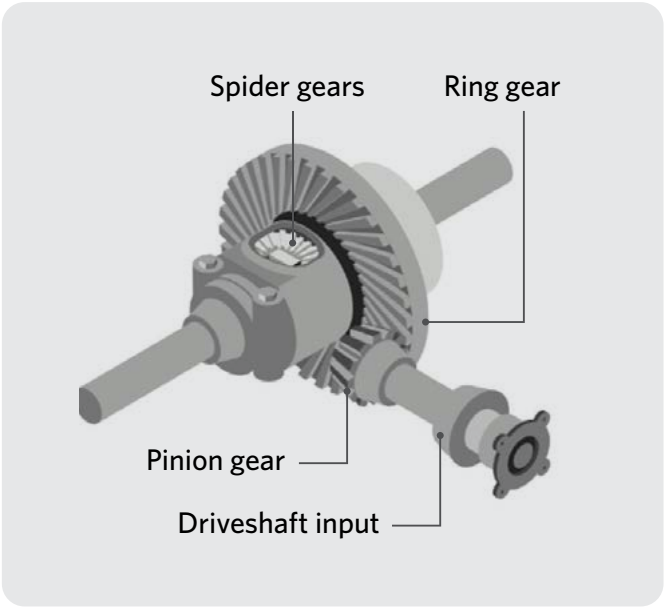
5.1.3 The differential

Purpose: The differential is fitted to a vehicle's driving axles and:

- allows the wheels to rotate at differing speeds and to travel through different distances when cornering
- provides a further gear reduction (this increases torque).

The differential is located:

- inside the transmission on a front wheel drive vehicle
- inside the rear axle on a rear wheel drive vehicle
- 4 wheel or all wheel drive vehicles have multiple differentials.



5.1.4 Traction control

Purpose: Traction control limits tyre slip on the drive wheels during acceleration, especially on slippery surfaces.

Traction control benefits the driver by reducing wheel slip – it allows better distribution of power to the drive wheels which improves traction. Maintaining traction allows acceleration and maintenance of momentum. It's essential for effective control.

Vehicle wheel speed sensors measure wheel rotational speeds to determine whether any wheels have lost traction. If the system detects one wheel turning faster than another as a loss of traction, it intervenes to reduce engine torque and may automatically 'pump' the brake on a spinning wheel. This reduces the wheel's speed allowing its tyre to regain traction.

Traction control may intervene due to a loss of traction, which can be caused by:

- wet roads
- climbing a hill
- heavy acceleration
- uneven weight transfer across the wheels
- a change in the road surface.

5.1.5 Drive wheel configuration

Purpose: Different wheel configurations exist to account for differing driving performance outcomes. The configuration determines which wheels are driven by the engine and transmission system. Different wheel configurations exist across light motor vehicle types with some common themes:

- Large passenger sedans and utility vehicles have traditionally been rear wheel drive.
- Small to mid-size vehicles are usually front wheel drive.
- Sport utility vehicles (SUVs) may use all wheel drive or 4 wheel drive.

Different drive configurations affect road handling in positive and negative ways as outlined below.

	Advantages	Disadvantages
Front wheel drive	» Good directional stability. » Safe handling due to under-steer characteristics that can be corrected by decelerating. » Good traction on slippery roads due to engine weight over the drive wheels.	» Inferior towing performance due to weight reduction on drive wheels. » Increased risk of rear wheel lock-up during harsh braking due to the relatively light load over rear wheels. » Possible traction loss under heavy acceleration and on slippery or steep up-hill grades because of gravity.
Rear wheel drive	» Balanced weight distribution provides good general handling and directional stability. » Good towing performance due to towed weight applying over the drive wheels. » Good traction under acceleration due to weight transfer rearwards. » Good traction climbing steep hills because of gravity on weight distribution.	» Less unladen weight over drive wheels may cause traction issues in slippery conditions. » Higher tendency for over-steer which can be difficult to correct.

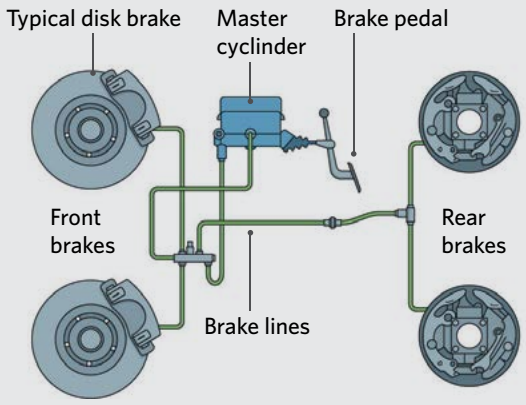
	Advantages	Disadvantages
All wheel drive	» Improved traction, particularly on slippery roads. » Improved hill climbing with fewer noticeable adverse effects of gravity and weight transfer. » Better adhesion through corners. » Good towing performance.	» In the event of all wheel loss of traction, correction is difficult. » Higher fuel consumption.

5.1.6 The braking system

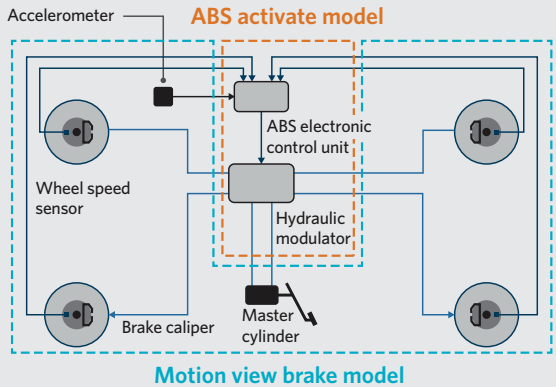
Purpose: Brakes allow the driver to reduce speed, stop the vehicle and hold it stationary.

Most modern vehicles are fitted with disc brakes that offer improved performance with less heat retention and more efficient braking, particularly in relation to stopping distances. Drum brakes are still commonly fitted to the rear axles of many utility and 4WD vehicles. Most modern vehicles are fitted with ABS (anti-lock braking system).

Non-ABS braking system



ABS braking system



Instructors need to be mindful of the differing characteristics of ABS and non-ABS braking systems and advise a learner accordingly on how to brake effectively.

Braking with ABS fitted

ABS is an electronic anti-lock braking system that uses sensors to monitor wheel speed. If a wheel reaches lock-up point, a control unit quickly releases and reapplies the brake continuously until the wheel turns at an optimum speed for braking. The key advantages of ABS brakes are that:

» It allows the driver to continue steering in emergency braking situations

» prevents sustained wheel lock-up and consequent loss of directional control in an emergency.

Having ABS fitted to a vehicle, isn't a reason for failure to adhere to safe driving practices including safe driving speeds and following distances.

During hard braking, an ABS system may apply and release the brakes many times per second. This may produce vibration in the foot brake pedal that can be felt by the driver. Many drivers never encounter this until they have had to brake very hard in an emergency. Some crash reports suggest that when drivers feel the brake pedal vibrate in an unfamiliar way, they instinctively release it. This will negatively increase their stopping distance. To avoid this reaction, learner drivers need to be taught how the system behaves so it can be used to its fullest.

When braking in a vehicle with ABS

Under normal conditions (not an emergency):

» brake progressively and smoothly as necessary for speed and driving conditions.

Under emergency situations where sudden braking is required:

1. Brake as hard as possible, even if the pedal vibrates. With ABS, there's little chance that the brakes will lock up and the vehicle will lose traction.

2. While braking, keep looking ahead to where you're going.
3. Keep both hands on the wheel and continue to steer the vehicle.

Braking without ABS

Older vehicles might not have ABS braking. A different approach is needed to prevent wheel lock-up under stronger braking situations.

Under normal conditions (not an emergency):

» Brake progressively and smoothly as necessary for speed and driving conditions. Brakes should not lock up in this situation.

Under emergency situations where sudden braking is required:

1. Brake progressively but firmly in response to the situation.
2. If the wheels lock, ease off the brake for a moment to regain control, then reapply the brake.
3. While braking, keep looking ahead to where you're going.
4. Keep both hands on the wheel and continue to steer the vehicle,

Braking in a manual vehicle (with or without ABS)

When emergency braking in a manual vehicle:

1. always brake first
2. if you have time, push in the clutch just before you stop
3. don't worry about stalling. Stopping safely is more important.

5.1.7 Electronic stability control (ESC)

Purpose: To help the driver with maintaining control of the car and steerability in critical driving situations.

ESC uses electronic sensors to detect changes in wheel speeds, steering input and forces in the vehicle called yaw. Like traction control, ESC uses the ABS system to apply the brakes and can reduce power to aid the driver. The system reduces the risk of losing control and the chance of the vehicle spinning out or skidding off the road or into another lane.

Electronic stability control might be activated when a vehicle under-steers or over-steers during cornering because of excessive speed or on a slippery road surface. Most vehicles will have a warning light that will activate on the dashboard to show that ESC is operating. Many learners may not even notice this, but if they do, it can distract them from the driving task and cause them to take their eyes off the road. Explaining ESC and the warning light system can prevent this.

5.1.8 Power steering

Purpose: Reduces driver effort required to steer the vehicle.

Vehicles without power steering require the driver to put in all the effort to steer the vehicle. Older or some small cars may not have power steering.

Power steering uses the same basic steering components but includes an engine-driven pump to provide hydraulic assistance or an electric motor to aid the driver when turning the steering wheel.

The key advantages of a power steering system are:

» Reduces driver fatigue and driver effort.

» Lessens steering weight (strength required to steer) and helps isolate the steering wheel from road shocks.

» Provides improved steerability to help the driver control the vehicle.

» Some Advanced Diver Assistance Systems (ADAS) can be incorporated, which can further aid steering, control and safety performance of the vehicle.

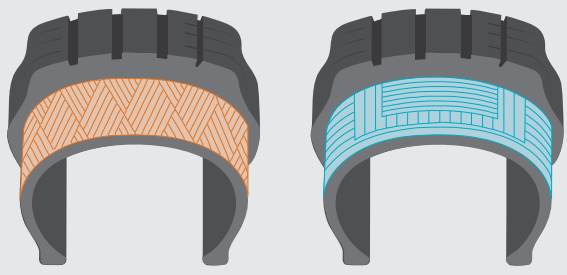
5.1.9 Tyres and wheels

Purpose: Tyres provide a flexible contact point to provide traction between the wheels and the road.

The internal structure of a tyre is quite complex. Different structural designs behave differently when the tyre is under load on a moving vehicle. This affects its grip on the road and the overall handling characteristics of the vehicle.

All tyres have cords embedded in them to provide strength and give the tyre proper performance characteristics. The multiple layers of cords are called plies. Types of tyres include:

Cross-ply tyres use a criss-cross arrangement of the plies.



Cross-ply tyre Radial-ply tyre

Note: cross-ply tyres are generally considered older technology and are not common on modern vehicles.

Radial tyres have the plies at right angles to the circumference of the tyre and are generally thinner and have more flexible side walls. They can give better performance at higher speeds, providing better traction and road holding. Most tyres manufactured today are of radial construction – some are also direction specific and known as directional tyres.

Tyre tread

A tyre's tread is in contact with the road. It consists of an arrangement of cuts and grooves that help the tyre to grip the road, especially when cornering. These also help to expel surface water and retain grip on the road. Tyres without adequate tread won't be able to clear water on a wet road, particularly standing water. This can lead to aquaplaning and loss of driver control. Driving conditions that may affect vehicle handling are outlined in section 5.3.2.

Having adequate tread on all the tyres is a very important aspect of vehicle safety and maintenance for new drivers to understand and monitor. This can reduce greatly in-between warrant of fitness checks. Safe and responsible drivers regularly check for, and immediately replace, tyres that are damaged or have a tyre tread depth below 1.5mm. The images below show how to effectively measure tyre tread:

» find the '△' mark or the tread wear indicator. These marks are usually in about six places around the outer edge of the tyre.

The '△' mark

The tread wear indicator 'TWI' mark

These line up with the tyre tread wear indicator in the main tyre groove (yellow circles). When these raised indicators are flush with the tyre tread, the tyre is no longer safe and needs replacing.

Alternatively, tyre tread measuring tools can be placed in the main tyre groove.

Directional tyres

Directional tyre tread (as shown in the above pictures) is designed to work best when revolving with forward movement and must be fitted the right way round on the wheel rim.

Mixing tyres

Using non-manufacturer recommended, differing types, sizes and construction of tyres on a vehicle can lead to serious vehicle handling and performance issues. It should be avoided.

Low profile tyres

Have a shorter tyre side wall height and are generally more performance oriented. They are more prone to rim damage, so drivers should take extra care when parking and manoeuvring to avoid contact with the kerb that could damage the tyre and rim.

High profile wheel

Low profile wheel

Run flat tyres

Designed to maintain some drivability (reduced) when air pressure is lost, for example, if the tyre gets a puncture. They're often fitted to vehicles which don't have a spare wheel. The manufacturer's instructions for run flat tyres must be followed. Driving on deflated tyres must be avoided as performance will reduce.

Run flat types may have various codes including: RFT (run flat tyre), ZP (zero pressure), EMT (extended mobility tyre) and SST (self-supporting tyre).

Space saver wheels

Some vehicles have space saver wheels instead of full-size spare wheels. Space saver wheels have a very narrow footprint, are often of a smaller diameter than the other wheels and are fitted with a tyre of a much lower construction standard. These tyres should only be used to travel a short distance at reduced speeds and may need to be inflated to higher pressures.

The space saver is for emergency use only and should only be used to get the vehicle to a tyre repairer. If used, the maximum speed displayed on the wheel mustn't be exceeded. Always follow the manufacturer's instructions when operating a vehicle fitted with a space saver tyre.

Speed rating stickers on space savers

Note: these are labels previously approved by NZTA. Labels no longer need NZTA approval, so other labels are acceptable if they contain the required safety instructions printed clearly in English.

Tyre and wheel related breakdowns

Not all vehicles are equipped with a spare wheel or a run flat tyre system. Some are equipped with temporary inflation tools and equipment which can be used in an emergency to get an impaired vehicle to a repair site. Extra care is needed when operating an impaired vehicle and the manufacturer's instructions must be followed. A vehicle mustn't be driven with a flat tyre which is not a run-flat type. If a damaged wheel or tyre can't be safely replaced or the emergency option safely employed, a vehicle recovery service should be used to safely take the vehicle to a tyre repairer.

Tyre pressure

The air pressure of tyres has a direct influence on vehicle handling and should be checked regularly. Checks should be made when the tyres are cold and pressure adjusted to the manufacturer's recommendations. Periodic manual checking of tyre pressure is recommended even when the vehicle is equipped with a tyre pressure monitoring system (TPM).

Under-inflated tyres can cause:

- tyre failure and possible loss of control
- vehicle instability
- poor adhesion (grip)
- increasing energy/fuel usage
- accelerated tyre wear.

Over-inflated tyres, can cause:

- loss of cushioning properties
- tyre failure
- poor adhesion (grip).

Routine checking of tyres

Tyres should be checked for damage, particularly on the side walls where contact with the kerb or other sharp objects can occur and the inner edges which may be overlooked as they are commonly concealed by the bodywork. Any damage should be checked by a qualified tyre fitter before driving.

Wheel balancing

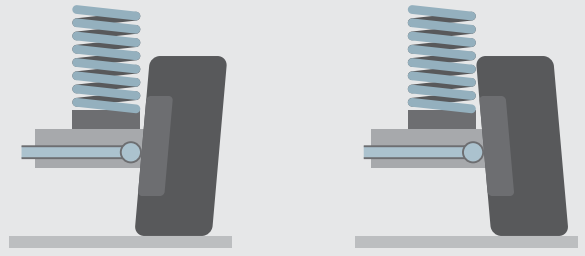
Wheel balancing distributes weight equally around the entire circumference of the wheel and tyre. If a wheel is not properly balanced, vibrations will be transmitted through the suspension and steering to the vehicle body and occupants. When replacing tyres, it's important to ensure the wheels are balanced.

Wheel alignment:

Wheel alignment sets the correct angles of the wheels to ensure the tyres keep proper contact with the road. Misalignment leads to excessive wear of tyres, steering and suspension components. It increases fuel consumption and can affect the driveability and safe handling of the vehicle. It's an important part of vehicle maintenance and needs to be maintained.

Camber

Camber Is the vertical angle of the wheel relative to the road when viewed from the front (or rear) of the vehicle. Incorrect camber can lead to road shocks, tyre wear and steering wander.



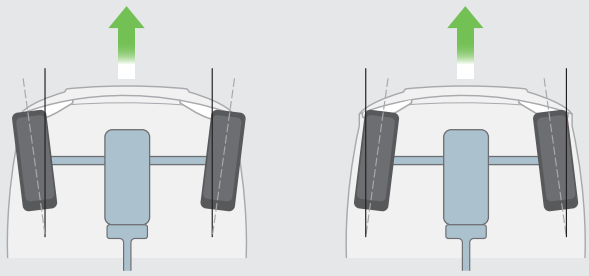
Positive camber **Negative camber**

Toe

Wheel toe is the angle of the wheel relative to one another in the straight ahead position. If incorrect, it can cause tyre wear, steering wander and high fuel consumption.

Toe-out is where the front ends of the wheels are pointing away from the vehicle's theoretical centre line. If out of tolerance, the vehicle may be less stable when driving and the inside edges of the tyres may wear quickly.

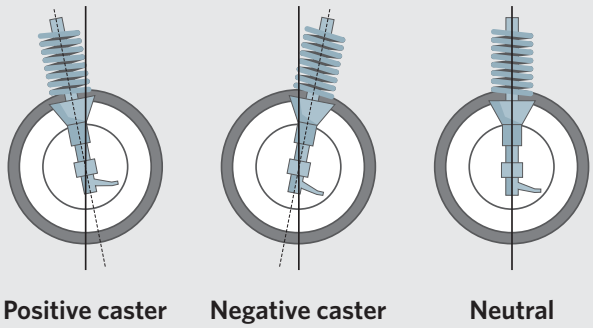
Toe-in is where the front ends of the wheels are pointing toward the vehicle's theoretical centre line. If out of tolerance, the vehicle may be less stable when driving and the outside edges of the tyres may wear quickly.



Toe out **Toe in**

Caster

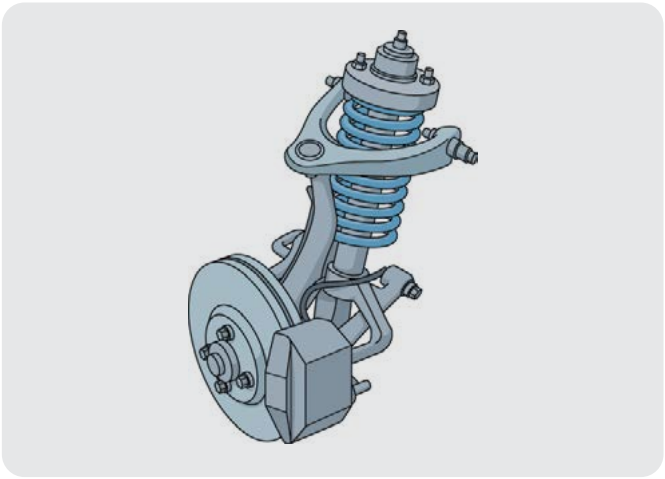
Caster Is the vertical angle of the wheel's steering/ suspension components relative to the road when viewed from the side. Incorrect caster can lead to tyre wear, steering wander, vibration and poor steering-return-to-centre.



5.1.10 Suspension system

The purposes of a vehicle suspension system is to:

- help keep tyre contact with the road
- support the weight of the vehicle
- isolate the vehicle from road shock
- allow the wheels to turn so the vehicle can be steered.



Main types of suspension

Independent suspension has each wheel on the vehicle independently suspended using combinations of linkages, torsion bars, coil springs and shock absorbers. It generally offers better road holding, more accurate steering, reduced steering feedback and less body roll than non-independent suspension.

Non-independent suspension uses beam axle types which run across the vehicle, with a wheel at each end. Due to the common axle, vertical movement of one wheel will affect the other wheel. This type of suspension is generally found only on commercial vehicles and some 4-wheel drive vehicles.

Active suspension is technology that controls the suspension via an onboard computerised system. The technology allows car manufacturers to achieve a higher degree of both ride quality and car handling, allowing for much higher levels of grip and control. The onboard computer detects body movement from sensors located throughout the vehicle and uses this data to control the action of the suspension.

Faulty suspension, or worn/faulty suspension components, can lead to increased risk and loss of vehicle control. Suspension and steering are an important aspect of vehicle maintenance.

5.2 Vehicle dynamics

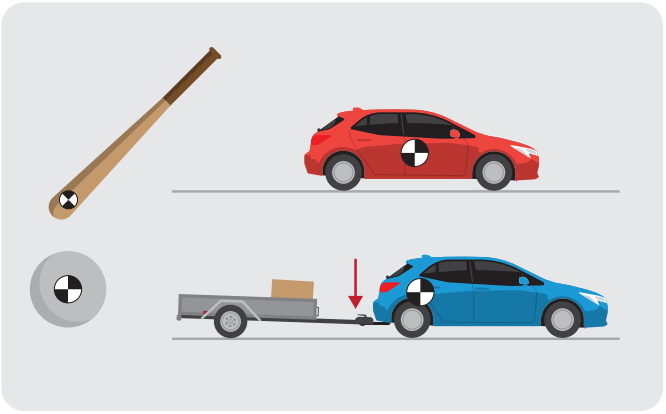
Vehicle dynamics is the study of a vehicle's motion. It considers a vehicle's movement in response to driver inputs, engine outputs, environment and road conditions. Vehicle dynamics connected to handling characteristics and skills are outlined below.

5.2.1 Gravity and mass

Gravity is what keeps objects on the ground. All objects, regardless of size, are subject to gravity. Gravity and weight affect the way objects move and behave.

Centre of gravity and weight transfer

All objects have a centre of gravity which is the point of the object where the downward pull of earth's gravity acts to keep the object grounded. In a simple object like a ball or a cube, the centre of gravity will be at the centre of the object. In a more complex object, the distribution of mass within the object's shape determines the object's centre of gravity (see illustration below).



If an object resting on a flat surface is tilted sideways, it'll topple over when the centre of gravity moves outside the support base. If the centre of gravity is high, the centre of gravity moves outside the object's supporting base at lower tilt than when the centre of gravity is low. For this reason, vehicles are generally designed with a low centre of gravity. This helps them remain stable in motion and less likely to tip over when cornering.

When a vehicle is moving at a constant speed in a straight line, the simple forces acting on it are gravity, the engine driving it forward, the slowing effect of wind resistance, and the friction between the tyres and the road. However, if the driver accelerates, decelerates or turns, the vehicle's dynamic balance is altered, which affects its stability.

5.2.2 Velocity and speed

The speed of an object is the distance the object moves during a period of time. Vehicle speed in New Zealand is measured as kilometres per hour (km/h).

'Velocity', refers to the object's speed and direction of movement. Velocity is often measured in m/s in a specified direction such as 27 metres per second north-east. Velocity becomes important when a force acts to try to change the direction of movement, including when the steering wheel is turned.

5.2.3 Kinetic energy

Kinetic energy is the energy contained in a moving object. When one object hits another, any damage that is done is a result of the transfer of force from one object to the other. Damage caused during a crash is proportional to the object's speed and mass.

The higher these two factors are, the more damage can be expected due to the increased energy.

The effects of kinetic energy are clear when braking and cornering. Kinetic energy not only increases with speed – it increases in direct proportion to the square of the speed. This means that a vehicle travelling at:

» 60km/h will have 4 times as much kinetic energy as one travelling at 30km/h (twice the speed (2) × 2 = 4),

Another way to think about this is that if you:

» double your speed, you quadruple your braking distance

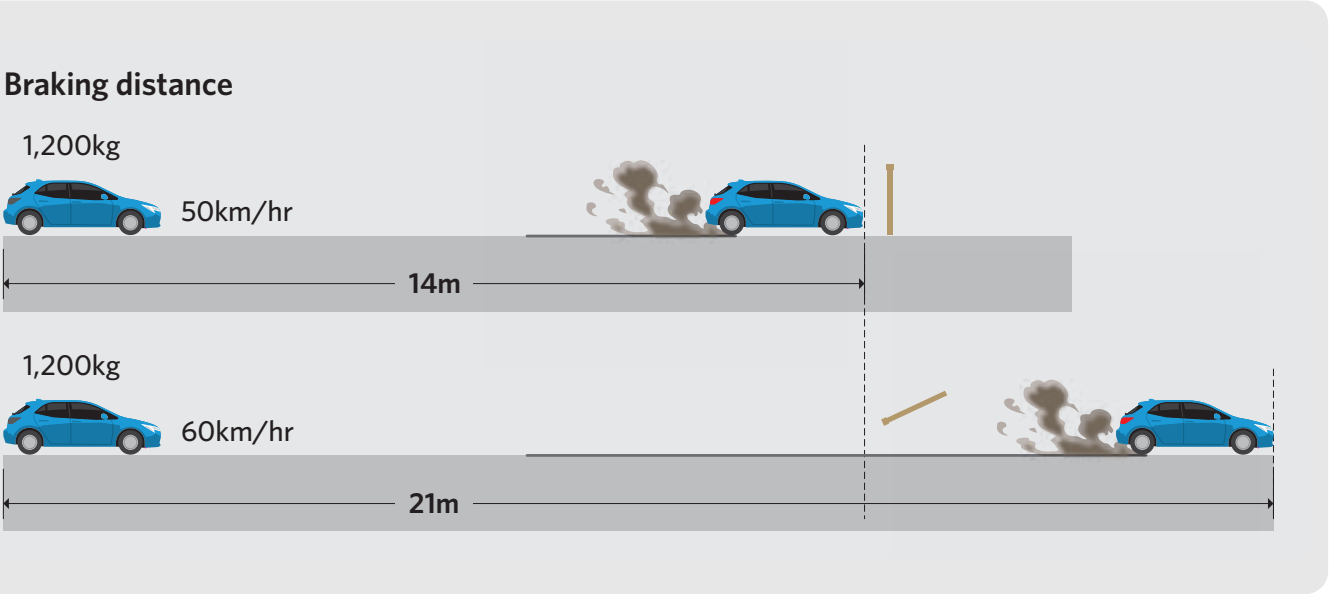
» if you halve your speed, you quarter your braking distance.

Key message

Kinetic energy not only increases with speed – it increases in direct proportion to the square of the speed. So:

» increasing speed greatly increases energy and risk in a collision

» the greater the speed, the more severe the damage and injuries will be in a collision.



If a vehicle travelling at 60km/h passes another doing 50km/h, and both brake suddenly, the 'square of speed' rule will result in the faster vehicle taking roughly half the distance further to stop than the vehicle doing 50km/h. This principle is a key teaching point for a learner, showing that increasing speed extends the braking distance needed for stopping.

When a moving vehicle is braked (by the driver), its kinetic energy is turned into another form of energy – heat. The greater the speed, the greater the energy required to stop, resulting in greater heat generated at the brakes.

Brakes rapidly convert a vehicle's kinetic energy into heat energy when slowing a vehicle. But brakes can only manage a certain amount of heat. This means that its important drivers do not drive excessively fast, carry excessive loads or overheat the brakes by improper use.

5.2.4 Centrifugal force

Centrifugal force occurs when a vehicle follows a curved path. The occupants will feel a force thrusting them away from the direction of turn. This happens because the mass of the vehicle and its contents, including people (the kinetic energy), wants to continue moving in a straight line but the front wheels are turned causing it to change. Centrifugal force increases with both speed and sharpness of turn.

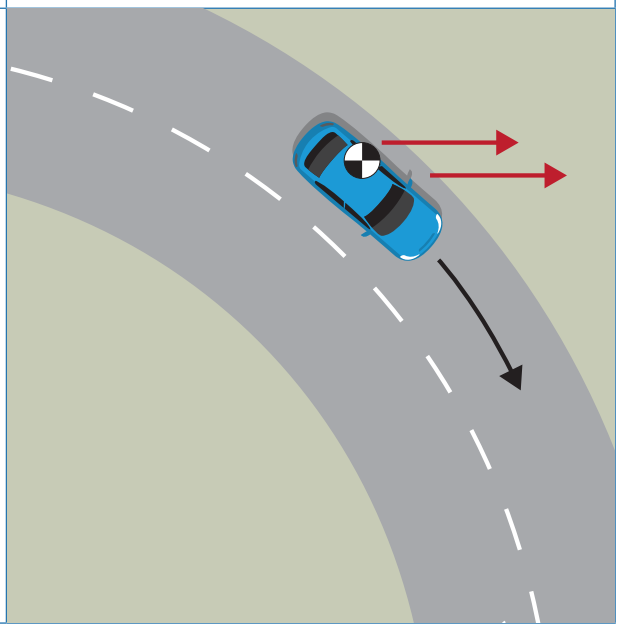
Centrifugal force also causes the vehicle to tilt on its suspension (away from the direction of turn), placing more weight on the outside wheels. The amount of tilt that occurs will depend on:

- the sharpness of the turn
- the speed of the vehicle
- whether or not the vehicle moves into a slide
- the vehicle's design, such as those with higher centres of gravity (for example, load, roof racks, 4WDs, tall trailers and caravans).

To manage the effects of centrifugal force during cornering, drivers must slow down if any of the following conditions exist:

- Adverse weather conditions such as rain, strong winds, ice.
- Road conditions such as gravel, potholes and uneven surfaces.
- Towing a trailer, caravan or boat.
- Heavily laden with passengers or freight.
- Carrying heavy items on the roof or on high mounted racks.
- Visibility restrictions such as where the severity of the curve ahead can't be assessed.
- Winding roads with tight corners and sloping roads.

Unhelpful weight transfer due to centre of gravity can occur when decelerating, especially when braking, accelerating, cornering or towing a trailer.

Driving task	Outcome	Centre of gravity
Under-braking	» Weight transfers forward. » Loading increases on front axle and decreases on the rear axle with the possibility of loss of directional control, particularly on low friction surfaces.	
Under-acceleration	» Weight transfers towards the rear. » Loading increases on rear axle and decreases on front axle. » Wheel spin may occur on front wheel drive cars due to over-acceleration, particularly on low friction surfaces.	
When cornering	» Weight transfer will occur towards the outside of the corner (centrifugal force). Loading increases on the outside wheels and decreases on the inside. » The height of the vehicle's centre of gravity will influence vehicle stability. Vehicles with a high centre of gravity, such as 4 wheel drive vehicles, might become unstable and in the worst case, could roll over. » Depending on drive wheel configuration, the chance of over-steer or under-steer (section 5.3.2) will increase, and if speed is excessive or the surface is unexpectedly slippery, the vehicle may slide out.	

Driving task	Outcome	Centre of gravity
When towing	» An element of trailer weight transfers to the rear of the towing vehicle increasing loading on the rear axle and reducing loading on the front axle. » Incorrect loading of the trailer, combined with speed, can very easily lead to dynamic instability and loss of control. » Excessive trailer weight will lead to poor vehicle performance. » Braking performance will also be compromised.	 Effects of trailer on centre of gravity

5.2.5 Friction

Friction occurs when two surfaces move in contact with each other. Friction causes wear at the contacting surfaces and generates heat.

Loose or slippery surfaces such as gravel or ice, reduce the friction between the tyre and the road. This can result in loss of steering control, increased braking distances and loss of traction under acceleration or when cornering, particularly if speed is excessive.

5.3 Vehicle handling performance and techniques

Vehicle handling and performance are part of everyday driving. Vehicle handing is strongly connected to vehicle dynamics outlined in the earlier section. The effects of vehicle handling and performance, along with the recommended driving techniques, are important for driving instructors to understand, and incorporate into their driver training. In some high-risk situations, correct vehicle handling knowledge may save lives.

5.3.1 The self-centring effect

There's a tendency for the front wheels to want to stay in the straight-ahead position and to want to return to the straight-ahead position as the vehicle moves forward.

When a driver lets go of the steering wheel, the weight of the car and its motion returns the steering back to its straight-ahead position. This return to centre effect provides steering feedback to the driver helping them keep the correct and intended course and position on the road.

The primary cause of the effect is the castor angle of the front wheels. However, other differing vehicle designs, mean that the overall 'feel' of the steering often varies slightly between vehicle makes and models.

Beginner drivers need to learn appropriate steering techniques, including hand positions on the steering wheel, to obtain the necessary feedback associated with the self-centring effect.

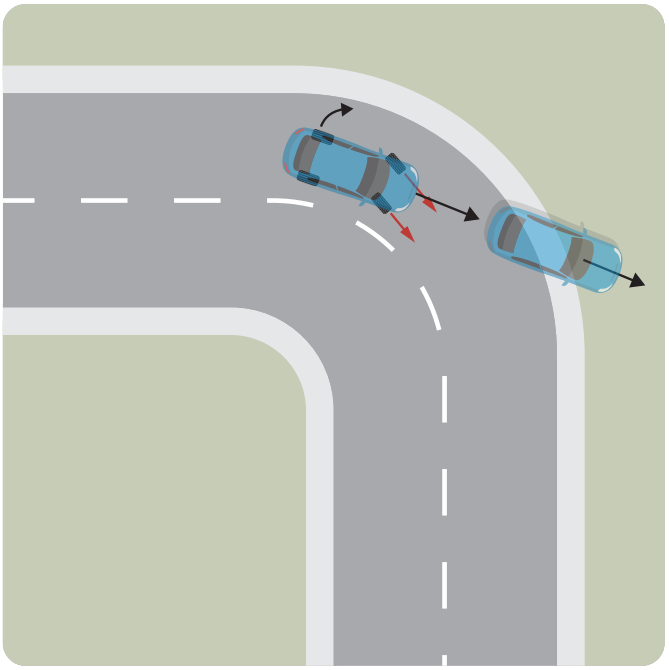
5.3.2 Under-steer and over-steer

Under-steering or over-steering is caused by a loss of traction and is the loss of directional control relative to the driver's intended course. Causes are usually excessively aggressive steering input or excessive acceleration and/or braking.

The likelihood of over-steer or under-steer occurring to the point of loss of traction and subsequent loss of directional control can be strongly influenced by the amount of power being applied to the driving wheels, and whether the vehicle is rear wheel drive or front wheel drive. If driving to the conditions, a driver is unlikely to experience under or over-steer.

Under-steer is connected to the tendency for a vehicle to follow its straight-line path. It's a lack of turning effect relative to the driver's steering input (turned/steered wheels). Front wheel drive vehicles driven with excessive acceleration are generally more prone to under-steer than rear wheel drive.

Turning the steering rapidly and aggressively when entering a curve with excessive speed, braking in a corner or low traction conditions may cause the front wheels to lose their grip and the vehicle to under-steer. This leads to the vehicle not following the curve and driver's intended direction. In extreme cases, the turned front wheels may lose their grip to such an extent that the car continues straight on towards the outside of the curve and runs off the road.

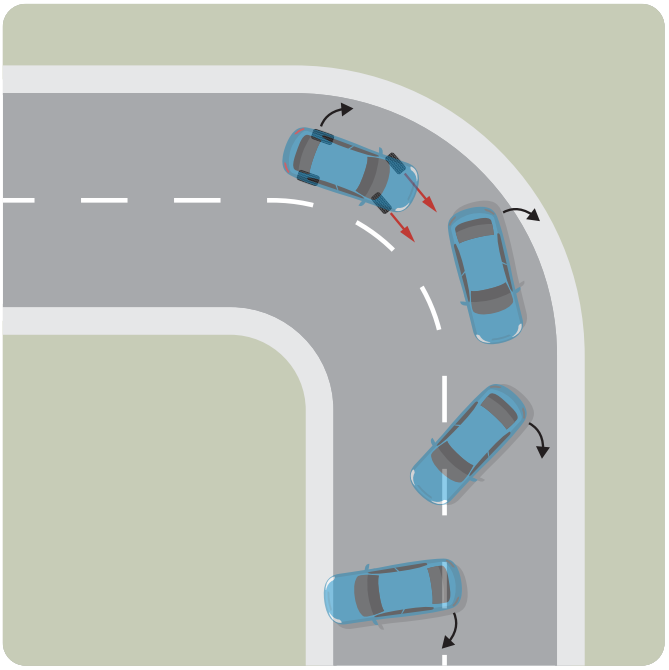


Over-steer is a turning effect where the car feels as if it wants to turn further or faster than the driver's steering input. Rear wheel drive vehicles are more prone to over-steer than front wheel drive vehicles.

Over-steer can result in the rear wheels sliding towards the outside of the curve. This over-rotates the vehicle relative to the curve being negotiated, meaning the vehicle turns into the curve too much.

Over-steer can be caused by a variety of factors, including incorrect tyre pressure, the design characteristics of the vehicle and driver inputs.

Driving factors that can cause over-steer include entering a corner too fast, accelerating aggressively, and braking or lifting off the accelerator aggressively in a corner.



5.3.3 Braking

When braking, the vehicle and its load want to keep moving in the direction of travel. Weight transfers forward and places more load over the front axle. The effects of deceleration are also experienced by passengers and cargo.

Under moderate braking, the effects are minimal as there is sufficient weight over all 4 wheels to provide effective braking and traction, allowing vehicle control to be maintained.

When braking is heavy and sudden, considerable weight transfer occurs. This weight transfer can be enough to take much of the weight off the rear axle potentially causing a loss of grip on the road and poor controllability. In these kinds of braking events and collisions, any unrestrained passengers and freight will continue forward at the original speed. Internal body organs also continue to move forward within the body This can lead to serious injuries or death and is the main reason for wearing seatbelts and restraining loads.

Key message

The faster and/or heavier the vehicle, the greater the distance required to bring it and its cargo to a stop.

Effective braking techniques

1. Progressive braking is usually the most effective way of braking on sealed surfaces (wet or dry). This type of braking requires the driver to progressively depress the brake pedal. The more the vehicle slows down, the harder the brake can be depressed without locking up the wheels. If a vehicle is fitted with ABS, progressive braking is less likely to lead to wheel lock up and ABS intervention.
2. Cadence or pulse braking is effective on low friction surfaces such as icy or gravel roads, when emergency braking is needed and the vehicle is not fitted with ABS braking. This braking method is uncomfortable for many drivers, especially those learning to drive. It's an advanced skill that is often overridden by the natural panic reaction to step hard on the brakes in an emergency or unexpected situation/level of grip.

   If the vehicle doesn't have ABS, cadence braking can mimic the action of ABS. The most efficient braking occurs just before wheel lock-up, cadence braking maximises that efficiency without allowing the wheels to still be locked. When cadence braking, the driver quickly modulates the brake pedal to control (release) wheel lock while

maintaining braking. Like ABS, it also allows the driver to maintain steering control. Although, if cadence braking becomes necessary, the vehicle isn't in harmony with the driving environment and control has all but been lost. As it is likely the average driver won't have the skill required to effectively cadence brake, it's important to drive to the conditions and at an appropriate speed.

Cadence braking should not be used on vehicles with ABS. See section 5.1.6 for guidance on braking with and without ABS.

5.3.4 Acceleration

Acceleration is the vehicle increasing speed and is the opposite effect of braking. When accelerating at a moderate rate, weight transfers backwards slightly. The effect is usually offset by the weight of the engine and transmission at the front of the vehicle, so can be less noticeable in a front wheel drive car.

Excessive acceleration can significantly alter the axle loading at the front and rear of the vehicle. This occurs due to weight transfer rearwards and the transfer of power from the engine down the drive line to the wheels (in a rear wheel drive car).

While weight increases over the drive wheels providing more traction, weight over the front wheels reduces and, in some vehicles (like those with engines in the rear) may affect steerability. With a front wheel drive, excessive acceleration can lead to wheel spin and a loss of steerability.

On low friction surfaces such as gravel and wet or greasy roads, excessive acceleration quickly leads to wheel spin and possible loss of directional control. Frequent and excessive acceleration is also not economical for energy efficiency.

Effective acceleration techniques

- Always accelerate gradually (unless during an emergency), avoiding sudden bursts and aggressive acceleration.
- Reduce or cease acceleration under circumstances where slowing could be necessary, such as approaching a corner, approaching a queue of stationary traffic or where visibility ahead is limited.

5.3.5 Cornering

Vehicle handling is especially vital when navigating corners. When navigating a corner or a curve, several factors affect the handling characteristics and performance of the vehicle, along with the passengers and cargo within. These factors are:

- vehicle speed
- severity of the corner/curve
- position of the vehicle's centre of gravity
- road and weather conditions.

Centrifugal force (section 5.2.4) will act on the vehicle and will be strongest when the vehicle is travelling at high speed and the corner is tight. Its effect will be more noticeable if the vehicle's centre of gravity is high.

Learner drivers frequently make errors when approaching corners. Errors are usually associated with not reducing speed sufficiently before entering the corner. This may happen because they're concentrating on basic control tasks (especially steering), they're overconfident or because they have little or no experience with corners and reading the road.

Cornering and speed

When taking a corner at the recommended speed (see speed advisory signs below), the vehicle and its passengers shouldn't experience excessive and noticeable sideways movement. Over-steer, under-steer or loss of traction, is also unlikely at the recommended speed.

Cornering at high speed leads to greater weight transfer. The term 'high speed' is relative to the severity of the corner – a very tight corner will require a much lower speed than an open flowing corner. 4 wheel drive vehicles can have high centres of gravity and must be driven appropriately, especially when loaded with baggage and roof racks.

Cornering and braking

Most cornering crashes occur in the second part of the corner, when excessive speed takes effect and/or the brakes are applied to reduce speed. They're known as 'run-off the road' type crashes.

Braking in a corner shouldn't be necessary when driving to the road conditions. The need to brake in a corner can be avoided by observing any speed advisory signs and entering the corner at the recommended safe speed or below it if conditions are challenging.

Cornering and acceleration

Accelerating in corners is commonly not an issue if it's gentle, applied at the right time (when moving to exit the corner or bend), and the road surface conditions are reasonable. Excessive acceleration, particularly on a low friction surface like gravel or on a wet road, can lead to over-steer in rear wheel drive vehicles and under-steer in front wheel drive vehicles. Both occurrences may cause a vehicle to leave the road or cross the centre line.

Acceleration during cornering should be in the second half of corner navigation when there's a clear line of sight out of the corner and only if an increase in speed is appropriate.

Corner road signs

On New Zealand roads, many corners include road signs that recommend a safe speed for drivers to navigate the corner safely. Sign types include speed advisory signs, chevron boards and edge marker posts.

Corner signs are important at night when visibility ahead is reduced. All road signs are reflective and can be clearly seen at night.

Speed advisory signs

Signs that include a recommended speed may also include illustrations to show the severity and shape of the corner ahead.

Chevron boards

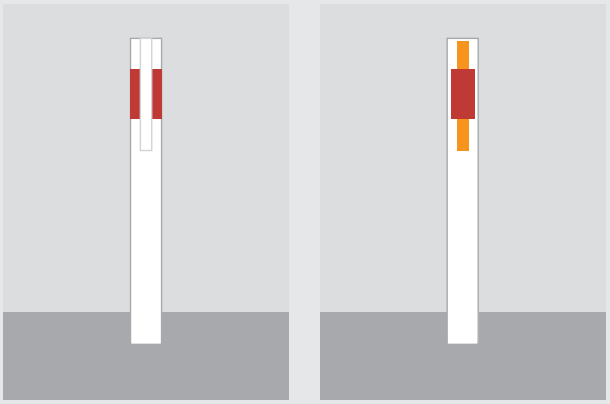
Indicate the direction of the turn and often include an advisory speed.

Edge marker posts (EMP)

EMPs (also known as reflector posts) help show the road edge and provide guidance on the tightness of corners. They're reflective and are the primary aid for night-time driving in rural areas.

When the road is straight, EMPs are usually evenly spaced (100m apart). EMPs are generally placed closer together around corners to help indicate the tightness. The tighter the corner, the closer the EMPs will appear. They help a driver to read the road, especially at night but should only form part of a driver's observations and driving adjustments.

EMPs are typically found on both sides of the road. Posts on the left-hand side of the road will have a white strip. Posts on the right-hand side of the road may include yellow reflectors, especially, where there's a left-hand corner.



Left side marker post

Right side marker post

Corner types

Road corners (includes curves and bends) may reduce the distance of visibility ahead and possibly the available stopping distance. This visibility factor is often referred to as limit point analysis, limit of visibility or the vanishing point. All terms underline the aim of finding the farthest point along a road where a clear and uninterrupted view can be achieved. Corners can be thought of as 'open' or 'closed'.

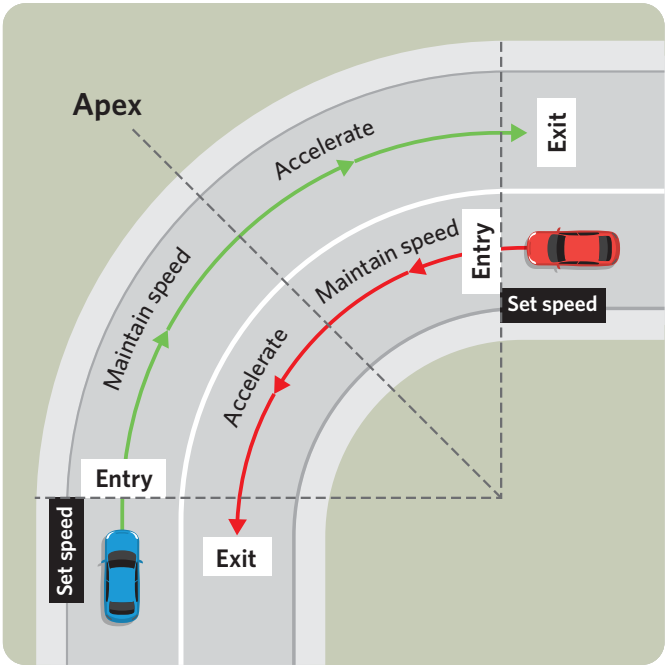
Corner navigation techniques for learners

Beginner learners may cut corners and curves while they develop good steering and observation techniques. On right-hand corners, this can result in getting too close to, or even over, the centre line. On left-hand curves, this may result in hitting the kerb or leaving the road.

The best approach during the initial stages of driver instruction is to encourage the learner to keep a constant position within their lane while cornering and driving at with the appropriate speed. This will ensure they continue to focus on learning the basic steering and observation techniques including the appropriate visibility distance ahead.

As a learner progresses, they should be able to consistently apply good observation and steering techniques to their driving and can be introduced to a visibility maximising position (as covered below).

'Apexing' of a corner is an advanced technique for navigating corners. The corner apex is the corner mid-point where the transition between the corner entry and the corner exit occurs (see illustration below). Knowing what the apex of a corner is, is useful as it relates to control of speed and acceleration. However, the technique is too advanced to teach a learner.

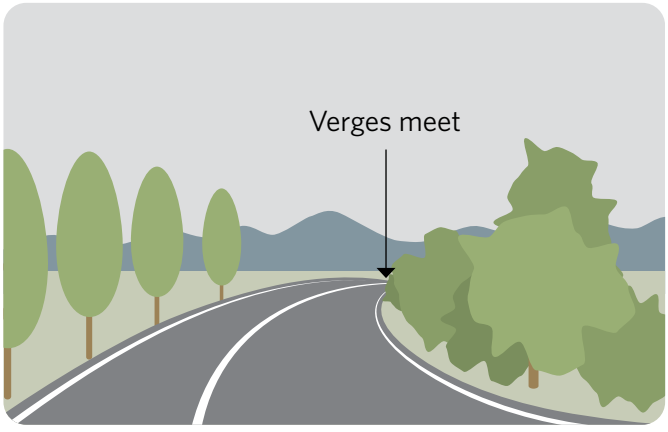


An open corner: the driver has an uninterrupted view through the entire corner to the exit. Speed may not need to be reduced when approaching an open corner or reduced only minimally. Some driving conditions may require reduced speed when approaching an open corner. Examples are poor road surfaces or when other vehicles ahead become view blockers, partially obscuring the view ahead.

A closed/blind corner: the driver can't see the exit ahead. These corners often feature advisory road signs showing the recommended speed, and usually, the shape of the corner.

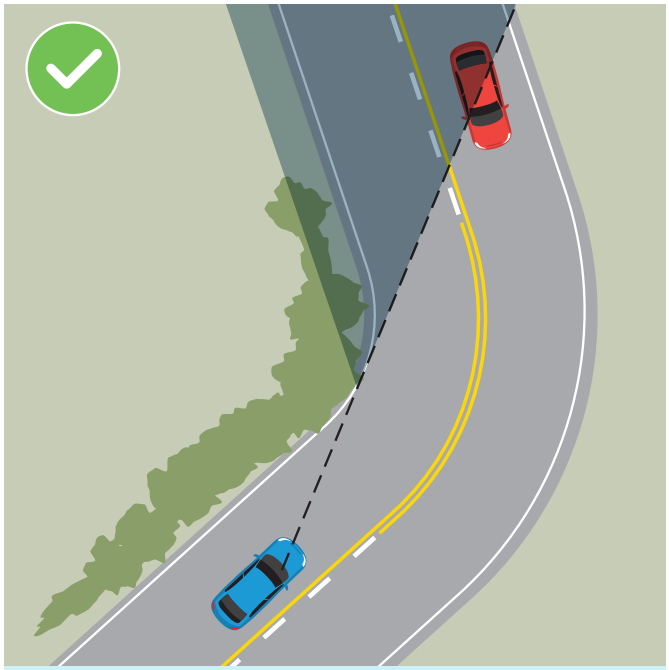
As a blind corner is negotiated, the point where the left and right verges/curb appear to meet is the 'limit point'. As the driver navigates further into the bend, the line of sight around the corner extends and the limit point moves. The driver will likely need to adjust speed to negotiate the corner safely.

The danger of closed corners is that the driver can't assess the whole corner shape or see any hazards through the corner as they approach. Drivers should adjust their speed and position their vehicle within the lane to maintain good visibility, so they can stop safely within the distance of road they can see ahead. This will enable a driver to safely react to an unexpected hazard, for example, a slow or stopped vehicle, or stock on the road.

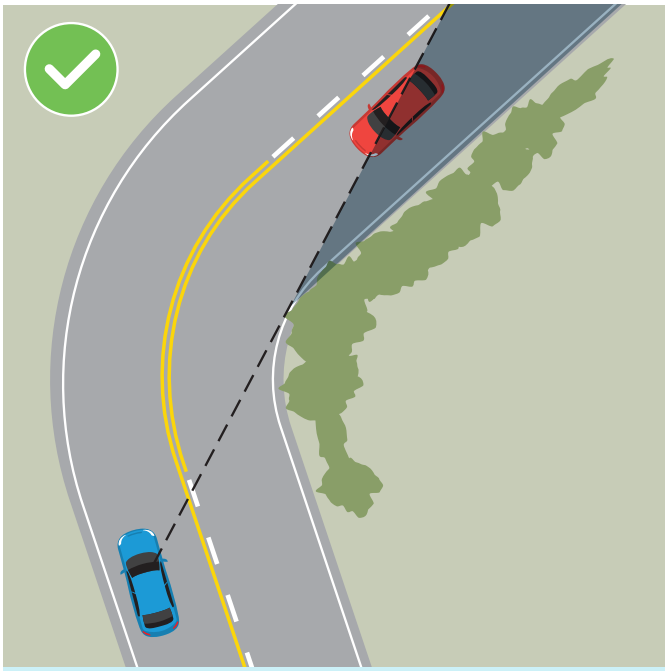


When approaching a closed corner that offers limited visibility ahead, the vehicle can be initially positioned slightly towards the outside of the turn to increase the sight line ahead.

Left hand bend/left lane position



Right hand bend/right lane position



Left hand bend/right lane position

Right hand bend/left lane position

5.3.6 Driving conditions that may affect vehicle handling and performance

Some driving conditions will influence the dynamics and handling of a vehicle. This is usually due to changes in the roading surface which makes vehicle handling more difficult and dangerous. Weather and road related driving conditions are further outlined as part of hazard management (section 6).

Loose road surface

Friction between the tyres and the road is greatly reduced on gravel and gritted roads as the non-solid road surface can move under the tyres. If the road is rough, the vehicle can bounce, further reducing traction and control. Deep, loose gravel presents a hazard, as it may affect one wheel more than the other and cause a vehicle to suddenly change direction. Significant speed reduction is usually needed on loose roading surfaces.

Ice or snow

Friction and traction may be almost completely lost when driving on snow and ice. In these conditions, stopping distances are significantly increased. On these slippery surfaces, gentle and slow inputs together with low vehicle speeds are required as quick turns of the steering wheel, hard braking or rapid acceleration can result in the loss of traction and loss of vehicle control.

Safe driving on icy roads or snow involves:

- driving at greatly reduced speeds
- braking progressively and avoiding abrupt changes in acceleration or direction
- avoid driving in these treacherous conditions altogether where possible and practical
- when starting to drive on ice or snow, gently apply power to avoid drive wheel spin
- only driving if the vehicle is suitable for the conditions. All wheel or 4 wheel drive vehicles are better suited to driving in snow than 2 wheel drive vehicles. Snow tyres or winter tyres can be used. However, the likelihood of these being needed in most parts of New Zealand is low and they should not be used where there's no snow or ice
- using tyre chains in extreme conditions will reduce the risks of loss of steering control or traction in snow. This is only achieved if the chains are correctly fitted to the driving wheels
- watching out for 'black ice' – transparent ice on the road which is hard to see and creates a very slippery surface.

If the car starts to slide when driving in these conditions, the following steps may help:

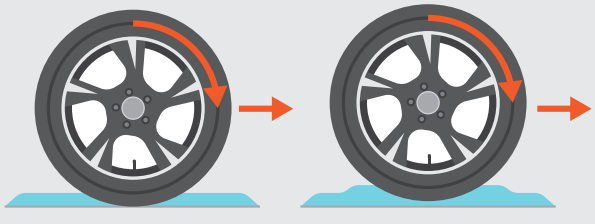
- Release the accelerator.
- Look in the direction of travel, as driver's naturally steer to where they look.
- If the vehicle slides, steer in the direction of the slide. If the vehicle is over-steering, steer in the same direction that the back end of the vehicle is sliding in. Once you've regained control, you can adjust steering and speed. Brake steadily if you have an anti-lock braking system (ABS), or gently if you don't. If a vehicle is sliding, it isn't in harmony with the environment, and it's unlikely a driver will be able to regain control within their lane. This is why it's important to drive to the conditions and at an appropriate speed.

For further guidance around driving in snow and ice, see https://drive.govt.nz/restricted-licence/skills/driving-to-the-conditions/driving-in-snow-and-ice

Wet roads and wet conditions

It may be unsafe to drive at the posted speed limit when roads are wet. A 'drive to the conditions' mentality needs to be applied with increased following distances to allow for increased stopping distances.

Rain causes a film of water to form on the road which reduces traction. If a vehicle is being driven too fast, or the tyres have insufficient tread to clear the water off the road, a wedge of water can form under the tyres, severely reducing traction. The vehicle then slides on the water's surface, which is called aquaplaning and can lead to loss of control.



The first 20 minutes of drizzle or rain after a long dry spell can also be hazardous because of contaminants like grease, rubber, oil and dirt on the road making it slippery.

Flooded roads can also become extremely dangerous. If the water is less than 30cm deep and the road is in a good state, most vehicles should easily be able to get through at a low speed.

Flowing water may be depositing rocks, gravel or other debris on the road surface, or even washing away parts of the road surface. These hazards may not be visible to the driver. Flooded roads should be approached with great caution. Drivers should not attempt to drive during floods.

If driving is necessary, reducing speed and selecting a low gear is required before entering the water. Excessive speed can reduce handling ability, drown the engine and throw water on other vehicles.

After passing through water, brakes should be tested to aid their drying and confirm safe function before continuing to drive. Lightly apply the brakes while driving slowly or pump the brakes until normal brake feel returns.

For further guidance on driving in wet conditions, see: https://drive.govt.nz/restricted-licence/skills/driving-to-the-conditions/wet-weather-driving

Night driving

With visibility reduced at night, it can be difficult to 'read' a corner before entering it. This will likely mean speed needs to be reduced more than when driving in daytime.

A driver should always be able to stop within the distance of road they can see. This may be limited to the range of the vehicle's headlights.

Greater reliance on road signs, especially those associated with corner navigation, will be required at night.

Further advice for safe driving at night is available on the nzta.govt.nz

5.3.7 Vehicle handling and performance when towing

Vehicle handling and performance may be altered greatly when towing a trailer. In New Zealand, there are death or serious injury crashes, where the trailer was recorded as being a main contributing factor.

The likelihood of a crash when towing is much greater due to:

- braking performance being compromised
- an increase in the time taken to slow down
- an increase in the time taken to speed up
- incorrectly fitted tow ball size coupled to the trailer
- trailer safety chain not connected and secure.

As outlined under section 5.2.5, centrifugal force acting on the vehicle changes when a trailer is being towed. This can contribute to:

- dynamic instability and loss of control especially with incorrect trailer loading and excessive speed
- poor and unpredictable vehicle performance, especially with excessive trailer weight.

A driving instructor isn't expected to prepare a learner to tow a trailer during driver training unless requested. An instructor can remind learners that there are legal requirements including licence class restrictions and safety risks involved with towing a trailer. Instructors and learners should know where to find relevant information if required.

The road code includes requirements for the towing vehicle and the trailer, that must be met. See About your car | NZ Transport Agency Waka Kotahi (nzta.govt.nz)

Further information on towing a trailer is found in NZTA's guide: Guide to safe loading and towing for light vehicles | NZ Transport Agency Waka Kotahi (nzta.govt.nz)

5.4 Emergency situations

All drivers need to be prepared for unexpected situations. It's generally not possible to practice responses to emergency situations, so basic understanding of how to deal with them can lessen the risk. Learners will expect driving instructors to know how to deal with an emergency during practical driver training, so instructors should be thinking ahead and be prepared for the unexpected.

The road code includes tips for handling driving emergencies such as skids, tyre blow outs, engine and brake failure, jammed accelerator, vehicle fire and avoiding head-on crashes. Instructors should be familiar with these emergency situations and the required actions. They should also ensure learners are aware of this section of the road code.

Routine vehicle maintenance and effective hazard management will minimise the risks of an emergency driving situation happening in the first place.

5.5 Changing vehicle technology

Vehicle technology is evolving at a fast pace, especially now that artificial intelligence is being used. The technology is often integrated in vehicle componentry including, steering, engine, transmission, and braking systems.

Vehicle technology is relevant to driver training, as it affects how the driver interacts with the vehicle and the road. The most relevant vehicle technology is 'advanced driver assistance systems (ADAS)'. Some common types of ADAS technology are:

- lane assist, to help with switching lanes and staying safely within a lane. The technology automatically takes steps to ensure the vehicle stays centred within a lane using alerts or automated corrections
- parking assist, to help with manoeuvring in and out of a parking space
- sensors and warning systems, to help detect hazards relative to the vehicle including pedestrians and cyclists
- adaptative cruise control, adjusts the vehicle speed to maintain a safe following distance and stay within the speed limit.

ADAS may enable a driver to interact with the vehicle less, or in a different way than driving a more traditional vehicle. ADAS is generally safest when used correctly and responsibly. The benefits of ADAS include allowing the driver to better concentrate on the road and it can also assist with some driving tasks like parking. The features generally seek to minimise or even remove human error and the natural variance in driver ability, skills, and experience. Given that 90% of crashes are caused by human error (DEKRA, 2023)[2], the leveraging of ADAS technology has the potential to greatly improve driving safety.

ADAS technology that includes vehicle automation can provide the greatest benefit to driving. At the higher end of automation, the vehicle doesn't just sense and alert a driver, it also autonomously reacts by carrying out a driving task without driver participation. Some examples of levels of ADAS are:

Driver involvement behind the wheel

Driver only	Assisted driving	Semi-automated	Highly automated	Fully automated	Fully automated
	» Hazard detection, for example. parking sensors and blind spot warning, audible proximity alarms. » Lane keeping and departure assist (warning only). » Intersection collision warning. » Speed assist/ warning. » Traffic sign recognition. » Reversing camera with tracking assist.	» Adaptive cruise control. » Lane assist with steering assistance.	» Hands-free parking.	» Autonomous driving.	» No driver behind the wheel.

Around the world, legislation developed in relation to driving highly autonomous vehicles often lags behind ADAS advancements. This is mostly due to the speed of change and the many grey areas relating to use, responsibility, liability and emerging safety research.

Instructors are encouraged to keep themselves up to date with current vehicle technology, and any associated requirements or legislative changes, especially around ADAS during driver licence testing. The following table outlines some of the considerations for providing driver training in vehicles with ADAS or other technological vehicle enhancements.

Rightcar.govt.nz includes further information on many of these ADAS types. The ADAS Knowledge Hub is another useful source for ADAS developments.

2 DEKRA Road safety report 2023 | DEKRA Road safety (dekra-roadsafety.com)

Vehicle technology considerations		
	Explanation	**Key message for instructor**
Reliance on ADAS during driver training	Relying on certain types of ADAS, while learning to drive may be detrimental to the development of the learner's driving skills, knowledge and awareness. This can lead to safety issues when driving a vehicle without these features.	An instructor needs to ensure that any ADAS used during driver training doesn't hinder the development of the skills, knowledge and awareness required for safe driving. A case-by-case approach should be applied to the use, type, availability, and effects of ADAS on the learning process. Learners need to know that their responsibility behind the wheel is not replaced by any type of ADAS. **Example:** Over-reliance on hazard detection systems may hinder a learner from correctly developing and applying their own hazard awareness and management techniques. Turning off a detection system may be appropriate during driver training, providing it is safe to do so. The learner should be asked to turn the system off.
Safe use and learner familiarity	ADAS may have the potential to improve driving safety. However, this relies on the driver's understanding of how to use the technology safely, responsibly and in accordance with the vehicle manufacturer's instructions. Young drivers often report poor knowledge and use of ADAS (Senserrick et al, 2023). ADAS systems can start to operate the vehicle without driver input. This may startle a learner and result in them resisting the vehicle's input/assistance. For example, lane keep assist, initially gives an audible warning then actively steers the vehicle. If the learner resists this steering input, it may result in leaving the intended lane abruptly.	Where a learner's own vehicle is being used for driver training, an instructor should gauge what ADAS technology is available in the vehicle and if learner knows how to use it safely. The principles of effective coaching should be used to increase learner responsibility around their own driving. An instructor can use effective questioning, such as: *'I see you have a lot of great vehicle technology in this vehicle.* » *Do you know what these features do/are for?* » *What features have you been using when driving so far?* » *How do these features help your driving?"* » *Do you choose to disable/not use any of these features? Why?'* This will give the instructor an idea of how much the learner knows about ADAS technology and how they may already be using it. Where the learner appears to be unsure or unconfident using the ADAS, encourage exploration of the technology together in a safe learning environment. Learners should also be encouraged to read their vehicle manual (booklet or a web resource). Ideally, a learner should experience driving with and without ADAS. This way, they can be shown how to turn the systems on and off, the warning light displays and how the vehicle feels when ADAS intervenes.

Vehicle technology considerations		
	Explanation	**Key message for instructor**
Licence testing requirements	When sitting a driver licence test, an applicant must not use any vehicle feature that may be used to perform a task normally carried out by the driver, for example, automatic/parking assist or cruise control. Warning devices that give information to the driver such as reversing cameras or proximity alarms may be used.	An instructor should inform the learner of the ADAS technology that can, and can't, be used when sitting a driver licence test.
Instructor familiarity	ADAS and other forms of vehicle technology varies greatly between makes, models and vehicle age. This makes it challenging for an instructor to be an expert in all vehicle types.	It not realistic for an instructor to have an in-depth understanding of all ADAS features across all vehicles makes and models. However, it will assist instructors greatly to keep up to date with new types of ADAS technology. Rightcar.govt.nz and www.adashub.co.nz are good places to find up to date information on ADAS.
Finding the odometer with electric vehicles	The odometer on electric vehicles may not be easy to view.	An instructor can assist the learner to find this if they're not sure. This is needed for paying RUC charges and must also be checked by an instructor before beginning practical driver training in the learner's own vehicle.

5.6 Energy efficient driving techniques

Reducing the consumption of energy used while driving has environmental, economic and added safety benefits. The attainable benefits are greatest when driving a combustion engine due to the cost of fuel and the environmental harm caused by vehicle emissions. Lesser economic and environmental benefits can also be attained by reducing consumption of other forms of energy such as electricity and hydrogen.

When applying the best practice driving techniques described throughout this guide, (gradual acceleration, appropriate following distances, driving to the conditions and good braking techniques), energy efficient driving will be largely achieved.

Energy efficient driving (especially with fuel) may be a learner's personal goal. Instructors should be able to teach an effective approach using the following guidance.

On an academic level, energy efficient driving is achieved with the correct balance of the following concepts:

- Inertia (an object's resistance to motion) – it takes more energy to get a vehicle moving than to keep it moving.
- Momentum – the tendency for a moving object to keep moving.
- Horsepower – the power produced by an engine.
- Drag – air resistance that increases with speed.

Energy efficient driving can be maximised by a driving style that incorporates the following:

Avoiding sudden or unnecessary braking and **unnecessary stopping and starting**	Momentum is lost and more energy is needed to get the vehicle moving again using acceleration. Accelerating from a complete stop will consume the most energy. **What to do instead:** brake slowly wherever possible allowing momentum to continue and preventing a complete stop where safe to do so.

Avoiding sudden and unnecessary acceleration	Energy is required from the engine for acceleration, especially with sudden acceleration. **What to do instead:** accelerate slowly and consistently wherever possible. The same speed can be reached using more gentle acceleration and less energy. If safe to do so, check engine revolutions when accelerating.
Avoiding driving faster than needed	Driving fast places additional drag on the vehicle, using more energy. Fuel consumption is generally lowest between 45 and 75km/h. **What to do instead**: drive to the conditions and under the posted speed limits. **Note**: going more than 10km/h under a posted speed limit in standard driving conditions will result in a critical error during a driver licence test. While driving speed should always be under the speed limit, a learner needs to understand what it means to impede traffic flow and avoid doing this.
Reading and adjusting to the conditions and the road ahead	All the above solutions can be maximised by reading and adjusting to conditions and the road ahead. These actions, also critical for safe driving, are further explored throughout this guide, predominantly in the hazard management section (section 5)

Additional energy efficiency may occur by adapting a style of driving to a specific type of vehicle. EV and hybrid vehicles can benefit from reduced energy consumption and extended vehicle range by using regenerative braking modes and eco settings. The vehicle manual should have information on energy efficient features and recommended driving practices.

Further information on fuel efficiency can be found on NZTA's webpage for fuel efficient driving. This includes how different vehicle engine types, makes, models, maintenance and loads can contribute to fuel efficiency.

Section 6: Hazard management

6.1 Hazards overview

A hazard is defined as: 'any situation that creates a potential or actual danger for a driver'.

Hazards are categorised into two groups:

1. **Potential hazard:** anything that could be a threat to driver safety. An example is an unsupervised child running along the footpath close to a moving vehicle.
2. **Actual hazard:** presents an actual and immediate threat to driver safety. An example is a child running onto the road ahead of a moving vehicle.

Hazards are a reality of driving and are numerous, variable and frequent. The driver's task is to identify hazards and respond to them in a correct and timely way, preventing a crash. Hazard management, which includes identifying, assessing and reacting, is a vital component of safe driving.

When driving, especially in urban environments, potential hazards are so common that drivers need to be constantly searching for and assessing potential hazards in the driving environment. This often occurs without conscious thought being applied. Potential hazards only occasionally turn into actual hazards. However, when they do change, it can happen very quickly, requiring an equally quick response from the driver to avoid a crash.

Navigating hazards safely is a complex skill set that takes time, experience and practice to become competent in. A foundation of relevant knowledge and awareness must be developed before a learner is exposed to the rigours of a busy driving environment where many more potential hazards exist. A staged process of exposure is needed when introducing drivers to more complex driving situations and conditions.

6.1.1 Factors contributing to hazard management

Driver risk tolerance

Driver risk tolerance is the level of risk that a driver is prepared to accept while driving. This can differ considerably between individuals as it relates to perception, attitude, driving experience and confidence.

Over-confident drivers who believe they can drive over the speed limit, not drive to the conditions and not demonstrate other safe driving practices, will have a high-risk tolerance. Inexperience, low self-awareness, immaturity, a lack of previous incident/crash, peer pressure and unrealistic expectations can lead to a driver exhibiting a high-risk tolerance.

Drivers with a low-risk tolerance will always drive to the conditions, drive within the posted speed limits, observe all the traffic rules and approach other road users with a greater level of consideration and respect.

Driving instructors need to provide quality instruction to modify learner thought processes around their driving and the risk they pose to their own safety and the safety of others.

Effective coaching of learners during driver training plays a big part in ensuring they can confidently manage the complexity associated with hazard management. Coaching is an essential tool for building self-awareness, self-responsibility and managing over-confidence in learner drivers, especially when they are younger.

Perception

Perception is the ability to identify potential hazards based on the sensory information presented by the driving environment. Perception is influenced by factors such as the driver's experience, knowledge and personal beliefs.

Inexperienced drivers generally have less ability to perceive potential hazards and less awareness of the risks they pose. Inexperienced drivers will also have varying degrees of 'selective perception' where they tend to see only what they want to see, or think they need to see. As a result, they may screen out information which they don't understand or wish to recognise.

An instructor can influence a learner's ability to perceive potential risk through pointing out potential risks that the learner may not consider on their own, and through effective coaching techniques that raise the learner's internal awareness of the driving environment.

Anticipation

Anticipation is the ability to predict situations that may arise, signalled by a range of clues presented to the driver in the driving environment. It can also be thought of as foresight and thinking ahead that occurs when a hazard is perceived.

Experience also plays a key role in a driver's ability to anticipate driving situations. It's a skill that instructors must encourage if it's to develop well from an early stage in driver training.

Summary

To understand the importance of hazard management, a learner must first understand what driving hazards are and where they come from.

They must also accept that driving hazards commence as soon as the vehicle starts to move, sometimes even before it moves, and that it is their responsibility to manage hazards while driving.

If a driver isn't actively looking for hazards in the first place, the time they have to identify and respond to any hazard will be greatly reduced. A driver will have the best chance of successfully managing and avoiding hazards when they apply the full hazard management skill set outlined in this section.

Perceiving a potential hazard

Contributing factors to the success of perceiving this potential risk are:

- experience
- understanding of potential risk
- low risk tolerance
- self-awareness
- actively using correct observation techniques
- managing distractions
- past exposure to risk or a similar risk.

Anticipating what actual risk may result

Contributing factors to success are:

- experience, especially past exposure to a similar risk situation
- self-awareness
- low risk tolerance
- being ready to react.

Decide and reacting successfully to avoid the hazard

Contributing factors to success are:

- experience
- past exposure to risk or a similar risk
- the speed of the reaction taken
- the effectiveness of the action taken.

6.2 The hazard action plan

When teaching beginner learners, it's useful to have a systematic approach to hazards which allows them to develop responses that will serve them well in all situations. As the need to manage actual hazards happens infrequently, learning how to avoid actual hazards is often theoretical during practical lessons.

The hazard action plan gets learners to think about hazard management. It consists of the following 4 steps that can be applied by a learner during a practical driving lesson:

1. **Identify**: ask the learner to identify all potential hazards using the appropriate techniques outlined earlier in this hazard section.
2. **Predict:** ask the learner to predict what might happen with those potential hazards for them to become actual hazards.
3. **Decide:** ask the learner to decide on what action should be taken to manage the hazard (avoid a crash).
4. **Act:** do what's required to avoid a possible crash, noting that depending on the type of hazard, it may, or may not, be practical and/or safe to simulate the action that would be required in a real situation.

Example: a driver is travelling down a suburban street with cars parked on the left and children are playing with a ball on the footpath. The correct plan would consist of:

1. identifying the children playing with the ball near the road
2. anticipating that the ball might roll onto the road and a child might follow it
3. deciding that slowing down and staying to the right of the lane in preparation, is required
4. carrying out step 3 decisions[3].

DRIVE provides an online hazard management resource that is ideal for learners to refer to.

3 In most hazard action plans, a potential hazard won't become an actual hazard. However, 'acting' includes doing all that's possible to prepare for the hazard without carrying out a full reaction that would be required if an actual hazard occurred.

6.3 The 6 driving conditions associated with hazard management

All hazards arise from what are known as the 6 driving conditions. Driving conditions are continually changing and requires the driver's full attention, without unnecessary distractions. This is critical for hazard management. More than one of the driving conditions is usually present at any given time.

The 6 driving condtions explained	
Weather	Weather such as wind, rain, fog, snow and ice can be hazardous when driving. Weather-related hazards can be harder to perceive and anticipate as potential hazards as they can happen quite unexpectedly, change quickly and are sometimes hard to judge. For example, wind strength, black ice or snow, and water depth on a road surface. Weather-related hazards may be associated with other driving conditions including the: » **vehicle**: some vehicles are better maintained and/or manufactured to handle adverse weather events better than others. For example, tyre tread, windscreen wipers, clean interior and exterior windows » **road**: road surface may be altered by the weather (snow and ice causing the road to be slippery), heavy rain may cause flooding and damage the road surface, potholes may appear and depending on the size, can cause damage to vehicles » **light and visibility**: seeing ahead becomes more difficult when driving in, for example, fog, heavy rain or snow » **driver**: extreme heat may affect the driver's ability to drive safely – they may be inexperienced when driving in snow, fog or heavy rain.
Road	Road conditions present the most potential hazards because the driver is continually having to react to road conditions and design such as corners, intersections, hills, road signs, controls, road markings and surface conditions including potholes, damaged areas and low traction roading (smooth seal).
Light	A range of light factors can be hazardous for the driver and other road users as they affect observation and visibility. Light-related hazards can arise when there's a variation in natural ambient light levels, sunstrike and night driving (for example, lower visibility, headlight glare and reflective surfaces).
Traffic	Other road users and their actions, or inactions, are a source of many potential hazards. Potential hazards can be influenced by traffic volume, speed, type of traffic, behaviour, inexperienced and overconfident drivers and the roading environment. These traffic conditions may become more difficult when combined with conditions such as weather, where rain or poor visibility in heavy traffic situations is more likely to lead to potential hazards and result in more crashes. High traffic volume may cause frustration for a driver who then makes poor driving decisions.
Driver	Various factors can be hazardous to a driver's ability to safely control a vehicle. They include the effects of medication and medical conditions, emotional state, alcohol, recreational drugs, attitude, driving ability, inexperience, fatigue and not knowing the road rules. Hazards relating to the driver may be associated with many of the other driving conditions. A driver with a good attitude towards safe driving is more likely to make good decisions when driving, maintain their vehicle to a safe standard, drive to the conditions and follow the road rules.
Vehicle	The type or condition of the vehicle will influence the way in which it handles and interacts on the road. This includes weight, power, dimensions, wheel configuration, colour, load, speed, safety rating and vehicle condition.

See section 5.3 for further guidance on vehicle handling performance and techniques associated with some of the above driving conditions.

Additional guidance on driving conditions and tips for driving to the conditions can be found on DRIVE: https://drive.govt.nz/restricted-licence/skills

6.4 The 7 driving manoeuvres

At any given point, a driver will be undertaking one of the 7 driving manoeuvres. This is because driving is a continuous movement in and between a set of driving manoeuvres, each of which reflects, and creates a different interaction between the learner and the road conditions including other road users.

The 7-driving manoeuvres consist of common scenarios that a driver undertakes during driver training. This allows both the instructor and the learner to recognise a small number of basic manoeuvres and assign the necessary hazard management skills.

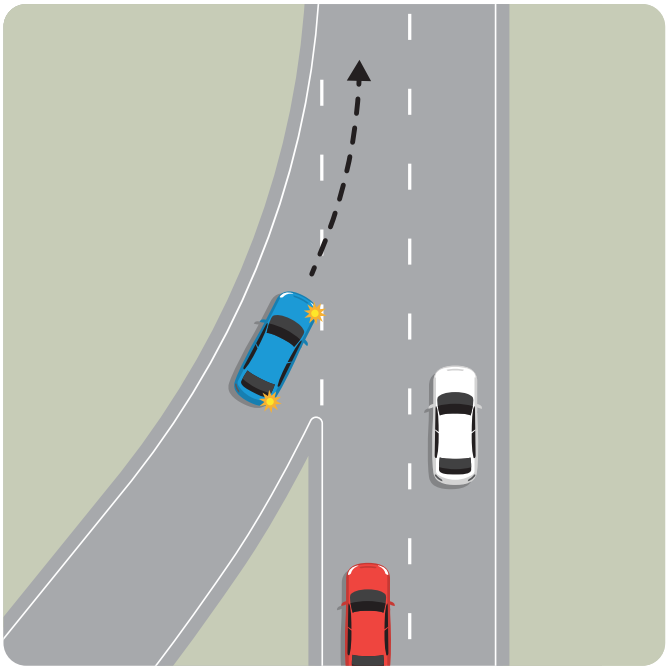
An experienced driver can consistently apply the required hazard management skills and knowledge without much conscious thought. However, an inexperienced driver will need to build up experience before achieving this. The 7 driving manoeuvres are stepping-stones on the learner's journey to being able to navigate all driving scenarios and interactions without having to constantly think about what's required.

Knowledge of the 7 driving manoeuvres will provide learners with all the safe driving practices and associated road rules required when driving.

1. Moving into the traffic (moving in)

Moving into the traffic[4] means joining the traffic flow. This includes:

- moving off from the side of the road
- entering from vehicle entrances
- merging with traffic in another lane, including a motorway on-ramp
- changing from one lane to another.



Moving into traffic requires the driver to:

- signal
- scan as necessary (behind, to the sides and head check)
- search 12 seconds ahead
- apply correct gap selection
- give way (if necessary)
- accelerate quickly and smoothly to the appropriate speed
- maintain correct road position
- apply the system of vehicle control.

4 Traffic includes all road users, including cyclists, pedestrians, electric and mobility scooters and trains.

2. Moving on the road (moving on)

Moving on means following the road in the correct position and at the correct speed where there's no other traffic. It includes:

- driving along a straight road
- following curves and bends
- changing lanes (when not merging with other traffic).

'Moving on' requires the driver to:

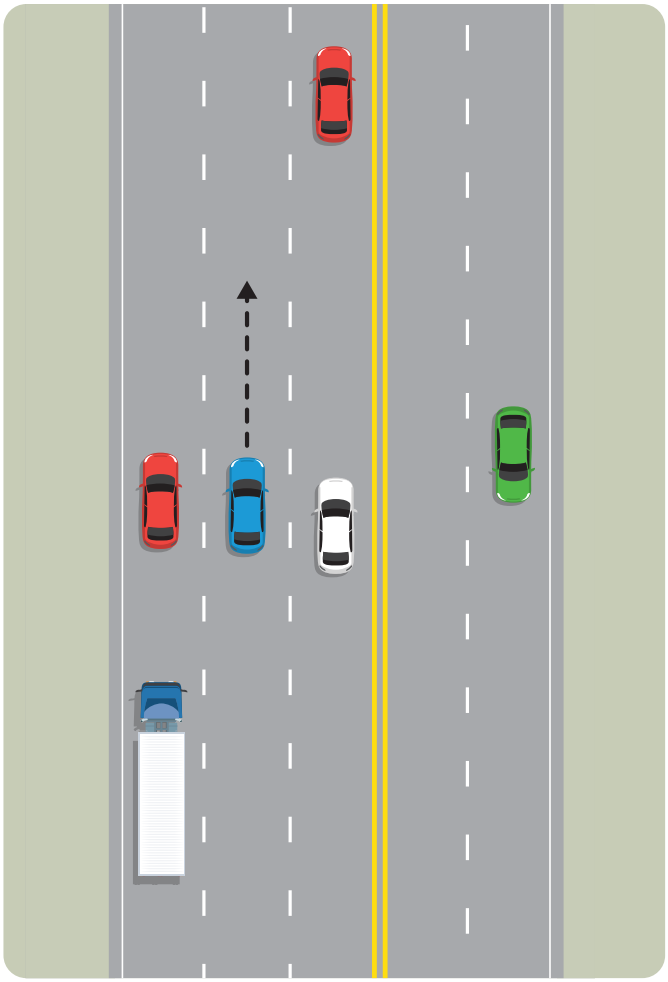
- apply speeds appropriate to the driving conditions
- maintain correct lane position
- signal if changing lanes
- use correct steering techniques
- scan behind and to the sides
- when changing lanes, scan behind, to the sides using mirrors and head check
- search 12-seconds ahead
- apply effective cornering technique and line
- apply the system of vehicle control.

3. Moving with the traffic flow (moving with)

Moving with the traffic flow relates to driving the vehicle near other road users. This will include vehicles behind, ahead and alongside.

'Moving with' other traffic requires the driver to:

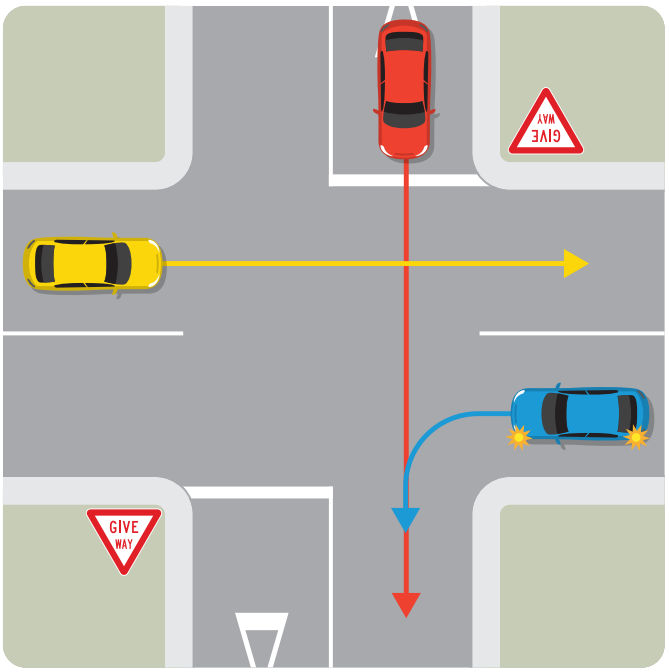
- scan behind and to the sides using mirrors
- search 12 seconds ahead
- maintain appropriate speed for the conditions
- maintain correct lane position
- apply correct following distances
- apply the system of vehicle control.



4. Moving through traffic (moving through)

Moving through traffic refers to moving the vehicle through situations and potential hazards where other traffic may cross your path. It includes:

- all intersections (including roundabouts, left and right turns)
- roadworks
- pedestrian crossings
- railway crossings
- special vehicle lanes
- any situations where traffic is being directed.



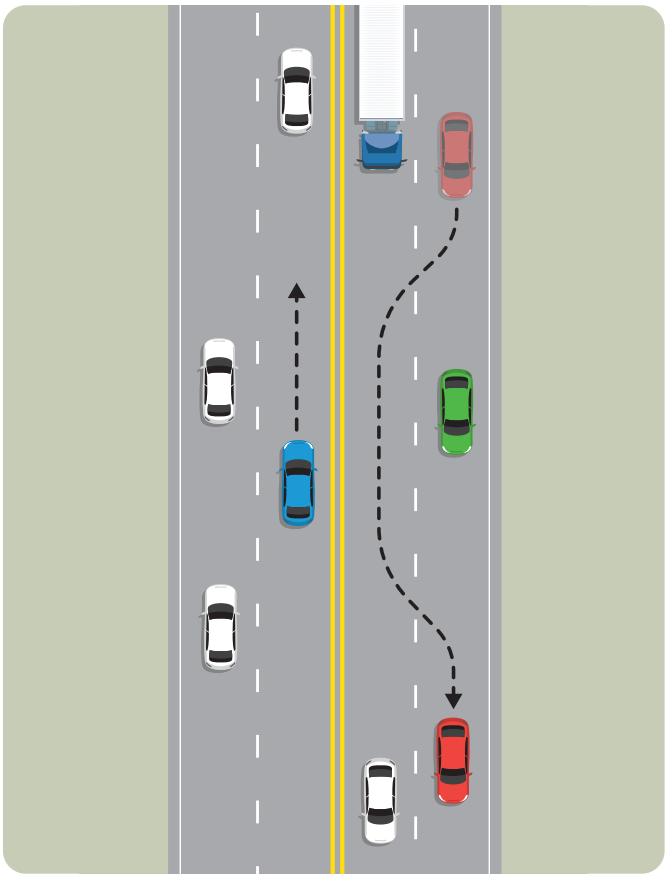
'Moving through' requires the driver to:

- throughout the task, use correct steering techniques
- scan as necessary for the scenario behind, to the sides using mirrors and head check (blue vehicle scenario)
- search 12 seconds ahead
- signal where necessary
- maintain correct road position and use correct lanes
- apply appropriate speed, comply with controls (give way, stop, traffic signals)
- select appropriate gaps
- maintain smooth acceleration throughout
- giving way where required
- apply the system of vehicle control.

5. Moving past other traffic (moving past)

Moving past other traffic relates to vehicles travelling in the same direction at different speeds going past each other safely. It includes:

- moving past, or being passed by other vehicles
- situations relating to passing parked or stationary vehicles and to pedestrians, cyclists and animals on or near the road.



'Moving past' requires the driver to:

- scan as necessary for the scenario behind, to the sides using mirrors and head check (red vehicle scenario)
- search 12 seconds ahead
- signal where appropriate
- select appropriate gap
- apply appropriate speeds and acceleration
- maintain correct lane position
- maintain correct following distances
- apply the system of vehicle control.

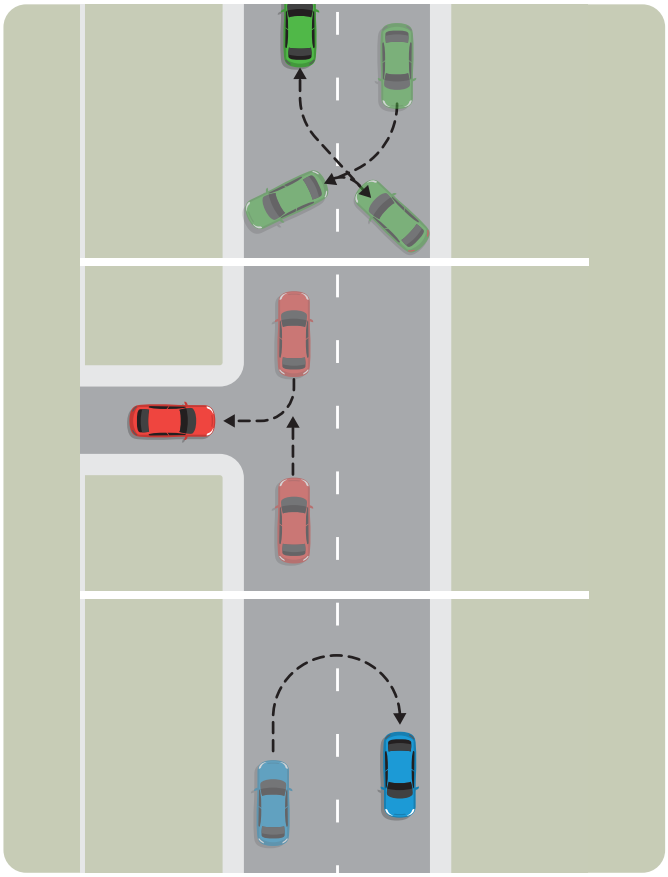
6. Moving back in traffic (moving back)

Moving back in traffic means driving the vehicle back along the direction from which it has just come. It includes:

- reversing into parking spaces or vehicle entrances
- making U-turns or three-point turns.

Depending on the task being undertaken, 'moving back', may require the driver to:

- scan as necessary (behind, to the sides using mirror and head check)
- search 12 seconds ahead
- signal where appropriate
- select an appropriate gap giving way where required
- maintain correct following distances
- apply correct lane position
- apply the system of vehicle control.



7. Moving out of the traffic (moving out)

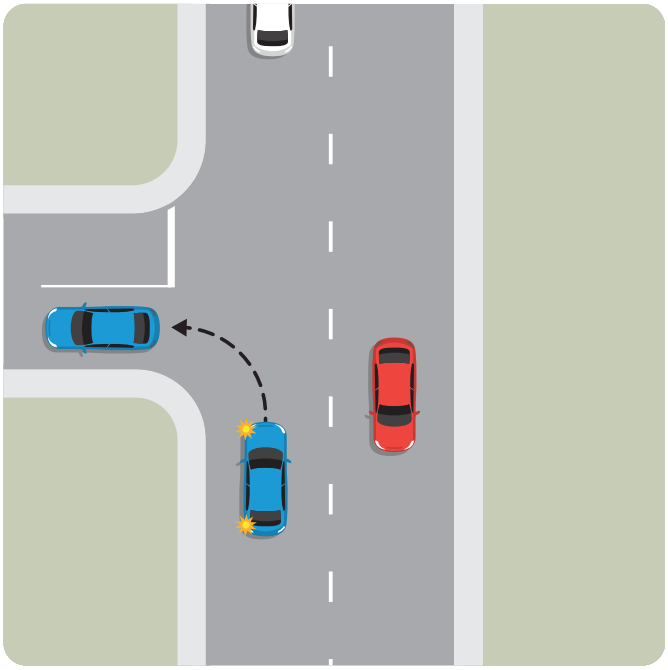
Moving out of the traffic means leaving the traffic flow.

It includes:

- turning off a road
- using motorway off-ramps
- parking beside the kerb
- turning into driveways.

Moving out of traffic flow requires the driver to:

- signal
- scan as necessary for the scenario (behind, to the sides and head check)
- maintain correct following distances
- search 12 seconds ahead
- apply appropriate lane positions
- give way where necessary
- adjust speed to suit the conditions
- apply the system of vehicle control.



6.5 The 6 crash positions

Once the learner understands the relevance of the 7 driving manoeuvres, they also need to appreciate that failure to apply hazard management skills can lead to a crash.

Single vehicle road crashes happen frequently and generally occur because of driver error, attitude or behaviour. Single vehicle crashes will most often occur when 'moving on' and are often caused by excessive speed, alcohol, fatigue, inexperience, peer pressure or a combination of these factors.

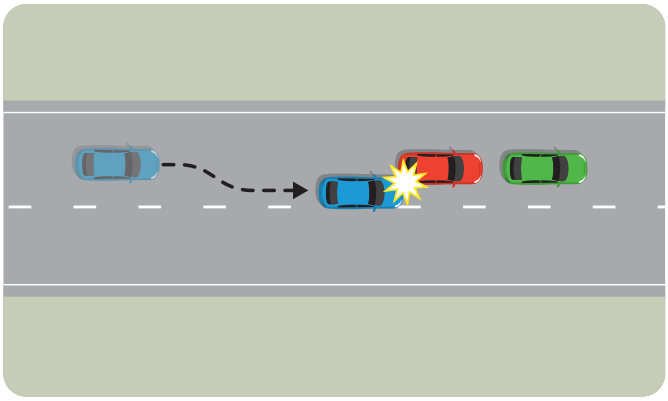
The hazard management techniques provided below for each position are not a complete list, just the most relevant to the crash position. Various hazard management techniques and differing conditions will be associated with all the crash positions. Refer to the hazard management techniques (section 6.6) for further information on techniques.

1. Vehicle ahead

Scenario: You crash into the vehicle in front of you.

Hazard management techniques:

- Search 12 seconds ahead.
- Scan to the sides and behind.
- Adjust speed to traffic flow and apply correct following distance (2-second or 4-second rule).
- Apply the hazard action plan.

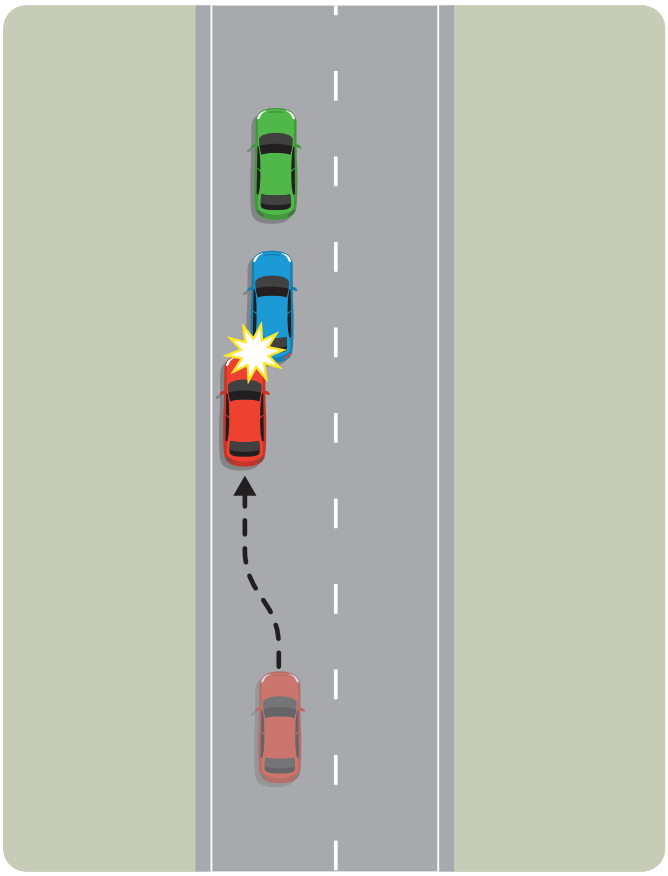


2. Vehicle behind

Scenario: You are hit by the car following you.

Hazard management techniques:

- Consistently monitor the driving environment by checking rear-view mirrors and other electronic monitoring devices.
- Consistently monitor side mirrors for traffic in adjacent lanes travelling in the same direction.
- Increase your own following distance when another vehicle is tailgating.
- Be prepared to indicate left, move over and let traffic past, especially when travelling at a slower speed.
- Reduce speed when vehicles in front are slowing or stopping and be ready to stop.
- Signal early using indicators or by gently pushing brake pedal to show brake lights earlier than needed to give the driver behind more time to react.



3. Oncoming vehicle

Scenario: You crash head-on with the oncoming vehicle

Hazard management techniques:

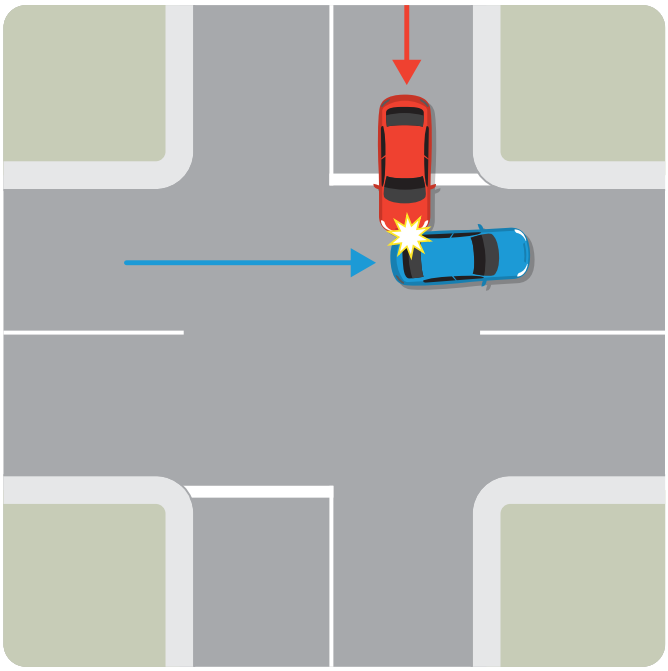
- Don't cut corners and stay entirely within your own lane
- If overtaking, make sure you have at least 100m clear visibility throughout the whole overtaking manoeuvre.
- Search 12 seconds ahead and be aware of any oncoming traffic.
- Enter corners at the appropriate speed and observe any recommended speed reduction signs.
- Have an 'out'.
- Apply the hazard action plan.

4. From the side

Scenario: You are hit by a vehicle approaching from your right or left.

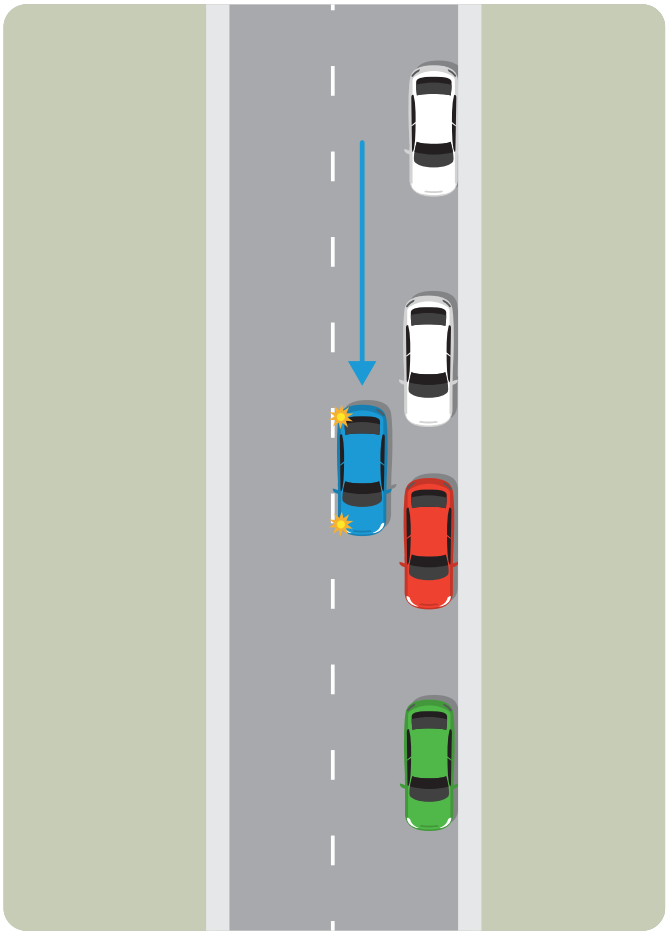
Hazard management techniques:

- Maintain correct lane position.
- Apply the give way rule correctly and be prepared to stop. Never assume that because you have right of way, you'll always get it.
- Observe all signs and controls, including stop signs.
- Don't run late amber or red traffic signals.
- Search all intersections and entrances for traffic that may move into your path even if you have right of way.
- Drive to the conditions at a speed that allows you to stop safely.
- Be aware of the speed limit on the intersecting road and ensure adequate gap selection.
- Search 12 seconds ahead.
- Be aware of any traffic behind.



5. Passing

Scenario: You hit a vehicle you are passing.



Hazard management techniques:

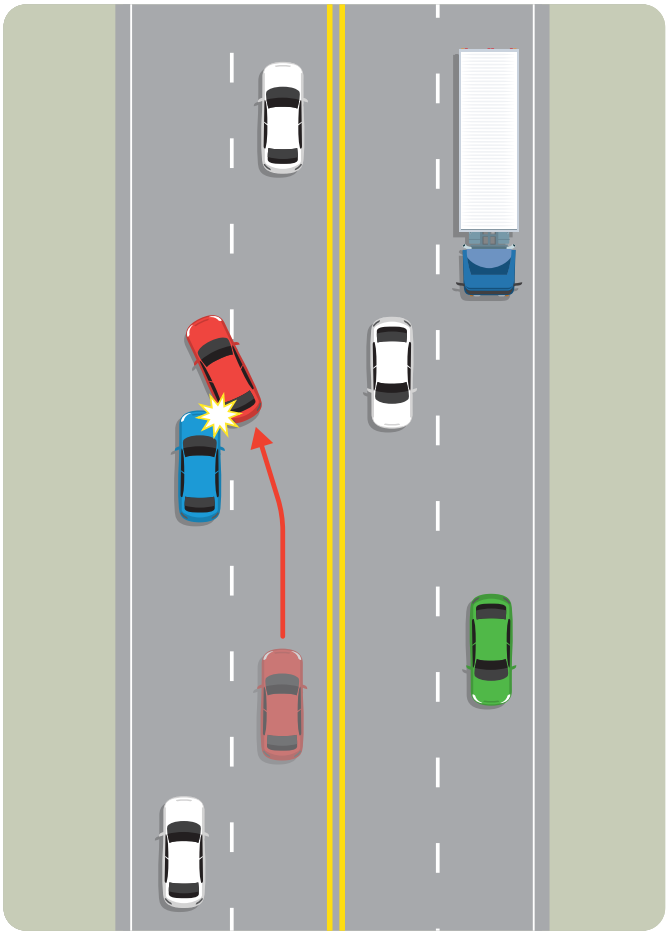
- When overtaking:
  - search 12 seconds ahead
  - signal your intentions
  - check ahead and behind before pulling out to overtake
  - if you think the other driver isn't aware of your intentions, as you are about to overtake, flash your lights or sound your horn
  - make sure you have at least 100m clear visibility throughout the whole overtaking task
  - when you can see both headlights of the vehicle you have overtaken in your rear-view mirror, reduce speed
  - give space to the vehicle you are overtaking.
- Look for doors opening on parked cars and leave enough space (1.2 metres) for vehicle doors to be opened.
- Look at front wheels of vehicle ahead – if they show movement, it could mean they're about to do a u-turn.
- Look for parked cars that are indicating to pull into the traffic.
- Look for electric scooters and cyclists.
- Apply the hazard action plan.

6. Being passed

Scenario: You are hit by a vehicle passing you.

Hazard management techniques:

- Maintain your lane position.
- Frequently check your mirrors for following traffic and traffic in adjacent lanes.
- Don't speed up, and if necessary, reduce speed when a vehicle is overtaking you.
- Be prepared to pull over and stop if it's safe to do so. Check before opening your vehicle door when parked.
- Check for electric scooters and cyclists.



Every crash above could be avoided if at least one driver, and not necessarily the one at fault, had done something differently. To achieve this, drivers must understand that hazard management is their responsibility. They're responsible for, and understand the effects of their actions, or inactions, on themselves and on other road users. They're also responsible for reacting to the actions of other road users. With a professional standard of training, these things can all be achieved and embedded in a learner's driving habits reasonably easily.

The driver must also consistently apply appropriate hazard risk management in all tasks and conditions. Whether another vehicle is present or not, drivers must signal any intention to turn, obey traffic controls and observe speed limits. Failure to do this leads to 'selective' responses when driving and increases the risk of crashes.

6.6 Hazard management techniques

New Zealand has one of the most challenging driving environments in the developed world, relating to driving conditions. With more hills and corners per 100 kilometres than most comparable countries, busy traffic conditions and changeable weather patterns, learner drivers need to develop hazard risk management techniques as quickly as possible.

A driver needs to piece together a lot of information to form a bigger picture of the driving environment. The eyes and the brain need to simultaneously identify, process and monitor all potential hazards present including:

- driving conditions
- points of conflict
- communication
- speed changes
- position and direction of other vehicles.

Various observation techniques are required for effective hazard identification. Techniques centred on preventing and preparing for actual hazards also play a part in the bigger hazard management picture. Hazard management techniques are skills that need to be part of driver training from the start of the learning process so that they become a habit.

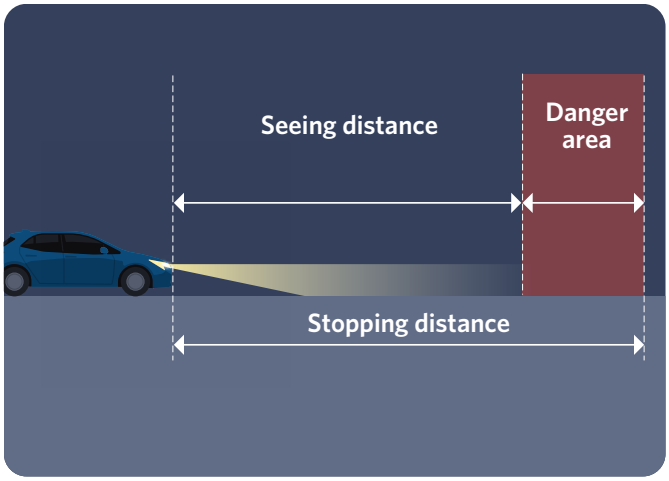
Some modern vehicles are fitted with audible proximity alarms which alert the driver to potential hazards. These features need to be viewed as additional to, and not replacing the need for correct application of hazard management techniques. This technology may also help an instructor assess if the learner is identifying hazards early enough, as it will sound often if they're not.

The techniques outlined below have been broadly categorised into technique type. All techniques may include or be associated with aspects of observation, preparation and prevention of hazards. Techniques include:

1. Searching 12 seconds ahead (aiming high)
2. Following distance
3. Scanning (keeping the eyes moving)
4. Managing blind zones
5. Managing view blockers
6. Leaving yourself an out
7. Gap selection
8. Avoiding distractions

6.6.1 Searching ahead 12 seconds (aiming high in steering)

Searching at least 12 seconds ahead along your intended path is crucial for hazard management. The technique is often associated with the term 'aiming high in steering'. A hazard identified 12 seconds ahead will give the driver around 12 seconds to react.



Time and distance

The distance a driver must look in front of their vehicle to search 12 seconds ahead increases significantly as the speed of the vehicle increases.

Other factors such as the terrain (hills, dips, corners), large vehicles ahead, weather and light conditions, can all have an impact on being able to consistently search 12 seconds ahead.

The table below provides a guide of what 12 seconds of distance ahead may look like in different driving scenarios. As driving conditions will vary, these examples are generalisations only. The driver must consider all driving conditions, especially in relation to speed, when applying the 12 seconds of distance ahead.

See managing view blockers (section 6.6.5) for further guidance and specific scenario examples that involve an obstructed view.

At 100km/h on the open highway or a motorway	The driver will need to scan for hazards more than 300 metres ahead. That's about the length of 3 rugby fields. (at 100km/h a vehicle travels around 27 metres per second).
Around town, driving around 50km/h	12 seconds will mean the driver will be generally scanning the next intersection and the one beyond it (if it's visible).
At night	The distance that can be scanned ahead will be limited to the distance that is illuminated in the headlight beam. Reducing speed will generally be required to achieve 12 seconds of distance ahead. Additionally, the shortened perspective associated with driving at night, may cause errors of judgement.
Poor driving weather conditions	The distance that can be scanned ahead will be limited to the distance that's visible in poor driving conditions. Reducing speed, often considerably, may be required to achieve 12 seconds of distance ahead and account for increased stopping distances.

Learner drivers tend to look at the road immediately in front of the vehicle and may need to be reminded to aim high in steering to achieve the necessary 12 seconds of distance ahead.

A learner not aiming high and seeing 12 seconds ahead typically:

- looks down at the front of the car or the centreline
- adopts erratic speed and steering
- doesn't identify potential hazards soon enough and doesn't respond in time
- reacts late to curve advisory signs
- demonstrates late reactions to hazards
- follows too close to the vehicle in front
- doesn't correctly centre the vehicle in the lane.

6.6.2 Following distances

When driving, much of the time will be spent following other vehicles and correct following distances play a large part in managing hazards.

Correct following distance techniques:

- provide the driver with more time to react if the vehicle in front becomes an actual hazard
- provide the driver with additional stopping distance when the vehicle behind is following too close (tailgating)
- reduce the risk for many drivers as nose to tail crashes often involve more than 2 vehicles
- allow the driver a better chance to see ahead of the vehicle in front.

Correct following distances provide a safe buffer ahead of, and behind, a vehicle. This gives the driver ample time to react and brake safely without hitting or being hit by other vehicles. The rules take into consideration stopping distance variances between vehicle sizes/weights and adverse driving conditions. The faster the vehicles are travelling, the greater the actual following distance will be, so there's no adjustment needed for speed (always 2 or 4 seconds).

Following distances are categorised into the 2-second rule and the 4-second rule.

The 2-second rule

Used when:

- the driver's vehicle is a light vehicle
- in normal driving conditions.

The driver can observe the rear of the vehicle ahead as it passes a road marker or other stationary feature such as a power pole, fence post, tree or driveway and begin counting, 'one thousand and one, one thousand and two.' If counting finishes before reaching the same point, a safe following distance has been established. If not, slow down accordingly and repeat the exercise.

A demonstration of applying and checking the 2-second rule is available on DRIVE.

Note: it's best practice that instructors apply a 3-second rule for inexperienced learners to emphasise the benefits of effective following distances and to address the potential for delayed responses resulting from learner inexperience.

The 4-second rule

Used when:

- the driver's vehicle is a heavy vehicle (takes longer to stop)
- the driver's vehicle is being tailgated, or the driver in front is tailgating another vehicle
- the driver's vehicle is towing a trailer
- the vehicle in front is a heavy vehicle
- there are adverse conditions (usually road surface, weather and visibility).

A learner not using the correct following distances typically:

- applies harsh, sudden stops
- tailgates
- doesn't identify potential hazards soon enough and either responds late or not at all
- is frequently taken by surprise
- gets frustrated by other drivers (especially tailgaters).

6.6.3 Scanning (keeping the eyes moving), including mirror usage

Drivers should scan the road ahead and search to the sides and behind for potential hazards. They need to develop the habit of moving their eyes as a way of scanning the scene constantly. A learner may need to be reminded to keep the eyes moving early on in driver training until it becomes a habit.

Without scanning, a driver will focus on only one aspect of the driving scene while other potential hazards develop around them. This may mean that they miss a potential hazard and fail to make any steering corrections or speed reduction necessary to avoid a hazard.

A fixed stare without continually scanning (tunnel vision) is often a sign of mental distraction, target fixation, fatigue or inexperience. As drivers tend to aim the vehicle where they're looking, target fixation can lead to serious crashes.

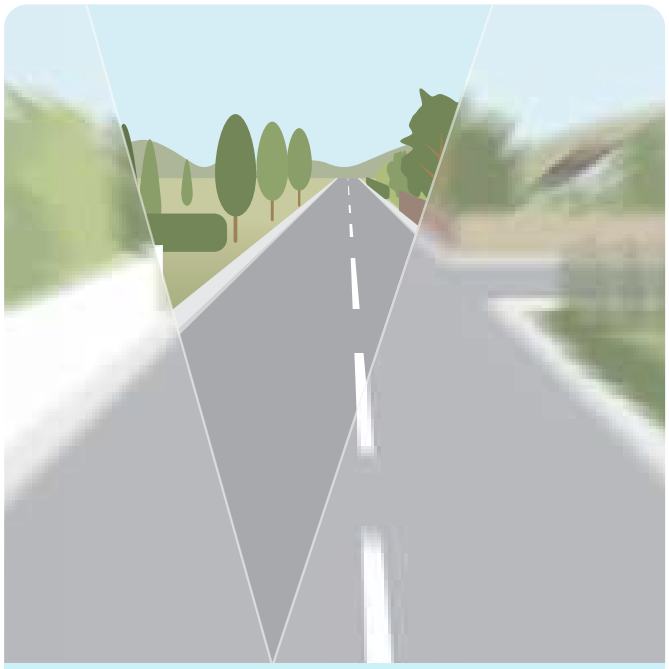
Scanning and speed

Scanning becomes even more important as speed increases. When a person is standing still, their field of vision can be 180°. However, as speed increases, their field of vision reduces greatly into more of a cone of vision. As vehicle speed increases, the ability of peripheral vision to detect hazards diminishes. At 90km/h without keeping the eyes moving, what the driver sees is like looking through a funnel.

Stationary

40km/h

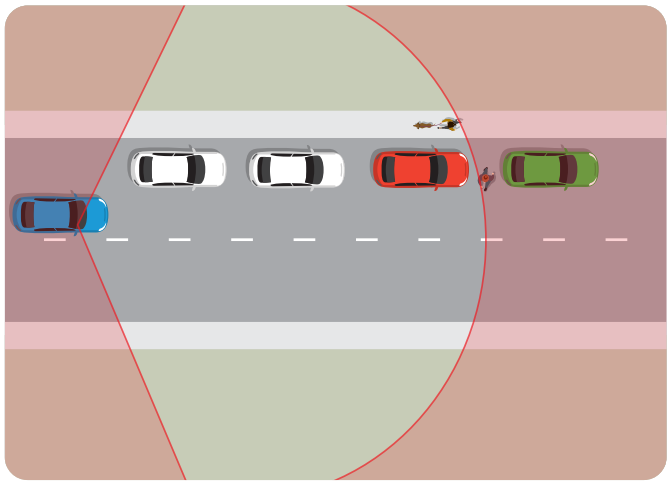
70km/h



90km/h

What appropriate scanning looks like:

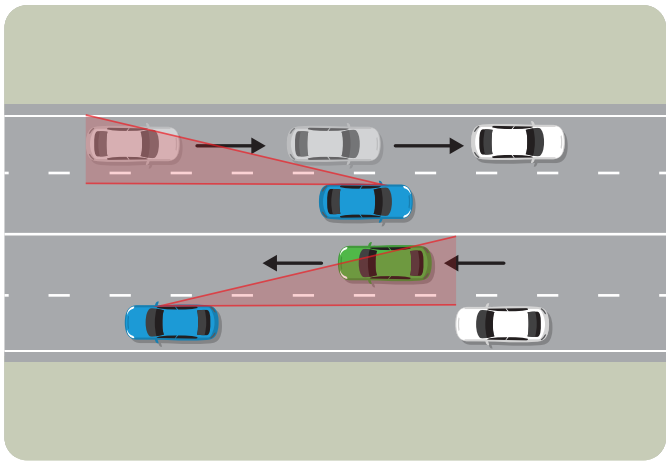
- Constant mirror checks are needed before signals are given, before changing speed and on seeing any actual or potential hazard ahead.
- Searching constantly within foreground of the 12 seconds of distance ahead and to the sides of the road.
- Checking for blind spots by doing a head check (looking over the shoulder) before leaving the kerb, parking, merging with other traffic, turning, crossing a special vehicle lane[5], overtaking or changing lanes.
- Checking the relevant mirrors before braking.
- Searching when approaching pedestrian crossings and railway crossings.
- When stopped at intersections, even for traffic signals, checking the movement and intent of other vehicles ahead and to the sides, before moving off. The first 3 seconds after the light changes from red to green are potentially the most dangerous.
- Scanning to the sides when travelling through a green light. The learner should consider what types of vehicles may travel through a red light and what sort of speed they may be travelling at, for example an emergency vehicles. Stolen vehicles, intoxicated drivers, distracted drivers are also a possible hazard at intersections as they may be speeding or driving erratically.
- Checking speedometer and warning lights.



6.6.4 Managing blind spots/zones

Blind spots are created by the vehicle itself where vehicle pillars, frames and side mirrors block out part of the driver's view, obscuring potential hazards. Larger vehicles such as SUV's, pickups and minivans generally have larger blind spot areas than smaller passenger cars. The blind spot area is also affected by vehicle design trends such as pillar thickness, high rear decks and short rear glass windows.

The below image demonstrates the area behind that is generally a blind spot for drivers and will need to be managed.



Enhancing awareness of blind spots during driver training

Often drivers don't truly appreciate the dangers relating to blind spots until they it causes a near miss or crash. A good exercise during the first lessons is for the learner to sit in the vehicle looking at their side mirrors while the instructor moves around the vehicle and into the blind spots. This activity will demonstrate that objects can easily disappear out of sight of side mirrors or behind areas that the vehicle's design may obscure. This will help cement the need for head checks, ensuring the optimal seating position in the vehicle and using any available blind spot mitigation features available in the vehicle.

Learners should also be shown that drivers that are in their blind spot may not be able to see their indicators.

Blind spot mitigation techniques when driving

- Always consider the need for head checks before leaving the kerb, parking, merging with other traffic, turning, crossing a special vehicle lane and when changing lanes. Some modern vehicles will have advanced safety features for blind spot monitoring (sensors, blind spot mirrors, cameras and alarms assisting). If these are available, they should be used but shouldn't replace the need to perform head checks, when necessary.
- Use the best driver seating position to minimise blind spots.
- Position the vehicle on the road to maximise the effectiveness of rear-view mirrors and to allow faster traffic to always pass on the right-hand side.

5 Special vehicle lane is a defined term in the road user rule and includes a bus lane, a transit lane, a cycle lane and a light rail vehicle lane.

» Check for children and other obstacles, before reversing, by walking around the vehicle – every year, children are killed and injured by reversing vehicles.

Video demonstration of blind spot and head checks is available at: https://drive.govt.nz/restricted-licence/skills/driving-on-the-road/blind-spots-and-shoulder-checks

6.6.5 Managing view blockers

View blockers include anything external to the vehicle that prevents a driver from seeing potential hazards within their 12 seconds search ahead and to the sides and rear. View blockers include other traffic, signs, vegetation, corners, hills, buildings and large vehicles. To manage the risk of view blockers and to regain the 12 second search ahead, the driver may need to adjust their driving by:

» reducing speed

» increasing following distances, (applying the 4-second rule instead of 2-second rule and possibly increase distance further if required)

» changing position on the road (intersections and within a lane).

Below are common examples of view blockers including how they may obstruct the driver's view and what can be done to help manage the obstruction.

Intersection view blockers

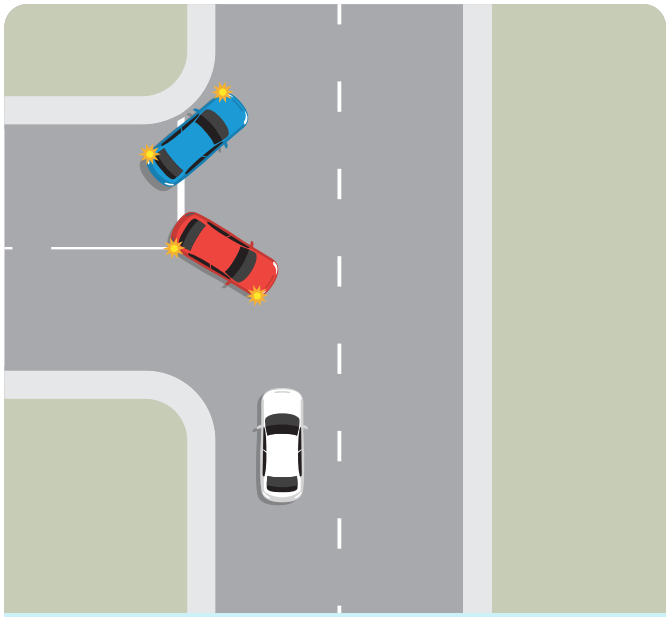
View blockers at intersections, where other vehicles block the line of sight ahead or to the right or left include:

» heavy motor vehicles (trucks and buses) approaching or waiting at an intersection or roundabout

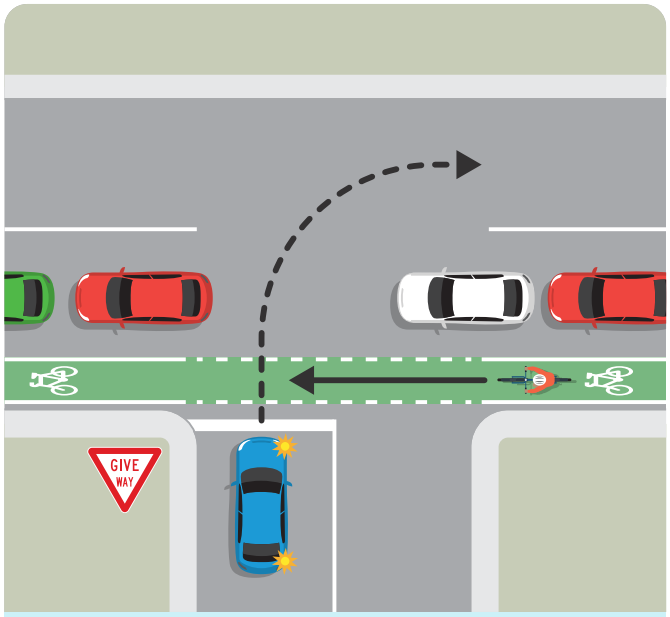
» lines of traffic stopped either side of an intersection, blocking the driver's view of, for example, cyclists or scooters travelling to the left of the stationary traffic (the stationary traffic might also be blocking visibility for right turning traffic).

There's a commonly held misconception that a driver can move off safely from the intersection when the vehicle in the lane beside them does. This 'shadow effect' is unsafe as it relies on the judgement of the other driver. If that driver changes their mind and suddenly stops, it can leave the unsighted vehicle at risk. Shadowing of other vehicles must be discouraged at an early stage in training.

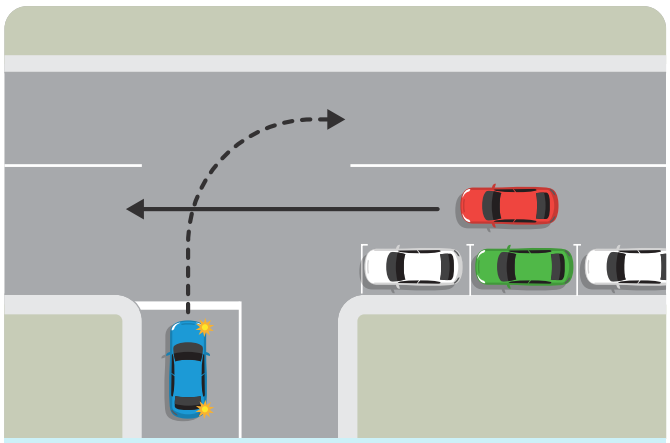
When turning right in front of a stationary row of traffic, particular care must be taken to search for vulnerable traffic (for example, cyclists or scooters) that may be approaching along the left of the stationary traffic.



Shadow effect



Cyclist to the left of stationary traffic



Parked vehicles close to intersection obscuring clear view

Driving behind large vehicles

Large vehicles can obscure a driver's view and hinder the ability to see 12 seconds ahead. Additionally, if the driver's vehicle is too close to a large vehicle in front, the driver of the large vehicle won't be able to see the driver behind them. Apply the 4-second following distance when travelling behind large vehicles. This should restore the 12 second scanning and ensure the driver in front is aware of your vehicle.

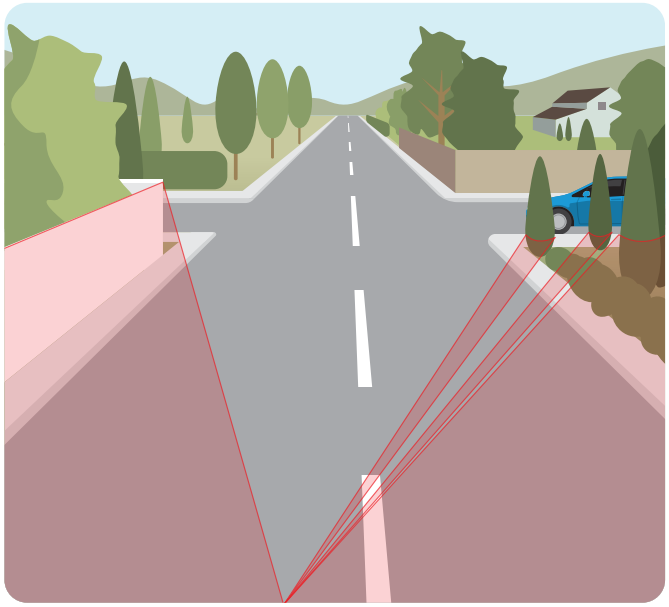
A driver's view can then be extended around bends by changing lateral position slightly to see along the inside (on left bends) or outside (on right bends) of the large vehicle to see around the bend earlier.

Corner view blockers

See cornering under vehicle handling performance and techniques subsection.

Other view blockers

There are many other view blockers when driving. Examples include vegetation, buildings, signs and parked vehicles. A driver can take advantage of open spaces and breaks in buildings, fences, hedges or walls to maximise observation especially when approaching corners and intersections. Reflections in glass windows and shadows on the road can also interfere with visibility.



6.6.6 Leaving yourself an 'out'

'Leaving yourself an out' is a technique that involves driving in a manner that allows a crash to be avoided if some other event occurs. While not an observation technique, it's a technique centred on anticipation of hazards occurring.

Key factors in ensuring there's adequate time to react successfully to hazards is The hazard action plan (IPDA: identify, predict, decide, act).

Four of the most important factors for leaving an out are:

1. Create a space cushion around your vehicle by adopting correct lane and road position, and applying effective following distances.
2. Drive at a speed that reflects the driving conditions, that may not necessarily be at the maximum posted speed limit.
3. Always apply the hazard action plan and the system of vehicle control, and be prepared to stop if necessary.
4. Always be able to stop in the amount of clear road you can see in front on the correct side of the road (half the distance you can see if there are no centrelines marked on the road).

6.6.7 Making sure other road users see you

The simple concept of seeing and being seen is an important part of hazard management. Communication and interaction between vehicle drivers plays a large part in this.

Communication between drivers needs to be transmitted and received effectively. The most vital communication a learner, and any driver, needs to use is the correct road rules (a legal obligation) in all driving situations. This includes when there are no other drivers around.

	Type of communication and interaction
General communication and interaction	**Direct** » Using indicators to tell other drivers of your intention. The use of indicators is a legal obligation in clause 3.10 of the Land Transport (Road User) Rule 2004. » Using headlights to ensure other drivers can see your vehicle. The use of headlights is a legal obligation from 30 minutes after sunset until 30 minutes before sunrise, or when visibility is less than 100 metres. Headlights should be used in any lighting situation to increase the ability of other drivers to see you and to maximise the driver's visibility where needed. Some vehicle colours are often not so easy for other drivers to see at certain times of the day or during poor weather conditions[6]. Headlight use can help compensate for this. Many vehicles are now fitted with daylight running lamps (DRLs) which are automatically activated when the vehicle is turned on. Be aware that: - most DRLs only operate at the front of the vehicle and not the rear lights - DRLs don't switch on in fog during the daytime. » Hazard lights warn other drivers of a situation with their vehicle that requires care. » Using the horn or flashing headlights to get another driver's attention when needed. » Brake lights on when the vehicle is stationary. » Using brake lights when slowing to warn a following driver if necessary. This includes when deceleration is required but the vehicle behind is following too closely. Don't stab the brakes to frighten the tailgating driver – instead, a gentle touch on the brake pedal to illuminate the brake lights is sufficient. **Indirect** A driver's intentions may be communicated or received by other drivers in less obvious ways. For example: » position of the vehicle on the road » position of the front wheels when stationary » speed a vehicle is moving at.
Courteous communication and interactions	**Communication and interaction may include:** » waving other vehicles on » acknowledging the courtesy of others » making safe spaces available to drivers including those riding their bikes, mobility scooters or electric scooters on the road.

6 www.aa.co.nz/membership/aa-directions/driver/car-colours

Communication between drivers and their vehicles can be both positive and negative.

Positive communication and interaction (verbal and non-verbal): this is courteous and respectful, and demonstrates awareness of other drivers. Such behaviour can quickly defuse a potentially volatile situation and reduce some of the risks associated with driving. If learners are taught to model positive behaviour, it influences other drivers to behave in similar ways and reminds them that all drivers can make mistakes without intending any hostility to others. An example of positive interaction is waving with an open palm to acknowledge another driver's courtesy towards you (saying thank you), or holding an open palm hand up to acknowledge a mistake made (saying sorry).

Negative communication and interactions (verbal and non-verbal): this is discourteous and aggressive and should be avoided at all costs. This sort of behaviour can escalate quickly, leading to poor decision making due to heightened emotions, endangering all involved.

An instructor should encourage the learner to have a positive communication and interaction style with other drivers and explain what that looks like. The importance of avoiding all negative communication and interaction with other drivers should be discussed and encouraged.

6.6.8 The system of vehicle control

The application of the hazard action plan is a mental exercise and the actual response (the action taken) is a practical one.

The response component can be taught using the 'system of vehicle control' exercise. This exercise is a systematic approach to teaching both new drivers and experienced ones, how to prepare for and respond to hazards including when performing common driving tasks like turning, changing lanes or approaching traffic lights.

When approaching a hazard, each step of the response is part of a system that the driver needs to consider and then action when appropriate. Although listed sequentially, the actions may be carried out simultaneously and repeated later depending on what is appropriate for the situation. The primary steps can be remembered using the mnemonic '**c**an **m**y **s**afety **b**e **g**iven **a**ttention'.

Steps in grey show extended steps that are often applied to many driving situations such as turning or changing lanes. The extension of these steps can be remembered using the mnemonic '**c**an **m**y **s**afety **b**e **g**iven **m**ore **e**ffective **a**ttention **m**ate'.

1. Course	Look ahead for a safe and legal path.
2. Mirrors	Look behind and if appropriate, check your blind spots[7]. Note: checking may be required multiple times during this system depending on the situation.
3. Signal	Signal as appropriate for the situation for at least 3 seconds.
4. Brake (speed)	Adjust speed to ensure the vehicle is at a safe and controllable speed needed to carry out the manoeuvre. Reduce speed by taking the foot off the accelerator and if required, applying the brake to slow the vehicle. Braking will be required in most situations.
5. Gears	Select the appropriate gear. With an automatic transmission, this may include the use of a gear 'hold' feature.
6. Mirrors	In most situations, recheck mirrors and check blind spot (looking over your shoulder).
7. Execute	Execute the task.
8. Accelerate	When safe, accelerate away. Pay attention to traffic speed, road surface and driving conditions.
9. Mirrors	Recheck mirrors to observe new driving environment.

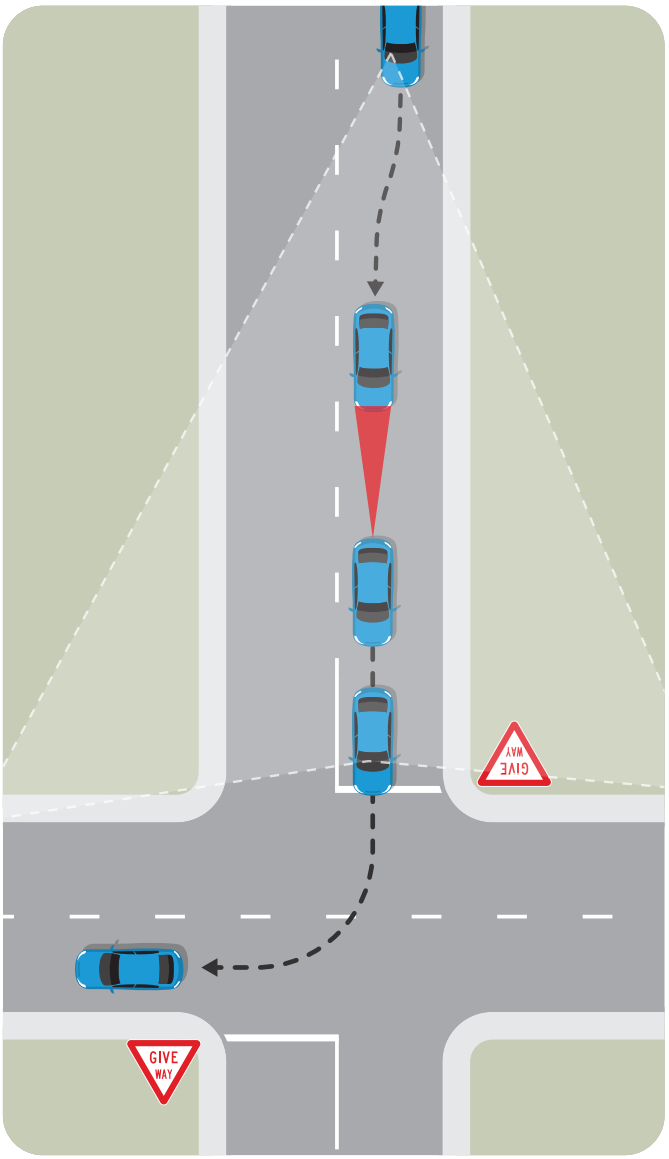
Across different hazard scenarios, there may be some variance in these steps. For example, the task execution may end with the driver pulling over to the kerb, so acceleration and any subsequent mirror checks to observe the new environment, would not be required.

The above steps will be a lot for a learner to consider and action at the same time as navigating a hazard, perhaps for the first time. As a way of working up to the multi-stage system, instructors can consider introducing a more basic routine as a starting point for remembering the important steps when approaching a hazard. This could include '**m**irrors **i**ndicate **b**lind spot' (**MIB** – men in black).

7 Checking for blind spots includes doing a head check (looking over your shoulder) and in some vehicles may also include checking sensors, blind spot mirrors, cameras and alarms that assist with identifying vehicles or objects in a person's blind spots.

An alternative model sequence that is more commonly used for advanced driving assessment or fleet assessments is '**i**nformation **p**osition **s**peed, **g**ears and **a**ccelerate' **(IPSGA)** using the following 5 steps:

1. **Information:** take in information by reading the road (scanning), your mirrors and other drivers' actions, and use this information to make decisions. Give information by using indicators, horn, headlamps or brake lights, if necessary. The 'take use and give' sequence can be remembered by the acronym TUG. This phase happens throughout the whole manoeuvre, not just at the beginning.
2. **Position:** move your vehicle to prepare for your manoeuvre and to show intent to other drivers.
3. **Speed:** adjust your speed so that you're going at the right speed for the manoeuvre.
4. **Gear:** change to the appropriate gear so you're ready to accelerate if necessary.
5. **Acceleration:** unless you're coming to a complete stop, accelerate away.



Instructors need to understand and teach the system in such a way that the appropriate course of action for the specific scenario is always considered. It's up to the instructor to decide what variation of the system of vehicle control works best for their understanding and way of teaching, the learner and the hazard situation being navigated.

6.6.9 Gap selection

When drivers want or need to overtake, move through an intersection, turn or cross another vehicle's path, there's only a limited amount of space and time to do so. This is referred to as a 'gap'.

A driver needs to ensure that the task they want to perform, can be completed safely without causing other drivers to adjust their speed, direction or need to take evasive action. Gap selection is a judgement call that varies in difficulty depending on traffic volume, signage, intersection complexity, visibility, speed and experience.

The gap is the distance between the manoeuvring vehicle and other traffic estimated in seconds or metres. It can never be a precise calculation because people's perceptions of time and distance vary greatly. It also involves a degree of assumption including that other drivers are abiding strictly by the speed limits and other general driving obligations such as signalling their intentions and following through on those signals, maintaining correct road position and applying correct following distances.

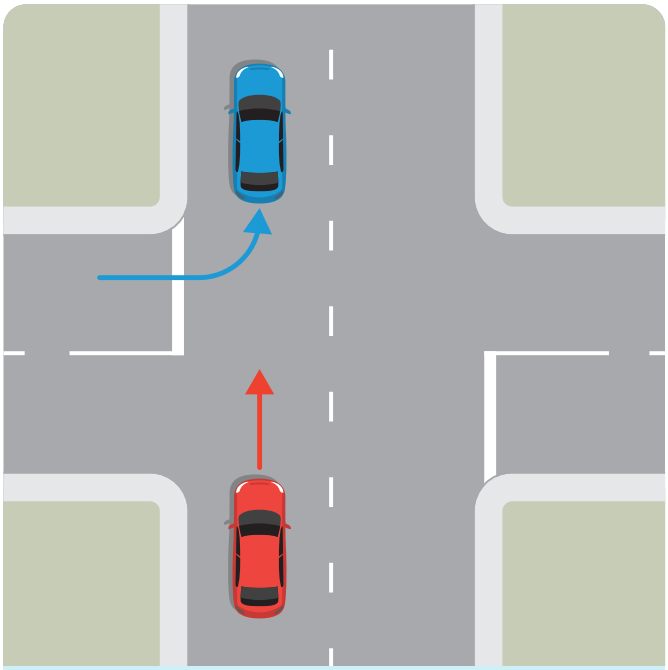
Gap selection will be adversely affected by vehicles exceeding posted speed limits, as both time and distance calculations become more ineffective as closing speeds increase.

When moving through or into an intersection, be aware of any increase to the speed limit for the upcoming adjoining road. There'll be a sign displaying the posted speed limit, erected within 20 metres of the intersection. Increased gap selection will need to be applied accordingly.

Developing gap selection skills takes practice. By encouraging learners to observe the 2-second and 4-second rules for following distances, they quickly begin to appreciate the relationship between time and distance. Opportunities for learners to estimate these times between clearly defined points should be taken regularly. The below table includes some strategies and key messages to aid with gap selection.

Up to speed calculation

When moving off and turning left from an intersection, it'll take about 8–10 seconds to accelerate steadily to 50km/h and about 20 seconds to 100km/h. This is on average when an appropriate amount of acceleration is applied.

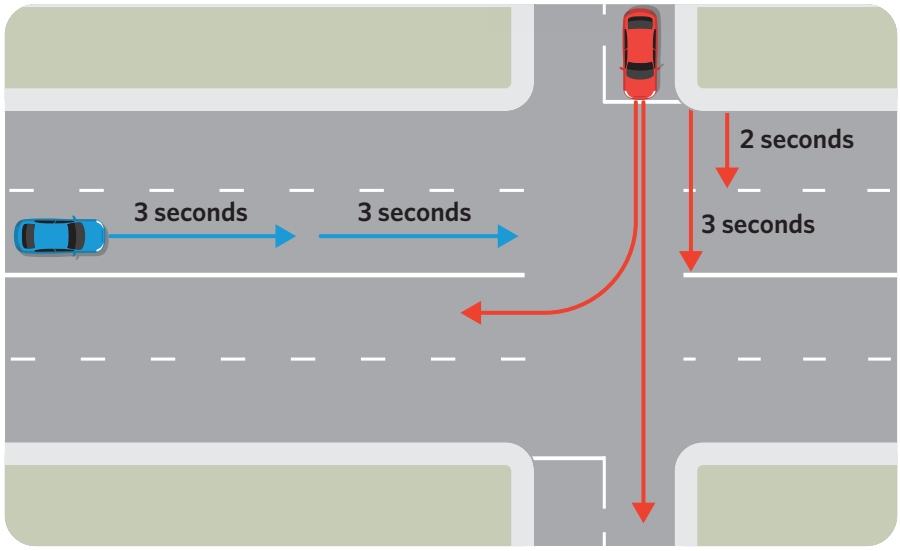


8–10 seconds to 50km/h
20 seconds to 100km/h

Crossing a lane from standstill

When leaving a stop sign, under appropriate acceleration, it'll take about 2 seconds to cross the first lane of an intersection and about one second for each lane after that.

A truck and trailer in the same situation will require about 3 seconds for each part of the combination in the first lane (6 seconds) and about 2 seconds for the whole combination in each lane after that.



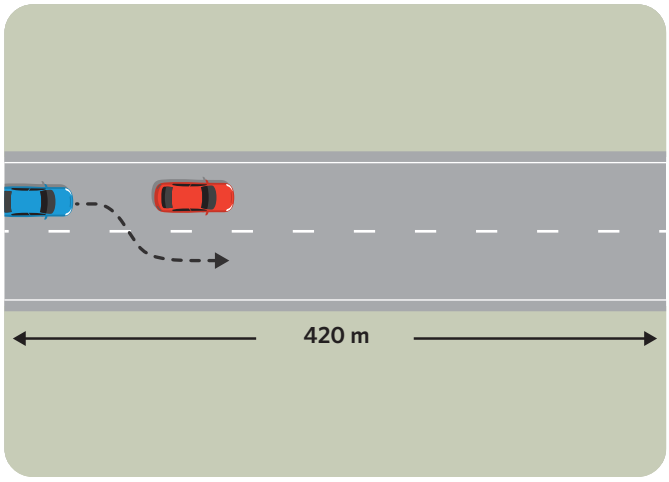
Converting km/h to distance moved

For every 10km/h of speed a vehicle covers, it moves 2.7 metres every second. This means that at 100km/h a vehicle covers 27 metres per second and at 50km/h, about 14 metres per second.

Overtaking calculation

Traffic law states that when overtaking, a driver must have at least 100 metres of clear road ahead of them throughout the whole manoeuvre. It takes approximately 12 seconds to overtake safely, so at 100km/h this equates to about 320 metres plus the 100 metres required at the end of the passing task – a total of 420 metres (the length of 4–5 rugby fields).

At 100km/h the driver of a car would need nearly 80 metres of clear road to identify a problem and bring the vehicle to a stop. (Because of its much greater weight, and the effects of kinetic energy, a truck would require exponentially more distance to do the same.) At 50km/h the car driver would need about 25 metres to identify a problem and come to a stop.



Average reaction time

A driver's average reaction time to an actual hazard is thought to be around 1.3 seconds. At 100km/h this is about 20 metres on the road, and at 50km/h, about 10 metres. Reaction times can be much longer if a driver has to decide what to do, for example, 'shall I brake or steer around the hazard?'

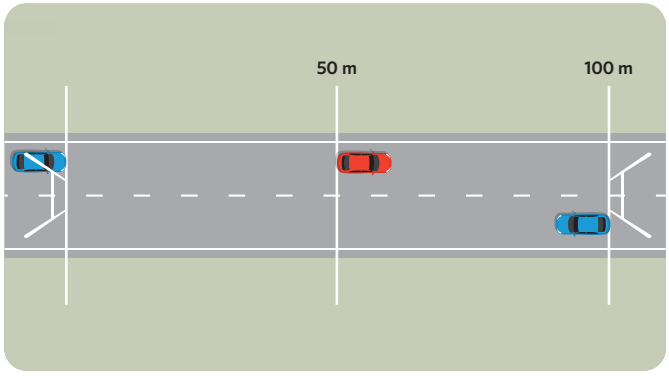
Reaction time is in addition to braking distance needed.

Reaction times are also directly affected by the driver's physical and mental state, fatigue, dehydration, hunger, alcohol or drugs (including medication).

Understanding what 100m looks like

100 metres is a commonly used distance reference in driving. This is the length of a rugby field. A 4-second gap in traffic in a 50km/h area is about half the length of the field. On the open road, 4 seconds is the full length of the field.

Vertical road marker posts (formally called edge marker posts) on the sides of straight roads are usually 100 metres apart[8] and can provide a rough guide to distance.



8 Road marker posts are typically spaced at 100m intervals on straights (may not be consecutive 100ms apart) and closer together on corners depending on the severity of the bend.

6.7 Driving distractions

Driver distraction is a serious and common contributing factor in many road crashes. As driver confidence and comfort with driving improves, the degree to which a driver allows themselves to be distracted generally increases. Driver distraction reduces the ability of a driver to perform all the skills and tasks needed for hazard management and safe driving.

Distraction management must be addressed at an early stage in driver training. An effective coaching approach applied by the instructor during the learning process, improves self-awareness, self-responsibility and decision-making skills in learner drivers – all of which should minimise the risk of distractions.

Distractions can be classed as internal (within the vehicle) and external (outside of the vehicle).

Internal distractions

Common distractions are mobile phones, touch screens, devices and passengers. Other distractions include eating and drinking, vaping, smoking, music and looking at sun visor mirrors. Internal distractions are generally more in the control of the driver than external distractions but often take more self-control to avoid.

It's the driver's responsibility to minimise or remove all other internal distractions so that they don't interfere with safe driving. This may involve the driver needing to pull over for a period. Three common internal distractions are outlined below.

Mobile phones

While driving, mobile phones can be distracting due to sounds associated with ringing, messaging, and notifications. These sounds can take the driver's focus away from the driving task. Phones may also cause the driver to take their eyes off the road for an extended time, creating very high-risk situations. Research suggests that after a driver looks at their phone and returns their eyes to the road, it takes another 4 seconds to properly re-focus their attention on the road and their driving.

It's illegal to use a mobile phone while driving. There are a few exceptions to this ban including hands-free use (see clause 7.3 of the Driver User Rule 2004[9] for details and exceptions). In recent years, mobile phones, have become a cause of many crashes and near misses, especially in younger drivers. This is largely due the number of uses smart phones have and peoples' phone habits which are often likened to an addiction.

To ensure mobile phones don't interfere with driver training, an instructor should:

- ask the learner to keep their phone out of sight, and on silent during driver training
- inform the learner of the seriousness of phone distraction while driving, along with the legal obligations around phone usage while driving.

Learners can also be informed of some distraction management solutions for when mobile phones and direction applications (maps) will be part of their drive (in a legally permitted manner). The following strategies can be used:

- Using car audio safety systems such as Bluetooth, phone silencing and hands-free modes. Modern vehicles are usually quite advanced with these safety systems.
- Selecting play lists for Bluetooth use before driving begins.
- When using hands-free, load maps before driving begins.
- Make use of the 'do not disturb' feature on the phone while driving.
- Always set up, or alter, direction location settings when the vehicle is stationary.

Passengers

Passengers can be distracting to drivers. It's for this reason that drivers are not permitted to carry passengers (with some exceptions - refer clause 18 of the Driver Licensing Rule) while they are on a restricted licence. However, an instructor should discuss passenger distraction with the learner and include how they can minimise this distraction. Strategies include:

- asking passengers to keep distractions (such as talking and asking questions) to a minimum or being quiet when the driver requires it
- avoid turning of the head towards the passengers to communicate – instead keep your eyes on the road and rely on hearing to participate in the conversation
- properly securing any pets or other items that may move around in the vehicle while driving
- pulling over if passengers such as young children are too distracting and require the driver's attention. On long trips, children should have snacks, drinks and activities to keep them occupied.

9 www.legislation.govt.nz/regulation/public/2004/0427/latest/whole.html

Vehicle controls and advanced driver-assistance systems (ADAS)

Some vehicle controls may become distractions, especially when the driver doesn't know how they work. For example, window wipers and demisters need to be used effectively to prevent the driver from becoming distracted or flustered while trying to operate them correctly. ADAS features, can also be distracting, especially if they aren't understood by the learner. These distractions can be avoided if the driver knows how to operate the features correctly. Where possible, the driver should pull over and address the issue safely. See ADAS section 5.5 for guidance on how an instructor can ensure a learner knows how to use ADAS features.

External distractions

External distractions occur outside the vehicle. They included scenery, advertising, street signs, other road users including pedestrians and bikers, animals and weather.

The key message for learners is that they must always concentrate on the driving task. If any of these distractions require further attention, they need to pull over and stop. If looking for street addresses, drivers should move over to the left, slow down and consider the effects of their driving on following traffic.

Section 7: Practical driver training

Practical driver training is needed to ensure that the learner develops the necessary skills, knowledge and attitude required to be a safe driver. The quality of practical driver training delivered by an instructor will influence the effectiveness and timeliness of this process.

This chapter outlines the considerations and best practice for delivering driver training. The content links to earlier sections of this guide including effective coaching (section 4), learning (section 2) and communication (section 3).

Providing driver training is highly interconnected to assessment of the leaner, forming a continuous circle of improvement. Driver training teaches the driving skills that are assessed and monitored by the instructor, while the assessment findings help the instructor determine what the focus of driver training should be. Assessment and monitoring of the learner's driving progress is primarily included in Section 8.

Valuable resources for educating learners, especially younger learners, around all aspects of safe and competent driving can be found on DRIVE. DRIVE is a resource developed and maintained by NZTA for learner drivers and those involved in their driver training. The website contains numerous resources including videos of specific driving manoeuvres. Instructors can use the resources as part of their lessons and can also encourage learners and their parents, supervisors and mentors to use them.

7.1 Bigger picture considerations for instructors

7.1.1 Varying levels of instructor involvement in driver training

A challenging aspect of providing effective driver training centres on an instructor's level of involvement in a learner's driver training. Learners may use an instructor at various times. Ideally, an instructor would be the only person training the learner through the whole process, but people's time and financial constraints make this unrealistic.

When there's a high level of instructor involvement from the beginning, there's a greater opportunity for the instructor to ensure that the learner becomes a safe and responsible driver. This outcome is more challenging to achieve when the instructor has only one or two lessons with the learner, often for the purpose of checking practical driver licence test readiness towards the end of the learner's driver training journey.

The table below lists some common examples of how an instructor may be involved with a learner's driver training, along with considerations for making the most of the time with the learner.

	Considerations for achieving the best possible outcome
Primary provider of driver training	A beginner/inexperienced learner plans to complete many lessons with the instructor who will act as the primary provider of driver training. Additional driver training/practice is likely to be carried out with parents, supervisors or other mentors, in between instructor led lessons. Here the instructor has a clear understanding of their level of experience (none or very little) and can start driver training at the beginning. An instructor who is the primary provider of driver training can: » develop a very effective training plan along with well-structured lesson and route plans » provide realistic expectations to the learner about how the 120 hours of supervised driving time recommended will be used in order to become a safe driver and be ready to take a practical driver licence test. See section 7.1.2 » where possible, have early conversations with involved parents, other supervisors or mentors. See section 7.1.3 below for benefits and how they can best enhance the learner's progress » monitor and assess progress as it's made. Progress should be fed back into lesson and route planning, and where possible, communicated to other driving supervisors or mentors so that they can also enhance the learner's progress » identify and rectify incorrect driving habits and beliefs early on. These may have been picked up from parents, peers or other drivers » provide early encouragement to the learner to 'take charge' of their learning process.
Some involvement in driver training	The learner has some lessons with the instructor at various times during the driver training process. This may include lessons at the start of the learner's driver training journey or part-way through. These situations can be challenging for instructors. It's difficult to draw up a training plan when you don't know how often you'll be involved or what you'll be asked to teach the learner. However, you can maximise the time you have by: » finding out what they've been working on with other driving instructors, supervisors or mentors, what progress they've made and how confident they're feeling about their driving » conducting an initial assessment (verbal and practical) to understand their level of experience. If the learner is a beginner, an initial assessment won't be necessary. Ask them to rate themselves on different aspects of their driving » ensuring the learner knows about the 120 hours of supervised driving time recommended to become a safe driver and be ready to take a practical driver licence test. See section 7.1.2 » where possible, having conversations with parents, supervisors or mentors about how they can best enhance the learner's progress. See section 7.1.3 » rectifying driving faults identified and beliefs that may have been picked up from parents, peers and supervisors » monitor, assess and record progress as it is made. Progress should be fed back into lesson and route planning and where possible, communicated to other driving supervisors so that they can also enhance the learner's progress.

	Considerations for achieving the best possible outcome
Used to assess licence test readiness	Shortly before taking a practical driver licence test, a learner may book a lesson or two with an instructor to assess if their driving ability is up to licence test standard (restricted or full). In these situations, the learner will have completed most driver training with other supervisors or other instructors. Learners that have completed their driver training without an instructor may: » have a poor understanding of risk » be overconfident » have an inflated opinion of their driving competence » have poor hazard management skills » have low levels of awareness » have picked up poor driving habits from parents, supervisors or mentors. An instructor may not be able to correct the above issues in the short time available to them. Section 8 – assessment of the learner will be most relevant for this situation. Route planning will also be important to ensure that all assessment criteria (same as a practical driver licence test) can be met in the short time available. The instructor can still play an important role in ensuring the learner is a safe and responsible driver, in the short time available, by: » finding out what they've been working on with other driving instructors, supervisors or mentors, what progress they've made and how confident they're feeling about their driving » reminding the learner that safe and responsible driving should be their focus ahead of passing the practical driver licence test » ensuring the learner knows of the 120 hours of supervised driving time recommended to become a safe driver and be ready to take a practical driver licence test (section 7.1.2).This may make a learner consider further practice before taking a restricted licence test » being very clear when the learner is not at a level needed to pass a practical driving licence test and/or does not display a safe and responsible attitude to driving. If the learner has already booked a test but isn't ready to sit it, strongly recommend they postpone. Doing so will increase safety of the learner, other road users and testing officers, as well as freeing up test appointment times for others who are ready » using a full assessment to ensure the learner is competent in all the relevant driving tasks and skills required. Section 7.9.6 includes the relevant practical licence test criteria that needs to be considered when approaching practical licence test standard » identifying and feeding back to the learner and their parents, supervisor or mentor, the aspects of the learner's driving that need improvement before taking a practical driver licence test. This might include more practice time, providing driving conditions/scenarios for future drives and any recommendations for further lessons with the instructor.

7.1.2 Recommended 120 hours of supervised practice for learners

International best practice recognises the need for learner drivers to receive at least 120 hours of supervised driving practice before driving solo. Research from Sweden suggests that young drivers who undertake 120 of supervised driving practice in all conditions before driving solo, could reduce their crash risk by up to 40%. Currently in New Zealand, learner drivers are estimated to receive an average of less than 40 hours of supervised driving practice before sitting a licence test.

Instructors are unlikely to provide anywhere near 120 hours of lesson time. However, they can ensure learners are aware of this target. Where possible, an instructor can also construct a training plan that considers the hours of non-instructor (parents, supervisors and mentors) time needed in-between instructor led lessons.

As a rule, one hour with an instructor is considered roughly equivalent to 3 hours with an unqualified driving supervisor due to the instructor's coaching skills, driving knowledge and expertise, and careful route and lesson planning.

7.1.3 Parents and other supervisors or mentors providing driver training

Where possible, instructors should liaise with the other people involved in the learner's driver training. Their involvement, along with instructor-led training, can benefit the learner's progress by:

- improving the likelihood that 120 hours of supervised driving time and exposure to a wide variety of driving conditions and environments, is achieved
- helping the learner to practice aspects of their driving that need improvement
- encouraging the learner to use resources and information available at DRIVE that includes a section of guidance for supervisors when coaching learners
- ensuring that the learner knows how to use vehicle technology/ADAS (section 5.5). If the learner is using a parent's vehicle, a parent will likely be able to explain how to use the technology, often better than an instructor can
- ensuring they know, and are committed to following, the conditions of the restricted licence that apply once the learner passes their driver test.

> The conditions that apply to holders of a restricted licence are outlined on NZTA's webpage:
>
> www.nzta.govt.nz/driver-licences/getting-a-licence/licences-by-vehicle-type/cars/restricted-licence/restricted-licence-conditions/

Involving parents, supervisors or mentors

Younger learners are likely to have parents or other supervisors or mentors actively involved in their driver training that the instructor can talk to.

Where possible, the instructor should make the effort to engage and encourage parents, supervisors and mentors to work as a team to effectively achieve the benefits listed above. This can be done in person, on the phone or via email to keep each other up-to-date on progress.

Instructors should be aware of overconfident parents who may look to advance the learner past their current skill level – this could negatively affect the learner's progress. An instructor won't usually know if a parent is overconfident in their approach unless the learner mentions it. Information given to the parent about the learner's learning needs, including what sort of driving environments that they should be exposed to, along with clear directions for how to work with the learner, should help. Informing the parent of the increased chance of a crash for a younger driver in the first 6 months of driving solo, may also make them more aware of how important it is that they demonstrate safe and cautious driving behaviours to the learner.

While it isn't the driving instructor's responsibility to educate other driving supervisors on their legal responsibilities, instructors may like to encourage any involved supervisors to check their eligibility to supervise a learner driver and the conditions when doing so. This information can be found on the NZTA website: www.nzta.govt.nz/driver-licences/getting-a-licence/licences-by-vehicle-type/cars/supervisor/

7.2 Driver training process overview

When a learner begins driver training, the instructor is responsible for managing their learning and development. Successful management requires the instructor to present, adapt and adjust the same basic knowledge and skills to the wide range of learning situations and considerations unique to every learner. A range of skills, planning, resources and teaching/learning techniques are involved.

Many factors outside of the instructor's control can affect and influence driver training. This includes the level of involvement the instructor has with the learner's driver training and when the instructor is brought into the process. Learning challenges and barriers (section 2.4) related to the learner can also affect the success and timeliness of driver training.

The following aspects are part of managing driver training. They need to be considered and adapted to the learner.

	Considerations
Initial open discussion with the learner	An effective discussion includes: » the learner's driving experience (where relevant) » the learner's goals for driver training » how the learner is feeling about learning to drive and if there are any challenges or barriers relating to the learner. See section 2.4.1 for guidance on how to approach initial discussion with learners to ensure training can be catered to their needs. This includes trying to understand any challenges and barriers unique to the learner and how this may affect their driver training » the recommended 120 hours of supervised driver training if they are preparing to pass their restricted driving licence test (see section 7.1.2) » how parents or other driving supervisors or mentors can be effectively involved with the learner's driver training (see section 7.1.3).
Developing a driver training plan	A training plan lays out a plan of action for the learner's driver training to ensure all necessary steps can be managed and achieved. Consider what level of training they're at and where they need to get to (outcomes and goals), and in what time frame (where relevant). Any learning challenges and barriers the learner may have will also need to be considered. The learner must be involved when discussing this. A learner's reason for taking driving lessons is often to obtain a restricted driver licence. As a very generic goal, this allows the instructor to work backwards from that outcome. For example, the restricted licence test guide will tell the instructor what is academically needed (skills, tasks and knowledge) to achieve that outcome. How quickly and successfully this occurs along with the development of a safe and responsible attitude towards driving, will link to the success of the driver training plan developed. See section 7.3 for guidance on developing a training plan.
Developing lesson plans	Lesson plans are needed to cover all aspects of safe driving. Lesson plans set objectives for what the learner needs to learn and be assessed on by the instructor and should be broken down into specific tasks to work on. Lessons need to be paired to the ability and progress of the learner as well as any goals they may have. In most situations, the lesson plans should align with what a learner needs to master before they can pass a practical driver licence test. See section 7.3 for guidance on developing lesson plans.

	Considerations
Developing route plans	To ensure the safety of the learner and other road users, it's essential the complexity of the roading environment aligns with the learner's driving ability and enables the learning objectives to be met and assessed. Initial training for beginners must be conducted in a simple roading environment and gradually increase to include more challenging environments as the learner progresses through the lesson plans. See section 7.5 for guidance on developing route plans.
Teaching of basic skills	Teaching basic skills requires a process of explanation, demonstration and controlled practice. Route planning needs strong consideration when teaching basic skills to ensure a safe learning environment for an inexperienced driver and maximise available practice time. See section 7.6 for guidance on teaching basic skills.
Providing effective instruction and coaching	Applying the principles of effective coaching will ensure that the learner becomes a safe and responsible driver. See section 4 for guidance on effective coaching and section 7.7 for guidance on delivering effective instructions.
Providing effective feedback	Feedback is an essential part of a learner's development. Effective feedback, delivered successfully, provides a mechanism for growth and improvement during driver training. See section 7.8 for guidance on providing effective feedback.
Assessment and monitoring of progress	**Initial assessment** of the learner is required to understand their level of driving competency. Section 8 provides guidance for what level/type of assessment is appropriate for inexperienced, intermediate and experienced learners when starting practical driver training. A beginner learner with no driving experience will not require an initial driving ability assessment. **Ongoing assessment and monitoring** of driving ability needs to carry on throughout the driver training plan as a way of ensuring completion of lesson plans and providing effectively structured driving lessons. **Full practical assessment** – this sort of high-level assessment aims to assess competency across all the necessary driving tasks and skills required to drive safely. A full (or near to it) assessment may also be used by an instructor to establish the learner's current level of driving ability and experience, enabling a suitable training plan to be developed from that progress point. A full assessment is often done towards the end of driver training before a practical driver licence test is taken. See section 8 to decide when a full assessment may be needed, including how to ensure the assessment is at a level suitable to the learner.

7.3 Developing a driver training plan

There'll be different situations and circumstances in which an instructor is providing driver training. A driving instructor isn't always guaranteed a fixed amount of time or number of lessons with the learner, and they may not be involved from the early stage of training.

When planning a training plan, an instructor needs to consider:

- **Initial assessment findings** – what level the learner is at and where they need to get to. Assessment may be verbal or by a practical driving assessment, depending on the level of driving experience the learner is starting with (beginner learners won't require an initial driving assessment).
- **Outcomes and goals** – may be specific or broad, such as getting a driver licence or improving driving confidence. It's important for the learner to be actively involved in setting their goals (see section 4.4.5 for guidance on goal setting as part of an effective coaching approach).
- **Time frame** – how much time is available to meet the required outcomes and goals.
- **Number of lessons and time available** – may be a fixed number, as and when required or even undetermined at the time.
- **Progressive staging** – working with the progress (expected or made) and considering any other supervised driver training that the learner may receive throughout the course of the training plan.
- **Logical sequence** – continuously building on skills, information and ability already learnt, particularly before progressing to more complex tasks.
- **Ongoing assessment and monitoring** - how and when assessment will be used to monitor progress.
- **Ongoing feedback** – how and when feedback will be provided.
- **Flexibility** - how the plan can be reviewed and amended throughout the training plan, if required.
- **Supplementing practical driver training with suitable learning material –** if any information and resources are necessary to supplement driver training. Any resource should be accurate and reliable. Learning material may include DRIVE and NZTA resources or other resources prepared by the instructor or the driver education organisation that an instructor may belong to.

7.4 Lessons plans

7.4.1 Developing lesson plans

Lesson plans provide a structured breakdown of related tasks that need to be taught and achieved during driver training (if these are not yet mastered by the learner). Completion of an individual lesson plan may be achieved in one lesson (time slot) or may need to be covered off over multiple lessons if they are quite involved and include many individual tasks. Several lessons may be underway at the same time, for example, searching, intersections and signalling are tasks that occur frequently and often together.

Lesson plans can be developed from scratch or the lesson plans provided in section 9 can be used. The lesson plans provided are intended to act as a framework of driving tasks that need to be taught and achieved for a learner to become a safe driver and where relevant, pass a practical driver licence test. They can be modified to allow for differing instructor training styles and/or individual learner needs and goals.

All lesson plans need to address the following criteria:

- The learner's individual needs and goals.
- Commence with a pre-training brief – explanation for the learner around skills and tasks that make up the lesson plan and how these will be taught and assessed. The learner needs to be given the opportunity to share their thoughts and discuss the lesson plan if they want to.
- Include objectives (see section 7.4.2) to ensure a clear plan of what needs to happen and an outcome to be achieved.
- A clear plan for what will be taught and assessed – linked to route planning to ensure that the lesson plan tasks can be practiced by the learner during the drive.
- A logical sequence that allows effective coaching and assessment to occur while the lesson is being worked through.
- Space on the written plan to record comments for the instructor's reference and for providing accurate feedback to the learner after an individual task is completed or at the end of the lesson. It should also include reference to how the learner responds to the comments.
- Be flexible enough to allow the instructor to adjust the order or way in which the lesson is progressed based on the learner's needs.
- What comes next – consider what will occur when the lesson plan is completed, what refresher or next task related to the lesson comes next or what other lesson plan follows.

7.4.2 Writing training objectives for lesson plans

The objective setting process is important for learners and instructors to know what's being worked towards and how they're progressing. If the learner knows how they're progressing through the lessons, they'll be stimulated by that success.

Section 9 contains a wide range of individual lesson plans which are based around specific training objectives associated with competencies required to drive a vehicle. However, instructors need to be able to develop their own training objectives when preparing lessons, as not every objective, unique to a learner, is provided. A training objective states what must be achieved by a learner, and to what standard. It is phrased in terms of observable behaviour and has 3 parts.

Example 1:

	Example	Notes
A performance statement	» Demonstrate the ability to turn night at an intersection with a give way sign.	The performance statement defines what's being assessed for that objective.
A standard statement	» Correct: - Speed before, during, and after completing the turn, - observational hazard management considerations (scanning, mirrors and blind spot checks), - signalling, - giving way where require, - selection of an appropriate gap, - judgment around when the intersection should not be entered (i.e. blockages). - steering and use of the pedals (includes clutch coordination for a manual).	A standard statement states the specifics of demonstrating a skill or task.
A condition statement	» On a single laned road with medium traffic, a right turn with a give way sign and a 50km/h speed limit,	These are the conditions under which learners will be expected to demonstrate their competence.

See section 9 for further examples of lesson plan objectives.

7.5 Route planning

Route planning is an important aspect of driver training that ensures the learner is exposed to appropriate driving environments, relative to their progress and ability.

A sound understanding of local driving conditions, such as roading layout, traffic density and posted speed limits, is necessary. Having this knowledge will make route planning more successful, leading to lessons that flow and maximise progress.

An ideal route will provide the learning and development objectives of lesson plans. A variety of routes and timings are needed to:

- provide opportunities as outlined in the lesson plan
- provide interest and opportunities – learners can become bored if the practical lessons lack variety
- provide the needed progression into more complex driving environments – catering to the learner's ability to manage traffic conditions and the driving environment.

7.5.1 Training route types/levels

Training routes generally fall into beginner, intermediate and advanced categories (see section 7.5.2). When assessing a driver for competency and/or training needs, the routes followed should progress through these stages. Increasing complexity of driving conditions must be introduced at a controlled rate which meets learners' needs, compensates for their lack of ability and mitigates safety risk.

A route that exposes a learner to unnecessary or unfamiliar risks can adversely affect the success of the training, erode the learner's confidence and prevent goals or outcomes from being achieved. If the learner is unable to cope with the conditions, they may lose all desire to continue with the lessons and lose faith in the learning process and the instructor. Additionally, there's inherent risk to the learner, instructor and other road users if the learner can't cope with the conditions they're being exposed to.

A carefully planned route can suddenly become unsuitable if learners are faced with a situation they can't cope with. However, well-considered route planning should reduce these situations to isolated events.

Training routes are usually a compromise between local geography, the prevailing driving conditions and the needs of the learner. In a large city, finding suitable beginner routes or venues may be difficult.

When operating in rural areas, it may be difficult to find some of the more complex roading layouts and high traffic conditions required for advanced routes. Where possible, instructors should ensure learners are exposed to driving in larger centres with higher traffic flows and more complex driving environments.

7.5.2 Route planning considerations

When planning and selecting routes for a learner, consider the following points:

- Level of competence of the learner.
- Specific skills that are to be taught as part of a lesson plan.
- Potential hazards to be included or avoided.
- Time available.
- Danger or inconvenience to other road users.
- Nuisance to residents.
- Excessive repetition of route.
- Distractions such as other traffic, including cyclists and pedestrians.
- At (or closer to) the time, events such as forecasted weather events or large gatherings in the area that may temporarily alter the suitability of the route.
- Disruptions – account for unexpected weather, road closures and detours, or other traffic and roading conditions. A back-up route plan, no more than a few minutes away should always be planned in advance.
- Test routes – components of a test route can be used as part of route planning. However, the entire route, or most of the test route, shouldn't be used for driver training. Additionally, a test route shouldn't be disclosed to the learner. Taking a learner around a full test route may lead to familiarity with the route which may compromise a fair assessment when they take a practical driver licence test. It can also add unnecessary traffic to the route where testing officers need to carry out their practical assessment.

To ensure that routes linked to the various stages of progression are appropriate, the guide below outlines the selection criteria to aim for.

7.5.3 Route selection guide

Type	Considerations	Include where possible
Beginner (inexperienced)	» Development of basic driving skills and building confidence behind the wheel. Look to include: - steering and position on the road - moving out from and returning to the kerb - accelerating - signal use - observation, searching - use of mirrors - speed - following distance - braking - reversing - gear changing - stopping and parking - gap selection. » Situations that the learner isn't ready for must be avoided, including those mentioned in intermediate and advanced routes. » Wherever possible, ensure driver training is not creating undue disruption to other road users.	» Off-road venues such as car parks, industrial and commercial sites, and private land. » Quiet roads that include a combination of: - no, or very light, traffic (less than 50% chance of interacting with other traffic) - low speed zones (50km/h or below) - wide lanes - flat or low road gradients. » In light traffic, simple left and right turns can be added if control skills and confidence allow.
Intermediate	» When the learner is considered to have the basic skills and is mentally ready to progress, they need to be introduced to a combination of real-world driving situations at a pace appropriate to them. » Moving to an intermediate route that includes other road users can be daunting to a new learner. An instructor may have to revise the rest of the route plan if the learner doesn't appear to be coping with the new challenges and tasks. » Care needs to be taken to ensure the learner isn't placed in situations they're not ready for including heavy traffic, multi-lane roads, right turns into busy streets and high-speed zones.	» All types of non-complex intersections, including uncontrolled intersections and those controlled by give way signs, stop signs and traffic signals. » Turning left at single lane roundabouts. » Mixture of left and right turns, onto and across arterial roads. Turning into multi-laned roads may be included if conditions are appropriate. » Gradients to practise uphill first gear 'hold and control'. » Roads and streets for practising three-point turns, parallel parking and reversing skills. » Medium amount of traffic. » Mostly lower speed zones (50–60km/h). » Pedestrian crossings, including at traffic lights and cycle crossings. » Railway level crossings if in the vicinity. » Rural roads.

Type	Considerations	Include where possible
Experienced	» Advanced routes should progressively extend the learner's abilities to cope with variations in driving conditions. » To ensure efficient learning is achieved, the goal is to avoid driving situations that aren't challenging or that have already been learnt.	» All types of intersections including those with give way signs, stop signs and traffic signals. Aim for complex intersections with multiple lanes, a combination of stop and give way signs and median lanes. » Roundabouts including multi-lane and many exits and entries. » Uncontrolled intersections of a challenging nature. » Mixture of left and right turns, onto and across arterial roads including multi-laned roads. More turns should be right than left. » High speed zones. » School zones. » Pedestrian crossings, including at traffic lights and cycle crossings. » Frequent distractions and potential hazards. » Multi-lane streets and roads. » One-way streets. » Heavy traffic. » Zones shared with pedestrians. » Motorway driving, including merging on and off. » Night driving. » Special vehicle lanes, including cycle, bus, transit(T2) and light rail.

7.6 Basic skills development

At a basic level, driving is relatively simple. However, a learner's first lessons require a lot of concentration, effort and coordination. Instructors need to ensure they aren't overloading the learner at this stage and are watching for signs of fatigue. Instructors must also remember that learners will learn at different rates and in different ways.

In the beginning phase of driver training, the instructor plays a more dominant role giving instruction around basic skills development. Once the basic skills are learnt, the coaching approach (section 4) should be applied whenever possible. A coaching approach limits the dependency on the instructor's direction and instead encourages learners to be actively involved, take more responsibility and have greater awareness when learning to drive.

The general sequence for instructors teaching basic driving skills is:

» explanation

» demonstration

» controlled practice.

7.6.1 Explanation

Explanation is needed for the learner to understand:

» what the skill (or task) is

» why the skill is important

» when and where the skill should be carried out

» how the skill should be carried out.

During the early stages of driver training, the instructor should avoid providing the learner with too much detail. Instead, only the key and necessary points should be outlined. More detailed explanations and discussion can occur with progression.

Standardised and consistent terminology should also be used for explanations. Further guidance on using effective instructional terminology is provided in section 7.7.

Explanations generally consist of 3 main parts. They include details and information concerning:

- **control:** includes the use of the vehicle controls and attention to speed. This relates to the manipulative skills needed for driving, such as hand and foot coordination when moving off, low-speed clutch control, smooth use of the accelerator, and efficient use of the brakes when slowing down and after stopping at an intersection
- **observation:** include information relating to perceptual skills and hazard identification techniques that relate to the skill
- **positioning:** include road and lane position, steering and general accuracy in maintaining the required path of travel. Diagrams can be used to demonstrate positioning.

7.6.2 Demonstration

Demonstration shows learners exactly how to perform a skill in a safe and effective way. Demonstration is performed by the instructor for the learner to observe and emphasises or reinforces the verbal explanation given.

Depending on the complexity of the skill being demonstrated, a demonstration may need to be carried out once in its entirety and then again, broken down into parts.

7.6.3 Controlled practice

Controlled practice is carried out with the instructor providing a safe and controlled environment to practice the skill that has been explained and demonstrated. This allows the learner to practice without being exposed to challenging driving conditions that are unsafe or may damage the learner's confidence. An example of controlled practice is using a low-speed road that is quiet, flat and has little traffic, when a learner is practising reversing or other manoeuvring skills such as parking or three-point turns.

While controlled practice is an essential part of basic training, it should be phased out as soon as the student is able to apply the basic driving skills consistently and confidently. The learner should be given every opportunity to rate or assess themselves through this learning process.

7.6.4 Prompted practice

Prompted practice is a natural progression from controlled practice. Here the learner is gradually exposed to more complex situations where basic skills must be applied in a less controlled manner, in a realistic driving environment. During this phase, less instruction is needed and more of the coaching approach to driver training should be applied. For example, instead of giving an instruction, a prompt can be used such as:

'The next intersection requires a left turn. Let's give that a go. It'll be a bit busier than our practice to date, but I believe you're ready. Can you please talk us through what you'll do as you approach the intersection and move through it.'

Asking for the learner's commentary with the task, puts them in an active position where they're thinking about what they're doing during the task instead of just following an instruction.

7.7 Providing effective instructions (verbal commands)

During driver training, especially in the beginning, instructors need to provide learners with instructions. Instructions are used to direct the learner in what needs to happen.

The most effective approach to driver training is focusing on empowering the learner to make good decisions through discussion and encouraging their active involvement, using prompting and effective coaching questions. However, giving instructions is a fundamental part of driver training, especially in the early stages where the learner needs more instruction, direction and explanation to develop basic vehicle control skills.

The quality of a learner's performance and progress can be undermined by:

- unclear instructions
- late instructions
- too much instruction (over instruction)
- not enough instruction (under instruction).

7.7.1 Timing and quality of instruction

Learners must be given clear instructions in sufficient time, and where possible, in view of the location where the skill or task is to be performed. This allows the learner to interpret, make sense of, and react as intended. Inexperienced learners will usually take longer to do this than more advanced learners.

Instructions can be very simple in nature such as 'brake gently' or they may need a greater level of detail to describes and explain the exact nature of the request.

Instruction should always be:

- spoken clearly
- describing the action required (use of verbs)
- as concise as possible, ensuring relevant details (often location and direction) are included
- standardised driving instruction language
- consistent with what has been used throughout driver training
- delivered at the correct time
- where appropriate, be accompanied by a hand signal.

7.7.2 Instructions and terminology for basic vehicle handling and control

A learner needs time to become familiar with vehicle control and vehicle/driving related terminology. Learner unfamiliarity with instructional terminology is greatest during the early stages of driver training. To improve the pace that a learner learns and understands terminology, consistency and simplicity is the key. Below includes standardised terms and the most effective way of including these in driver training.

Controls

When referring to a control, use the shortest possible name that is consistent with clarity of meaning. This helps to avoid mishearing. For example:

- accelerator – gas (power can be used for an EV)
- foot brake – brake
- hand brake – hand brake or brake switch in vehicles that have and electronic hand brake
- park brake – park brake (only relevant if the vehicle has a park brake instead of the standard hand brake).

Actions

When referring to an action involving the controls, use a word or phrase that is as short as possible and consistent with clarity of meaning. Controls should have been covered during the first lessons where the instructor needs to explain the controls including what they are, how they work, what words will be used and what needs to happen if those words are said.

Some action instructions will require more detail to state exactly what is required when talking about basic vehicle controls. Some common examples are:

Gas (accelerator)	» Gas – apply gas. » More gas. » A little more gas. » Less gas. » A little less gas. » Off the gas.
Brake	» Cover the brake. » Gently brake. » More brake. » Little more brake. » Ease off the brake.
Clutch	» Cover the clutch. » Clutch down. » Clutch up. » Ease the clutch out – upwards. » Find the holding point/balance point. » Clutch! – immediate clutch use.
Gears	**Manual transmission** » Check neutral. » First gear (when preparing to start off). » Change to second/third/fourth. » Into reverse. **Automatic transmission** » Select drive (on an automatic transmission). » Select park (on an automatic transmission). » Select neutral (on an automatic transmission). » Select reverse (on an automatic transmission).

Hand brake	» Hand brake on. » Hand brake off.
Steering wheel hold and grip	» Thumbs up. » Hands a little higher. » Hands a little lower. » Left/right hand up/down a bit (if one hand is too high/low). » 1/4 to 3 (as on a clock) position. » Both hands on the wheel. » Relax your grip on the wheel.
Indicators	» Right signal. » Left signal. » Signal. » Signal again (when it turns off prematurely due to steering movements). » Signal off (cancel signal).
Mirror use	» Mirror check (check what's visible in the rear-view mirror). » Side mirrors (may need to check only one, specifying which).
Blind spots[10]	» Right blind spot. » Left blind spot.

7.7.3 Directional instructions

Directional instructions are given to the learner to help them navigate a planned route and are more complex than the basic control type instructions above. This is because most directional instructions contain 2 components:

» **Identify**: provide a reference for the instruction to be carried out.

» **Direct**: the action that needs to occur.

Single direction instructions

Some examples, where only a single direction is required, include:

Identify	Direct
When safe...	» move off » pull over and stop at the kerb » do a U-turn.
At the next street...	turn right (with a hand signal, if appropriate).
At the end of the street...	turn left (with a hand signal, if appropriate).
At the traffic lights...	turn right (with a hand signal if appropriate).
At the roundabout...	turn left, turn right or straight ahead (for simple roundabouts) or say the exit number, for example, take the second exit (at more complex roundabouts with more exits).

Multi-direction instructions

Some manoeuvres will require double (or occasionally, multiple) directions as 2 or more actions/manoeuvres need to be carried out closely together. Multiple direction instructions are often used to ensure correct positioning so that a subsequent manoeuvre can occur.

10 Blind spot checking needs to include a head check (looking over the shoulder) but may also include checking sensors, blind spot mirrors, cameras and alarms that are available in some vehicles and designed to assist with identifying vehicles or objects in a person's blind spots. If using 'blind spot' as a command, the instructor must have clarified what that entails for the learner.

Some examples are:

Identify	Direct	Breakdown of directions
At the red vehicle parked ahead	Position yourself alongside the red vehicle ahead and carry out a reverse parallel park.	Two directions including a positioning instruction before a related manoeuvre can be carried out.
At the end of the street	Turn left and then turn right at the next street.	Two directions close together.v
At the traffic lights	Turn right. There are 2 lanes to turn right – use the left lane.	Two directions with an explanation for understanding.
At the end of the street	Turn left. The speed limit on this road is 80km/h.	One direction and one statement. The statement around the speed limit acts in a similar way to the direction alerts, directing the learner to a changing speed limit after the turning manoeuvre is completed. Announcing a speed limit when giving instructions can be useful when moving from a local road onto an arterial road where there's no visible speed sign. Announcing a speed limit should only be done under these circumstances. In every other situation, the learner should be searching for the speed limit sign themselves.

A list of standardised directional instructions that cover most route navigation situations during driver training can be found in Appendix 3. These directional instructions are used in the development of test routes for restricted and full licence tests. By using these consistent phases, the learner will become familiar with both driver training and practical driver licence testing terms.

Hand gestures to accompany direction instructions

Hand gestures, used in conjunction with giving basic requirements, can be very helpful for the learner especially where learning barriers exist such as hearing or language difficulties. They can be used when driving and during discussions when stationary.

When driving, hand signals need to be in the learner's peripheral vision which means any hand gesture needs to be well out in front of the instructor without obstructing the learner's vision.

When using hand signals to accompany a verbal instruction, it's important that the hand signal and verbal instruction match. The following hand signals are some examples that can be used to assist verbal instruction.

Move off	Palm flat (horizontal), moving to the right and forward.
Turn left	Palm left.
Turn right	Palm right.
Turn around	Finger draws the top of a semicircle from left side to right side.
Change lanes	Palm flat (horizontal), move to direction of travel (left or right).
Stop	Palm flat (horizontal) then lifted vertically.
Pull over and stop	Palm flat (horizontal), moving to the left and then the palm lifted vertically to indicate a stop.
Reverse parallel park	Palms flat and side by side with the right hand moving behind the left as a vehicle would when parallel parking.

7.8 Providing effective feedback

Feedback is an essential part of a learner's development. Instructors should focus more on individual strengths and less on weaknesses. Feedback should always be delivered as positively as possible and there should be a balance between constructive criticism and encouragement.

As part of an effective coaching approach, the learner should be asked to contribute and discuss their thoughts and reflections before the instructor gives their feedback. When this occurs, much of the instructor's feedback may not be required or it can build on the learner's own insights.

Feedback shouldn't dominate any discussion but should be provided continuously throughout driver training. When providing feedback, focus on:

What was observed	Focus on what was observed and not on what the learner may have been thinking, feeling or doing.
What was said	Avoid focusing on why something was said.
The learner's behaviour	Focus on the learner's actions and behaviour and not their personality.
Description	Include all necessary details for the feedback to be constructive and useful. Avoid vagueness or over-complicating feedback with too much detail. The level of description necessary will be linked to the situation. Feedback such as 'well done' and 'good' indicates progress and is suitable when there's less time available. These simple comments lack the description needed to better inform the learner about their performance which may or may not be needed in a situation.
Sharing of ideas and information	Avoid lecturing or giving a lot of advice. An effective coaching approach provides an equal relationship where discussion is balanced and sharing of ideas is encouraged (instead of the learner always being given information and what they should do with it).
Exploration of alternatives	Where possible, avoid giving answers or solutions with or following feedback. Allow the feedback to prompt the learner towards the answer/solution. This ties into the coaching approach of putting the learner in the active position and encouraging them to come up with their own ideas, examples and solutions. Effective coaching questions are useful when giving feedback.
Value to the receiver (necessary feedback)	Avoid feedback given only to serve the instructor. An instructor should consider 'is this important? before providing feedback. If the learner has already identified what went wrong or what can be improved, praise the learner for their self-awareness instead of always trying to provide extra unnecessary feedback.
The appropriate time and place	Give feedback as soon as possible after the event or between events when the learner is carrying out a sequence of related tasks. Consider safety – pull over to the side of the road or go to a quiet public place when giving feedback. Providing feedback in a moving vehicle can be distracting to the learner and take their concentration away from the driving task.

Examples of effective feedback that an instructor can provide, if not already raised by the learner include:

Examples	Positives aspects of this feedback
» *'Our vehicle position was a little wide when approaching the turn. How far from the kerb do you think we should have been?'* » *'Our approach speed needs to be a little slower. How do you think we can improve this?'* » *You used your side mirrors well to check if it was safe to leave the kerb. To be safer, we also need to conduct a head check. Should we repeat that task, adding a head check this time and you can tell me the difference you observe?'*	» Using the word 'our' and 'we' strengthens the coaching concept of being equals and a team during driver training. » Using 'a little' is a descriptor that is better than saying 'the approach needs to be slower'. » Using a mix of a statement and an open question so the learner can actively think and be involved in coming up with the answer or solution. » Stating a positive aspect for what was done well before mentioning what wasn't done or needs to be improved. When giving positive feedback, saying 'but' or 'however' straight after should be avoided as it can feel as if it is taking away from the good aspects.

7.9 Driver training considerations and stages

7.9.1 Under-instruction

Under-instruction occurs when a learner is given insufficient instruction, explanation or demonstration to carry out a skill or task. Under-instruction is more common in the beginner phase of driver training and in the intermediate phases where learners are faced with a mix of learnt and unlearnt skills and tasks.

When practicing a skill or task that has been explained and demonstrated by the instructor, the learner may be able to execute it without any further explanation or guidance. However, another learner may need further explanation or guidance before they understand it and can get it right.

A balance needs to be struck between allowing a learner to have a go at practising the skill or task, and ensuring sufficient explanation has been provided to allow them the best chance of succeeding. As part of finding the right balance, instructors need to consider the learner. The more an instructor understands the learner and their learning needs, the better the balance should be. Understanding the learner includes how quickly they tend to pick up new skills and information and if they're likely to speak up when they don't understand something.

7.9.2 Over-instruction

Over-instruction is more likely to occur with learners at an intermediate or advanced stage. As these learners continue to learn new skills and be exposed to new driving environments, they will have successfully mastered many skills and tasks, but not all.

Over-instruction can occur when an instructor is too focused on giving instructions or working through a lesson plan, without considering if the instruction or explanation is needed. Over-instruction may occur when teaching a new skill or task or when a problem area has been identified. In these scenarios, an instructor may give a complete talk through of the task or problem identified without considering what related aspects are already understood and/or have been mastered by the learner. They may also add in non-related instruction that the learner doesn't require.

Example: an instructor is instructing a learner on navigating an intersection. After completion, the instructor directs the learner to pull over so that the event can be discussed. However, the instructor gives instructions to the learner on pulling over when they should just say '*when safe, pull over and stop*.' This is over-instruction as the learner already knows what is required for pulling over and stopping on the side of the road.

Over-instruction can lead to the learner becoming frustrated as is takes away their own responsibility for their driving. It may also cause the learner to think the instructor is not noticing their ability and progress, causing them to doubt their own ability and progress – *'I must not know how to pull over and stop correctly if my instructor is still talking me through what is required*'.

An instructor should be mindful of when to keep quiet, so that they're not undermining the learner's progress. The instructor should use the principles of effective coaching, that encourage active involvement and giving responsibility. Talking through or prompting practice needs to be restricted to skills and tasks that aren't yet accomplished by the learner. Repeating aspects of driving that the learner has already accomplished is not an effective use of time, concentration or energy.

When the instructor moves into assessment mode, they'll only give directions to be certain that the learner can accomplish safe driving without instruction or prompting. If the learner can't do this, they're not ready for a practical driving licence test.

7.9.3 First lesson considerations

The first driving lesson is important for setting a productive and positive relationship between learner and instructor. This is where the instructor needs to show the vital attributes of a good instructor and coach such as patience, kindness, empathy, confidence and being non-judgmental.

Many aspects of the coaching approach used to increase responsibility and awareness, set goals and encourage higher thinking and connections about driving, can't be fully applied at this point. However, the first lessons are a good time to start using some of the coaching principles like equal partnership and active involvement during driver training.

Learners should be able to quickly develop confidence and trust in their instructor. In addition to the personal qualities mentioned above, the instructor needs to:

- be knowledgeable and confident
- remember the learner's name
- have an approachable, and positive attitude
- display an interest in the learner by asking a few questions and getting to know them. Questions should be of a higher level such as school, university, hobbies and general interests. **Questions must not be of a personal nature.**

» Encourage the learner to be open around concerns and feelings related to driver training. See section 2.4.1 for examples of how to get the learner to open up around their feelings, thoughts and any challenges they may have so that their needs can be catered for during driver training.

During the first lessons, inexperienced drivers will need an explanation of the setting up of the vehicle and the basic controls. Only the main controls needed for that lesson will need to be explained.

Avoid overloading the learner with more new terms and information than is necessary. Depending on experience and progress in the first lesson, more controls/instruments may be explained.

First lesson teachings

Depending on what level of beginner the learner is, the teaching points for this first lesson may include the following:

» Overview/introduction to the vehicle.

» Vehicle comfort and safety check:

- **Seat position:** having the ability to fully push in all foot pedals using the appropriate leg, with a small bend in the knee. The dashboard display should be fully visible.
- **Steering wheel**: able to put arms out straight and rest wrists on top of the steering wheel. If only hands are on the wheel, the steering wheel is too far away. If forearms are on the wheel, it's too close. To adjust the steering wheel, look for a lever underneath the steering wheel column, close to the dashboard.
- **Seatbelt**: should come across right shoulder and the centre of the chest. If height needs to be changed, this can be done where it attaches to the car over the right shoulder.
- **Mirrors:** rear-view mirror should show the driver as much of the road behind as possible. Side-view mirrors should point back at the road allowing the driver to see what's behind. Doing this will make those blind spots as small as possible. The driver should not have to sit up straight or move their head or body towards the mirror to have the best visibility. A good exercise to test mirror adjustments and show how blind spots can occur (even when mirrors are adjusted correctly) is for the instructor to move around the side and back of the vehicle while the learner sits and watches their mirrors from the driver's seat.

» Legal requirements: WoF, CoF, licence label, road user charges (where applicable), tread depth, horn working, lights operational and not cracked or damaged (for example, headlights, indicator, brake).

» Fuel, power levels.

» Entry checks – for example, park brake, gear lever position.

» Start/stopping of the engine.

» Basic information on vehicle speed and performance.

» Safety controls – rear-view mirrors, indicators, headlights (high and low beam), wipers, horn, front and rear demisters and wipers.

» Main controls – steering, gear lever, hand/park brake, foot controls, accelerator, foot brake, clutch. (A lesson plan for basic controls is available in section 9.)

At the end of the lesson, a brief/discussion is needed. This is a great chance to apply effective coaching. Don't aim to dominate the conversation with feedback – instead consider it as equal conversation including both instructor feedback and the learner recalling their experience, thoughts and feelings about the lesson. Coaching style questions (section 4.4.4) can be used to prompt self-reflection in the learner.

The next lessons will need to include learning to use the basic vehicle controls and carrying out basic driving tasks. See section 7.5.2 for the recommended driving skills, environment and conditions suitable for a beginner learner. Depending on what the learner already knows about the vehicle and its controls, learning to use basic controls and carrying out basic driving task may begin in the first lesson.

7.9.4 Intermediate stages of learning

Intermediate learner lessons will mostly consist of:

» teaching new skills (the basics should have been taught in the first few lessons) in an incremental manner

» applying new skills and progressing through various driving tasks as part of lesson plans

» consolidating partly learnt skills

» assessing of skills and tasks (already learnt or partly learnt)

» ensuring variation and suitable driving environments for working through lessons plans and building learner confidence.

At this point in driver training, controlled practice of basic skills will have been completed. The continual practicing of skills and tasks will be mostly in the appropriate driving environments in line with the learner's progress. See Section 7.5.2 for the recommended driving environments and conditions suitable for an intermediate learner.

In the intermediate stages, instructors should be moving into a strong coaching approach where they are giving instructions less and are instead empowering the learner to learn and make good decisions themselves through active involvement, discussion, prompting and asking effective coaching questions. Letting learners make mistakes (where it's safe and appropriate to do so) is a better learning outcome than allowing the learner to rely on being told what to do while driving.

7.9.5 Experienced learners approaching practical driving licence test standard

Advanced lessons will mostly consist of:

- assessing if the learner is ready to sit a practical driver licence test (if applicable)
- preparing the learner for a practical driver licence test by talking through what's involved (if applicable)
- allowing the learner to be in full charge of their learning.

Most experienced learners will be aiming to progress from their learner licence to a restricted licence, and less commonly from a restricted licence to a full driver licence. However, experienced drivers may include those that already have a full licence and are taking lessons with an instructor due to reasons relating to their work or possibly a court order related to traffic offences.

Where driver licence progression is the goal and the learner approaches the practical driver licence test standard (restricted or full), the instructor should be operating highly in the coaching style where very little instruction is being given to the learner. Here high-level coaching becomes mostly facilitating, ensuring the learner is actively making decisions themselves and is taking full responsibility for their driving.

One of the most important things an instructor can do at this level is know when to be quiet and let the learner lead (where safe to do so). A learner will learn more from doing it themselves, even if they make the occasional error, than allowing themselves to be told what to do by the instructor. Being directed by an instructor is not real-world driving, doesn't promote safe and responsible drivers and doesn't align with what occurs during a practical driver licence test.

The ideal indicator for a driver's suitability to take (and pass) a driving licence test is the successful completion of a full driving assessment (section 8) without incurring any pattern faults or making any illegal manoeuvres. When conducting this assessment, the instructor should only direct the learner around the route and avoid giving any instruction, coaching or prompts as the situation should mirror a practical driver licence test scenario and/or when a driver is driving unsupervised.

An instructor must be familiar with the testing process and should be able to explain what the learner should expect on the day (section 7.8.6). **Learners shouldn't be exposed solely to the test circuit in preparation for the test.**

Accurate feedback will be very important at this stage especially when it's the learner's last lesson with the instructor. If the learning still has aspects of driving that need to be worked on, the instructor needs to be very clear about what these are and what is needed.

7.9.6 Driver licence test standards

In preparing for the class 1 restricted and full licence tests, NZTA recommends that all learners and their instructor/coach are familiar with:

- the relevant test guide (class 1 restricted or full) found on the NZTA website. This page also includes links to the appropriate DRIVE resources
- the official New Zealand road code (road code) found on the NZTA website.

Driving instructors need to remember that their primary focus should be on producing safe drivers rather than simply teaching the minimum skills necessary to pass a practical driver licence test. If an instructor feels the learner doesn't yet qualify as a safe driver, despite the adequate outcome of a full assessment, they should communicate to the learner that there are aspects they need to continue to work on. This could include other lessons with the instructor, more supervised driving hours or continuing to be mindful of certain driving aspects into the future. These findings should be recorded on the final assessment report.

7.10 Safety checks before starting practical driver training

Before beginning practical driver training, instructors must ensure they're satisfied with all safety aspects outlined below. If any of these requirements cannot be met, practical driver training must not commence.

7.10.1 Learner safety checks

- Sight the learner's driving licence (learner, restricted or full) to ensure it's current and any licence conditions are being met.
- Check that the learner is in a fit state to drive, this includes:
  - being medically fit to drive – no injuries or illness (includes mental health) that may prevent safe driving. See section 7.11 for guidance relating to medical fitness to drive
  - not being under the influence of alcohol or drugs. Drugs include prescription medication, which should be considered as part of the medical fitness to drive requirements
  - not suffering from fatigue or severe emotional issues that may prevent safe driving.

If an instructor has any doubts about the learner's current fitness to drive, they should discuss this and what they may have observed or are thinking, with the learner. This should be done in a casual and caring manner. The learner may be able to provide some explanation to satisfy the instructor's concerns. Where the instructor feels the learner is fit to drive but has some remaining reservations, close observation needs to be made during the early stages of the lesson. See section 7.11 for further guidance on when a lesson must stop.

7.10.2 Vehicle safety checks

Check that the vehicle that will be used for driver training is compliant with the following legal requirements:

- Current WoF or CoF label.
- Two learner licence plates (L plates) displayed correctly (learner licence only).
- Current vehicle licence (registration) label.
- Current road user charges (RUC) label if it's a diesel or electric vehicle (if subject to RUC).

The vehicle must also comply with all other relevant legal requirements related to the vehicle's road worthiness. An instructor isn't required to examine the vehicle in detail, but they do need to check that the items listed below are in a roadworthy state. These basic checks should be completed before every lesson if the learner is using their own vehicle. If the instructor is supplying their own vehicle, daily maintenance checks equivalent to those listed below should be undertaken by the instructor.

Vehicle posture (car only)	» The vehicle is sitting square to the road, indicating all tyres have equal or close to equal pressure.
Body work	» The vehicle has no obvious damage that could be considered dangerous.
Tyres and wheels See section 5.1.9 for guidance on tyre safety and requirements	» Tyres should have the required tread depth and no uneven wear. » Wheels should appear undamaged (visual inspection only). » Winter and summer tyres aren't mixed. » A space-saver tyre isn't being used.
Indicators, brake lights and hand brake	» Indicators and brake lights (to meet equipment requirements) operate correctly, and all lenses are intact.
Head lights	» Lenses must be intact, and high and low beams operating if driving is to take place in low light conditions.
Windscreen wipers	» Wipers operate satisfactorily.
Horn	» The horn must work.
Seatbelts	» Seatbelts must be fitted, be in a safe and serviceable condition, and available to all occupants in the vehicle.
Driver/rider safety	» Mirrors are checked for position. Seat and steering wheel positions are correct.

Other good practice checks include:

As part of improving learner awareness and responsibility around vehicle safety and maintenance, an instructor may like to check the following with the learner.

Demisters	Windscreen and rear demisters are working.
Fuel or energy supply	Check fuel (or power/energy) lights on the dashboard.
Window wiper fluid	Check that there is window wiper fluid available.
Sufficient motor oil	Check if there is sufficient motor oil in the vehicle.
Warning lights	Check no warning light symbols are illuminated.

7.11 Ensuring safety – when a lesson should stop

Instructors help ensure the safety of themselves, the learner and other road users in many ways during driver training. These include:

- providing the appropriate driving environment for the learner relative to their progress
- checking the learner is fit to drive before starting a lesson (section 7.10 1- Learner safety)
- checking the vehicle is legally compliant and is roadworthy before starting a lesson (section 7.10 2- Vehicle safety)
- intervening with the learner's driving to prevent crashes or damage to property (section 7.12 – Preventing crashes and intervention)
- instructing and interacting with the learner in a way that ensures safety is the priority.

Occasionally there are situations where the only safe option for all road users is for the instructor to stop the driving lesson (includes when a full assessment is being undertaken), either temporarily or completely. In these rare situations, an instructor will need to consider the circumstances and apply good judgement. Reasons for an instructor to stop a lesson may include:

	Considerations
Not medically fit to drive	» The instructor believes the learner is not medically fit to drive (includes physical and mental health related issues), » The instructor should recommend that the learner sees a GP or other relevant health practitioner for a fitness to drive assessment before any further lessons are taken, » If the issue is related to a recent injury such as a sprain or strain that would be expected to heal without medical attention, the instructor should agree to resume lessons once the learner has recovered from the injury.
Unfit to drive due to other reasons or conditions **(may overlap with a medical condition above)**	» The instructor believes the leaner isn't fit to drive due to fatigue, severe emotions or another reason. » If the issue is thought to have an underlying medical basis (such as a mental health condition), the instructor should recommend that the learner sees a GP or other relevant health practitioner for a medical fitness to drive assessment before any further lessons are taken. » If the issue is due to emotions, and in some cases, mental health, a temporary pause in the lesson may be appropriate before making the decision to terminate the lesson. A small break may allow the learner to regain composure and enable them to continue with the lesson safely.
Under the influence of alcohol or drugs	» The instructor believes the learner isn't fit to drive due to being under the influence of drugs (includes medication) or alcohol. » If the issue may be related to prescription medication, the instructor should recommend that the learner sees a GP or other relevant health practitioner for a fitness to drive assessment as prescribed medication may need to be reviewed. » A learner under the influence of recreational drugs or alcohol, should be warned that it mustn't happen again at future lessons.
Conflict (verbal or physical) that makes the instructor feel unsafe	» Occasionally, driver training may cause a learner to become frustrated and angry, leading to a potentially abusive or violent situation. If an instructor can't say or do anything to diffuse the situation, and they feel theirs, the learner's, or other road user's safety is at risk, the lesson must stop. » Safety must come first. If an instructor feels at high risk during the lesson and doesn't feel that it's safe to return to the starting point, they should advise the learner of the termination after pulling over in a public place. Police can be called if necessary. » Instructors have the right to refuse further lessons with the learner.

	Considerations
Blatant disregard for safety	» Despite best attempts by the instructor to educate and/or intervene, a learner may continue to drive in ways that the instructor feels are too unsafe to continue the lesson. Examples may include: - the learner is refusing to listen or be guided by the instructor - the learner is driving in way that is careless, recklessness or dangerous - the learner's actions cause immediate danger to road users or property if the instructor does not intervene - the instructor doesn't think that the learner can safely control the vehicle for any other reason.
Vehicle/mechanical issues	» An unfortunate situation may occur where the vehicle is no longer safe to continue the lesson. Reasons and indications may include: - display of a red engine warning light - lights (headlights, indicator, brake, or dashboard) stop working - a suspected issue with the brakes - smell of smoke in the vehicle - tyre failure.

Note: If a lesson is stopped or terminated for any reason, it's important that the instructor records the details in training records

7.12 Preventing crashes and intervention

Learner drivers lack driving experience which results in them having reduced anticipation, control skills and situational awareness needed for managing hazards. If the learner is in their late teens or early 20s, they're more at risk as the frontal lobes of their brain are still developing. They're more likely to find themselves in situations where safety to themselves, and others is at risk (termed adverse situations in this section). Adverse situations increase the potential of a crash occurring and should be expected at any stage of driver training. Instructors need to anticipate hazards earlier than they would if they were driving. This extra time is needed for the instructor to verbally prompt or instruct the learner with enough time for them to hear, mentally process and react. If verbal intervention is unsuccessful, the instructor may be required to physically intervene to prevent a crash or a situation that may have a negative psychological effect on the learner and their progress.

7.12.1 Planning for adverse situations

Planning for adverse situations can improve the outcome should they occur. Planning requires considerations of the 'what if' and thinking ahead to what may be required as a response. Instructors need to anticipate hazards in the driving environment as well as the learner's response, or lack of response.

Getting to know a learner and where they're at with their driver training development will give an instructor a good idea of how they may act, or fail to act, under certain circumstances. It also helps the instructor to formulate lesson and route plans that are suitable for the learner and are less likely to contribute to an adverse situation occurring.

7.12.2 Preventing crashes

A crash may result if adverse situations aren't anticipated and managed properly and where a learner may not react in time to intervention instructions from the instructor. When learners undertake driver training with an instructor, they're typically less likely to be involved in a crash than when learning with other driving supervisors or mentors. This is due to driving instructors providing a safe learning environment by:

» giving clear instructions in plenty of time for the learner to respond appropriately

» continuously monitoring driving conditions

» anticipating the learner's response

» knowing how and when to intervene

» having suitable route and lesson plans based on the learner's ability

» having suitable characteristics and attributes that may help the learner stay calm and not panic when adverse situations occur.

Most crashes that occur during driver training are due to decision-making faults by the learner such as gap selection, spatial awareness and judgement errors. The actions of the learner and the instructor may contribute to crashes due to the:

- learner suddenly stopping in responses to hazards that they didn't identify or anticipate
- learner stopping/braking more harshly than is required
- instructor applying the dual foot brake suddenly, for example, a learner may start going through an amber or red light or fails to give way
- learner stalling in a manual vehicle
- learner not selecting a suitable gap when moving off into a roundabout or intersection or when changing lanes or merging.

7.12.3 Avoiding adverse situations and crashes through lesson and route planning

Route selection and lesson planning based on the learner's ability, plays a big part in mitigating adverse situations and crashes. Below are some examples that can be considered when selecting a suitable route for the learner and for helping with successful anticipation of the learner's reaction.

Right turns	» Right turns at traffic signals and intersections can be difficult for learner drivers. » Traffic lights that require the learner to give way to oncoming traffic before turning (without a green arrow) may be additionally difficult. The learner may fail to give way and turn in front of oncoming traffic. » Learner may not manoeuvre the vehicle in the way needed to navigate the turn. » Learner may use flush medians and right turning bays incorrectly. » Learner may turn from/into an incorrect lane (multi-laned roads).
Intersections	» A learner may fail to safely navigate a complex intersection that includes difficult driving aspects such as view blockers, limited visibility or multiple lanes/exits. » Intersections require higher levels of hazard management techniques and anticipation skills that may not be adequately developed. » Learner may fail to apply the correct give way rule. » Learner may not select an appropriate gap or take the first available gap. » Learner may stop in a line of traffic blocking an intersection.
Changing traffic lights	» When approaching traffic lights, a learner may: - brake suddenly if a green light changes to amber, instead of continuing through when it is safe to do so - accelerate through an amber light when the safe action is to stop - fail to stop at a red light - block an intersection - not move into, and wait in the intersection before turning right (where no right turn arrow exists).
Hazard response times and gap selection	» A learner's hazard response time and their ability to estimate the speed of other vehicles, may be underdeveloped. » Poor gap selection and poor hazard management in general may occur, especially on busy and higher speed roads. » After entering the traffic flow, a learner may fail to adjust to the traffic flow speed quickly enough.
Changing lanes, flush medians, and merging	» A learner may not conduct a mirror and head check to ensure the way is clear before changing lanes, leaving a flush median or when merging. » Poor gap selection may result in other traffic needing to slow or take evasive action. » When merging onto a motorway the learner may not accelerate to the relevant speed prior to the merge.

7.12.4 Safety and intervention

The circumstances in which an instructor should intervene are to:

- prevent risk of injury to people (in and outside of the vehicle)
- prevent risk of property damage (in and outside of the vehicle)
- prevent breaking the law
- remove culpability and relieve the learner from a situation they don't yet have the necessary skills or mental resilience to deal with.

Interventions are classed as verbal or physical. If hazards are anticipated, an instructor should have time to verbally instruct or prompt the learner to react. Physical intervention may be required if the verbal intervention fails.

Verbal intervention	» The most common form of intervention used for preventing and managing adverse situations during driver training. » Used with most traffic situations where there's time for the learner to react as required. » Sometimes used in conjunction with a physical intervention. » Can be in the form of direct instructions/commands or prompts: - **Instructions/commands:** such as 'brake', 'head check', 'indicate right here', 'steer left'. Keep the commands short and relevant to the learner. Include the required detail and deliver with the appropriate urgency. Commands should match the language an instructor has used in earlier lessons where basic controls were taught. See section 7.7 for further guidance on giving effective instruction. - **Prompts**: where intervention isn't needed as quickly, the instructor should consider prompting the learner in a less direct way. Effective coaching questions (section 4.4.4) and discussion with the learner may encourage them to make the correction themselves without being prompted. This is the best outcome for successful learning and development of a safe driving mentality. However, safety must be the priority – so use quick instructions/commands where necessary.
Physical intervention	» Should be restricted to situations where: - verbal intervention and the use of hand signals has failed - there isn't time for verbal intervention, or it's not appropriate for the situation. » Sometimes used in conjunction with a verbal intervention (instructions/commands). Physical intervention can occur in the form of using dual controls (section 7.12.5) or from the passenger seat (section 7.12.6). » The type of physical intervention will correspond to the reaction required. » In some situations, more than one type of physical intervention may be required such as needing to use the dual control foot brake and controlling steering from the passenger seat at the same time.

7.12.5 Physical intervention using dual control

Dual control interventions (use of the dual brake, dual clutch and dual accelerator) give instructors more options for physical intervention and remove considerations around preventing physical contact with the learner.

The dual controls should only be used by an instructor who is completely familiar with the controls in the vehicle being driven. It is an instructor's responsibility to ensure this.

There are legal considerations for vehicles that have dual controls. Instructors must ensure that the vehicle they are instructing in, is legally compliant. The NZTA manual In-service certification (Wof and CoF) includes the legal requirements for modification to brakes or braking performance (see paragraph 41 of resource).

Consider the following when using any form of dual control:

- Consider if a verbal intervention (prompt or instruction) can be used, preventing the need for physical intervention.
- Be aware that if a learner senses sudden movement towards any dual control pedal, or feels a pressure change, they may instinctively step harder on the pedal or release it.
- Problems may occur if both the learner and instructor engage the pedals at the same time. For example, if the instructor is braking and learner is accelerating, the car will try and do both. Avoid dual engagement with the pedals by directing the learner when they need to remove their foot from the pedals.
- In most situations, the intervention should be paired with a necessary verbal command, for example '*off the brake/accelerator*' or '*release the clutch*'.
- The learner should be told when dual control pedals are being used, for example '*I'm braking for you', and 'I'm off the brake now'.*
- Explain to the learner why any type of dual control was used – usually after parking at the side of the road.
- Avoid sitting with legs crossed to ensure you can quickly access the dual control pedals if necessary.
- Avoid fidgeting legs near the pedals as this may distract the learner.

	Specific considerations for intervention type
Foot brake	» Reducing vehicle speed with the dual control foot brake may be used: - to give the learner more time to turn the steering wheel in situations where it might otherwise be difficult - to increase the following distance when a learner may be following too close to the vehicle in front - to reduce speed when the learner is travelling too fast for the conditions - in an emergency. » Emergency braking in a manual vehicle may cause the vehicle to stall.
Accelerator	» Can be used to increase speed in situations such as the learner: - is moving too slowly through a set of lights - isn't getting up to speed quick enough, for example, they misjudged a gap and haven't reached sufficient speed when joining traffic, changing lanes or merging - doesn't identify an increase to the posted speed limit.
Clutch	» Can be used to assist a learner to move off at a busy intersection if they've stalled and are showing signs of distress using the clutch. » A panic response associated with operating the clutch can happen even with more experienced learners. » Assist a learner with moving through the gears if they need it.

7.12.6 Physical intervention from the passenger seat

An instructor can physically intervene from the passenger seat. When physically intervening in this way, the following considerations apply:

- Take care not to invade the learner's personal space or make physical contact with the learner.
- Consider using a verbal intervention (prompt or instruction), preventing the need for physically intervention.
- Explain to the learner why the intervention was made – usually after parking at the side of the road.

	Specific considerations for intervention type
Taking control of the steering wheel	» Often used when the learner is steering towards the kerb, drifting out of their lane or is too close to oncoming traffic, parked cars, cyclists or pedestrians. » Minor steering corrections are usually more practical and a safer option than using the dual foot brake. However, where drastic turning of the wheel is required, or more speed is involved, the most suitable solution may be to use the dual foot brake in conjunction with steering corrections. » Taking the steering wheel should only be done at lower speeds. If done at higher speeds where there's no other suitable intervention, take care with the degree of steering correction applied – at higher speeds a small turn in the steering could cause a large steering deviation. » Holding the steering wheel to prevent steering movement could be considered on higher speed roads when a learner is about to execute a lane change or merge without checking their blind spot. » Use only the right hand when assisting with steering: - Take a high position on the wheel to get more leverage for steering left. - Take a low hand position to push the wheel up for steering right. - An instructor needs to be careful to avoid touching the learner during this intervention. - Where able (usually time permitting), let the learner know you're going to make an adjustment first.
Applying the hand brake	» The purpose of any parking brake is to ensure the vehicle remains stationary when parked. In some circumstances, parking brakes can be used to slow and possibly stop a moving vehicle (used as an emergency brake). The only type of park brake that an instructor will be able to use for intervention, is a hand brake (a manual pull-up leaver). In some newer vehicles, the hand brake may be replaced with an electronic brake (a button usually situated where the manual hand brake would be). However, an electronic brake is not likely to be able to be activated when a vehicle is over a certain (low) speed. » If pulling the hand brake is the only possible intervention to prevent a serious accident at greater speeds, expect a loss of vehicle control to result. Some steering intervention (grabbing the steering wheel) may also be required straight after the hand brake is applied.
Releasing the hand brake	» Prevents damage to the vehicle when the hand brake is left on while driving (fully or partially). » Verbal prompting, such as *'are we forgetting anything'* or if more urgent, a verbal command such as *'release the hand brake'* is generally appropriate before the instructor needs to physically intervene. Verbal intervention before the learner moves off is best, such as *'what's that red hand brake light on the dashboard telling us?'*
Covering the gear lever	» Prevents an inappropriate gear change. » Action should always be paired with a verbal instruction/explanation such as '*stay in this gear*'.
Switching off the engine	» Prevents the learner from operating the vehicle for any reason or for safety/emergency reasons such as a fire in the engine bay. » Turning off the engine is usually only possible in vehicles with a start/stop button in reaching distance of the instructor. » If the vehicle needs to be turned off, the instructor should ask the learner to do it after pulling over and parking the car.

Section 8: Assessment of the learner

One of an instructor's primary roles is to establish the learner's driving competency constantly throughout driver training. Assessment and learning create a continuous cycle of improvement during driver training.

This section includes guidance for assessing practical driving skills and tasks over different driving and assessment scenarios including:

- conducting an initial assessment to understand the learner's experience, skill and ability ahead of developing a training plan
- ongoing assessment and monitoring of progress during driver training to assist with the planning of future lessons
- conducting a full assessment towards the end of driver training to ensure a learner is a safe and competent driver, and where applicable, is ready to take a driver licence test (restricted or full). Less frequently, a full assessment may be carried out to fulfil other requirements such as:
  - a court order
  - a request by an employer with regard to company vehicle use policies
  - a driver looking to upskill their driving
  - readiness to sit a practical licence test for an international licence conversion.

8.1 Assessment and the coaching approach to driver training

An instructor's role to assess and monitor a learner's progress throughout driver training may feel contradictory to the effective coaching approach, especially the principles of 'creating an equal relationship between learner and instructor' and 'putting the learner in an active role'. It may raise the question: 'how can these coaching principles be achieved when the instructor is actively assessing the learner?'

A learner should be aware that they're being observed and assessed throughout driver training. The learner should understand why the instructor is assessing and monitoring their learning process and understand how assessment is conducted. The assessor is essentially an 'evidence gatherer'. A way to ensure the learner understands the assessment aspect of driver training without it undermining the equal relationship and learner led coaching principles, is to say something along the lines of:

'I'll be making notes as you drive to assess and monitor your progress. Please don't be deterred by this. After today's learning, we can discuss my observations alongside your own reflections. During the discussion I may also ask questions relating to what I've observed. This will allow us to make the most progress possible.'

8.2 Types of assessment

There are 2 types of assessment (verbal and practical) that an instructor can use to:

- establish a learner's current level of driving competency
- identify and measure training needs, wants and goals.

8.2.1 Verbal (theoretical) assessment

By chatting with the learner, an instructor can find out about the learner's driving experience, skills and what they want, or feel they need to work on. A scale of 1-10 can be a helpful way for the learner to assess themselves over various driving aspects. This is an important aspect of the coaching approach to driver training, as it requires the learner to think about and assess their own driving skills, progress and goals.

While verbal assessment is a useful tool, it has limitations, for example, the learner's idea of their own competence may not align with good driving practices or the instructor's view.

Verbal assessment can also be carried out while a more experienced learner is driving. Examples include '*what does that sign mean?*' or '*what is it telling you?*' While waiting at a busy crossroads intersection looking at a vehicle on the other side of the crossroads, an example would be 'which of us will go first here?'

8.2.2 Practical driving assessment

A practical driving assessment measures a learner's competence behind the wheel as observed by the instructor. Practical assessments can be in the form of:

Assessment	Carried out	Purpose
Initial assessment	At the onset of the learning process.	For the instructor to understand the learner's level of experience, skill and ability so that an effective training plan can be put into place. A short period of 5-10 minutes may be all that is required to establish base line driving skills and habits.
Ongoing assessment and monitoring	Throughout the course of driver training.	Forming a continuous cycle of learning, practicing, assessment, feedback and improvement. To assist the instructor in providing feedback to the learner and future lesson planning.
Full assessment	Towards the end of the learning process as the learner nears practical driver licence standard. A full assessment may also be conducted for a fully licenced driver for employment reasons, a court order or voluntary upskilling.	Determine any pattern of driving faults a driver may have and to provide feedback on these. Findings show if the learner is a safe and competent driver and where applicable, is considered ready to take a practical driver licence test. This assessment can be run as a mock test for an upcoming practical driving licence test. This would include a briefing like a testing officer would provide, only directional instructions given, and a mark as you go approach. This will give an idea of how test nerves might affect the learner and give them an idea of what to expect from a practical test.

8.3 Initial assessment to understand a learner's experience and skills

The following table summarises how a learner's initial driving assessment can be approached during the first lesson.

Driver training stage	Verbal assessment	Practical driving assessment
Inexperienced (beginner) learner Has very little or no driving experience and holds a learner licence only.	✗ Verbal questions around driving competency will be of little use. If they've had a little driving experience, (including turning vehicle on and off) some questioning might help to establish what basic skills and knowledge the learner has.	✗ Practical assessment is NOT suitable. As a starting point, a training plan needs to include learning basic vehicle controls skills.
Intermediate learner Has driving skills and experience that fall somewhere between an inexperienced and experienced driver, holding a learner licence only. This may occur when the learner has had a few lessons with a parent, supervisor, mentor or another driving instructor but can't be considered an experienced driver and has not progressed beyond a learner licence. They will likely have obtained basic driving skills but the range of different driving skills, conditions and environments they've been exposed to will differ greatly.	✓ As the learner has some experience, they may be able to verbally communicate their current driving competence, experience and goals. Keep in mind that a learner's idea of their competency may differ from reality. Consider asking for a self-assessment out of 10 over various driving aspects. An instructor should ask the learner if they've had any scares or issues as these occurrences might still be a barrier to learning and confidence.	✓ May be appropriate. Early stages of assessment may show that the learner's skill level is in the inexperienced range and the assessment should stop so that basic vehicle control skills can be taught/reviewed. The assessment result will provide a starting point to form the training plan and lessons plans.
Experienced learner Have good, but possibly variable driving skills, experience and knowledge. These learners can be verbally and practically assessed to identify current driving competence. The learner may hold a restricted or full licence. Experience learners are often: » ready (or close to being ready) to take a restricted or full driver licence test. » hold a full licence but want to up-skill in some driving aspects. » hold a full licence but are undergoing remedial training due to court orders, employment obligations, parental direction or by personal choice.	✓ An experienced learner should be able to communicate aspects of their driving well including ways that they may want or need to improve, along with their goals. Consider asking for a self-assessment out of 10 over various driving aspects. An instructor should ask the learner if they've had any scares, frights or issues as these occurrences might still be a barrier to learning and confidence.	✓ The full practical assessment can be done as the starting point to form a training plan (if needed). The instructor may also recommend that the learner is ready to take a practical licence test or feel the learner has met any other goals they may have had, and no further lessons are needed.

8.4 Conducting a full practical driving assessment

The overarching purpose of a full practical assessment is to:

- determine the learner's patterns of driving faults
- determine what fault patterns mean as part of a bigger picture relating to the leaner's driving ability
- provide specific feedback to the learner
- make decisions on what should occur next (that is, more lessons or look to take a practical driver licence test).

As outlined in the table above, there are a few circumstances in which a full assessment may be carried out. The main being to check if experienced learners are safe drivers and are ready to take a practical driver licence test. A full assessment will also provide other information about the learner's driving including the responsibility and awareness they apply to their driving, their practical understanding and application of road rules, and their driving confidence.

Over a series on lessons, if the instructor has observed a level of driving that they believe makes the learner ready to take a practical licence test, a full practical assessment is still recommended. This will allow the learner to better understand what can be expected during a practical driver licence test. It'll also give the instructor the opportunity to assess specific skills in one cohesive assessment format, enabling proper analysis of fault patterns.

The following guidance is aimed at conducting a full practical driving assessment. However, many aspects and principles of a full assessment, including the assessment sheet, are relevant for less formal assessment, including an initial assessment of a learner at the start of driver training and ongoing assessment throughout driver training.

During an assessment of this kind, the instructor must try not to intervene where possible. However, an instructor still has the responsibility of being a supervisor under the Land Transport Act and Road User Rule. Intervention may be necessary along with consideration for terminating the assessment if the assessment becomes unsafe for the learner and other road users.

8.4.1 Communication with the learner around a full practical driving assessment

The learner should know what to expect from a full practical driving assessment and needs to be briefed about the purpose and format. When conducting an assessment that aims to assess all required driving skills, an example of what this briefing should include is:

'This driving assessment will take approximately 40 minutes. At the end, we'll have a discussion on what was observed and your feelings about the drive. I'll give you directions regarding the route to take but you'll be expected to make all the driving decisions yourself. I'll be making some notes that we can discuss later.'

During the assessment, the instructor should not:

- provide instruction, cues or prompts
- provide coaching or training
- provide feedback on performance
- talk unnecessarily.

Route directions provided to the learner should be:

- timely
- accompanied by hand signals (where appropriate)
- accurate
- specific
- easily understandable.

See section 7.7 for further details on providing effective directional instructions.

8.4.2 The practical driving assessment

The following 3 aspects require consideration when planning and carrying out a full practical driving assessment:

1. Time and distance

The optimal time and distance for a driving assessment route is 40 minutes with a minimum distance of 20kms. This allows for:

- the instructor to assess the learner's interaction with other road users in a variety of traffic, speed and roading layout scenarios
- enough time for drivers to lapse into their normal driving behaviour. This is important for a meaningful assessment as the first 20 minutes is often where the driver can display desired skills which are not their typical way of driving
- some stand-still or slow movement of the vehicle that is common in areas of high traffic density. If only a short distance and standard driving can be assessed due to traffic congestion or delays, the assessment should be extended as appropriate. An assessment should not exceed 60 minutes as any longer becomes taxing on the learner.

2. Familiar route

The assessment route should be pre-planned using a route the instructor is familiar with. It may be beneficial if the learner has some familiarity with the route, but they shouldn't know it very well. A route that is familiar to the instructor allows:

- ample opportunity to assess all the required tasks under various driving conditions
- observing and identifying driving errors and deficiencies in the learner's driving
- knowing of, and avoiding, any highly congested areas that may limit the amount of driving that can be assessed during the assessment
- avoiding exposure of the learner to situations that they're not prepared for (more relevant to less experienced learners during assessment).

See section 7.5 for further relevant information on route plans and route selection, including the use of test routes during assessment.

3. Appropriate for the learner's driving ability

Considerations for ensuring a full driving assessment is appropriate for the learner includes:

- the assessment route needs to be appropriate for the learner's driving ability at that point in time and their goals. For example, if the learner plans to sit their restricted driver licence test, the assessment should align with the restricted licence test criteria. If they plan to sit their full practical licence test, the assessment should align with the full licence test criteria
- a learner being assessed for readiness to take a practical driving licence test should be assessed against the most challenging driving situations. They should be ready and confident to navigate these
- when conducting an initial practical driving assessment of a learner whose driving competence is somewhat unknown, it's important the first 5–10 minutes of the assessment is conducted on roads with light traffic volumes, in lower speed areas and with less complex roading environments. This is to determine whether the learner has the level of driving skill required for a full assessment. If they're not able to safely move onto roads with heavier traffic flows in higher speed zones and more complex driving situations, a full driving assessment is not yet appropriate for the learner.

8.4.3 Use of vehicle technology (ADAS) during an assessment

Some types of ADAS are permitted during a practical driver licence test and some autonomous functions, such as cruise control and automatic parking assist, are not. A full practical driving assessment is a good time to make sure the learner is clear on this and that the same rules are applied to the driving assessment in preparation for a driver licence test. See Section 5.5 for more detail on what's not permitted during a test, along with general information around ADAS considerations during driver training.

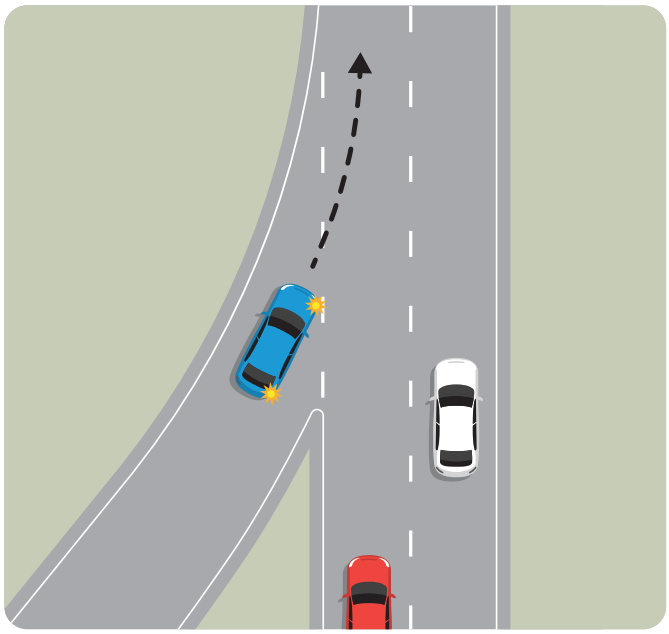
8.5 Display of driving skills and competence during assessment

When a full practical driving assessment is being carried out, the driver must be exposed to all 7 of the driving manoeuvres. The assessment route must, where possible, include the full range of local driving conditions including suburban and highway and/or motorway driving, with at least half of the assessment spent in a city or town centre. City or town driving provides more complex roading environments such as controlled intersections, lights, roundabouts, multi laned roads, one-way systems and medium to heavy traffic flows. These sorts of driving situations are needed to thoroughly assess a learner's driving competence. The table below outlines the 7 manoeuvres that make up a full practical driving assessment. Learners will always be carrying out one of the 7 manoeuvres while they're driving.

8.5.1 The 7 practical driving assessment manoeuvres explained

Note: These are duplicated from the hazard section (section 6).

1. Moving into the traffic (moving in)



Moving into the traffic[11] means joining the traffic flow. This includes:

- moving off from the side of the road
- entering from vehicle entrances
- merging with traffic in another lane, including a motorway on-ramp
- changing from one lane to another.

Moving into traffic requires the driver to:

- signal
- scan as necessary (behind, to the sides and head check)
- search 12 seconds ahead
- apply correct gap selection
- give way (if necessary)
- accelerate quickly and smoothly to the appropriate speed
- maintain correct road position
- apply the system of vehicle control.

2. Moving on the road (moving on)

Moving on means following the road in the correct position and at the correct speed where there's no other traffic. It includes:

- driving along a straight road
- following curves and bends
- changing lanes (when not merging with other traffic).

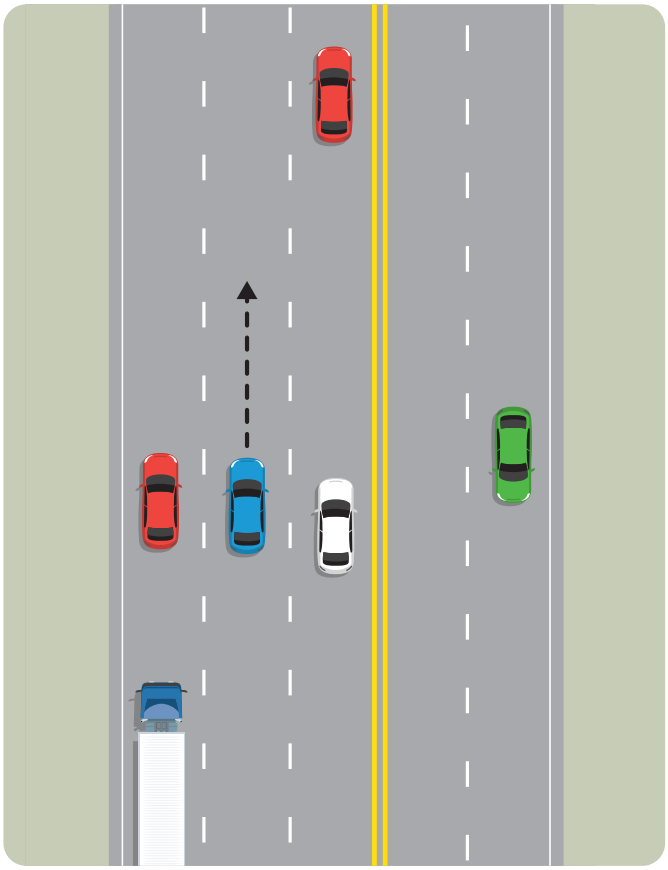
'Moving on' requires the driver to:

- apply speeds appropriate to the driving conditions
- maintain correct lane position
- signal if changing lanes
- use correct steering techniques
- scan behind and to the sides
- when changing lanes, scan behind, to the sides using mirrors and head check
- search 12-seconds ahead
- apply effective cornering technique and line
- apply the system of vehicle control.

11 Traffic includes all road users, including cyclists, pedestrians, electric and mobility scooters and trains.

3. Moving with the traffic flow (moving with)

Moving with the traffic flow relates to driving the vehicle near other road users. This will include vehicles behind, ahead and alongside.



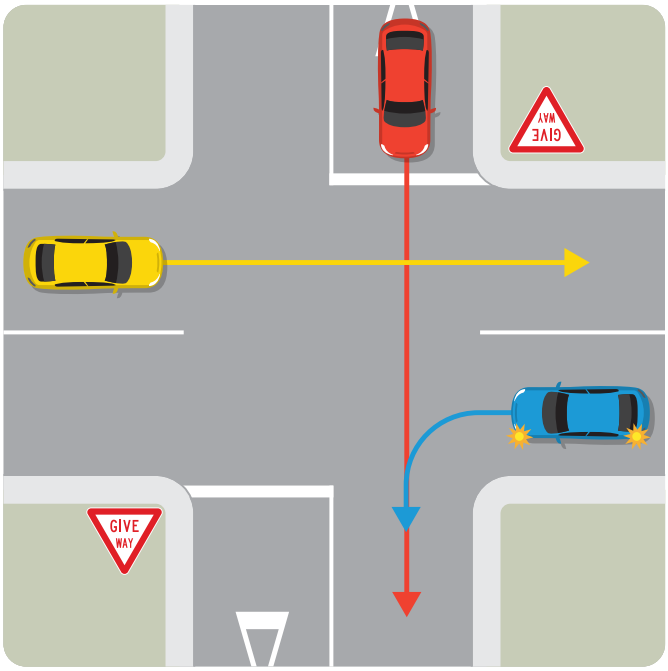
'Moving with' other traffic requires the driver to:

- scan behind and to the sides using mirrors
- search 12 seconds ahead
- maintain appropriate speed for the conditions
- maintain correct lane position
- apply correct following distances
- apply the system of vehicle control.

4. Moving through traffic (moving through)

Moving through traffic refers to moving the vehicle through situations and potential hazards where other traffic may cross your path. It includes:

- all intersections (including roundabouts, left and right turns)
- roadworks
- pedestrian crossings
- railway crossings
- special vehicle lanes
- any situations where traffic is being directed.



'Moving through' requires the driver to:

- throughout the task, use correct steering techniques
- scan as necessary for the scenario behind, to the sides using mirrors and head check (blue vehicle scenario)
- search 12 seconds ahead
- signal where necessary
- maintain correct road position and use correct lanes
- apply appropriate speed, comply with controls (give way, stop, traffic signals)
- select appropriate gaps
- maintain smooth acceleration throughout
- giving way where required
- apply the system of vehicle control.

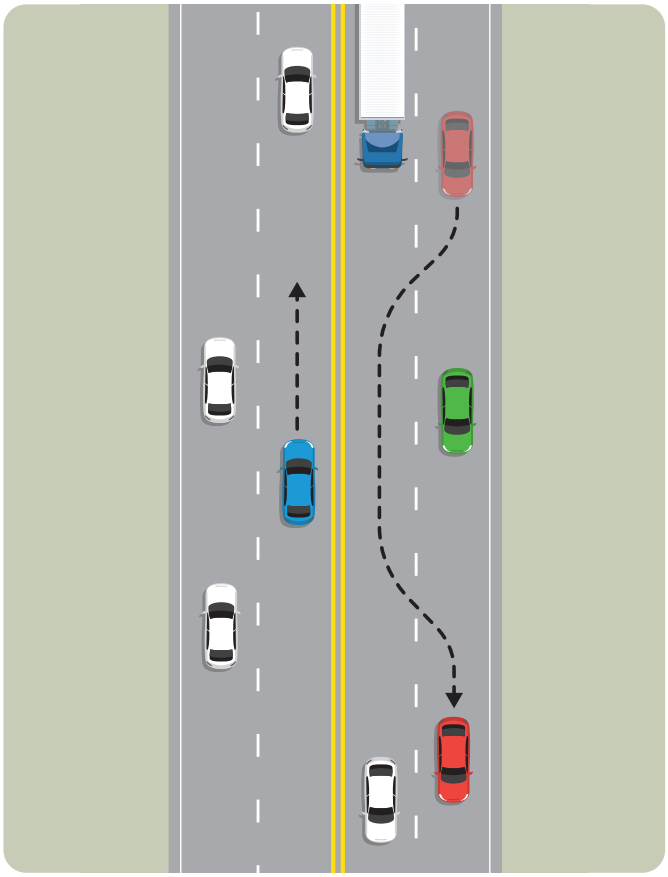
5. Moving past other traffic (moving past)

Moving past other traffic relates to vehicles travelling in the same direction at different speeds going past each other safely. It includes:

- moving past, or being passed by other vehicles
- situations relating to passing parked or stationary vehicles and to pedestrians, cyclists and animals on or near the road.

'Moving past' requires the driver to:

- scan as necessary for the scenario behind, to the sides using mirrors and head check (red vehicle scenario)
- search 12 seconds ahead
- signal where appropriate
- select appropriate gap
- apply appropriate speeds and acceleration
- maintain correct lane position
- maintain correct following distances
- apply the system of vehicle control.



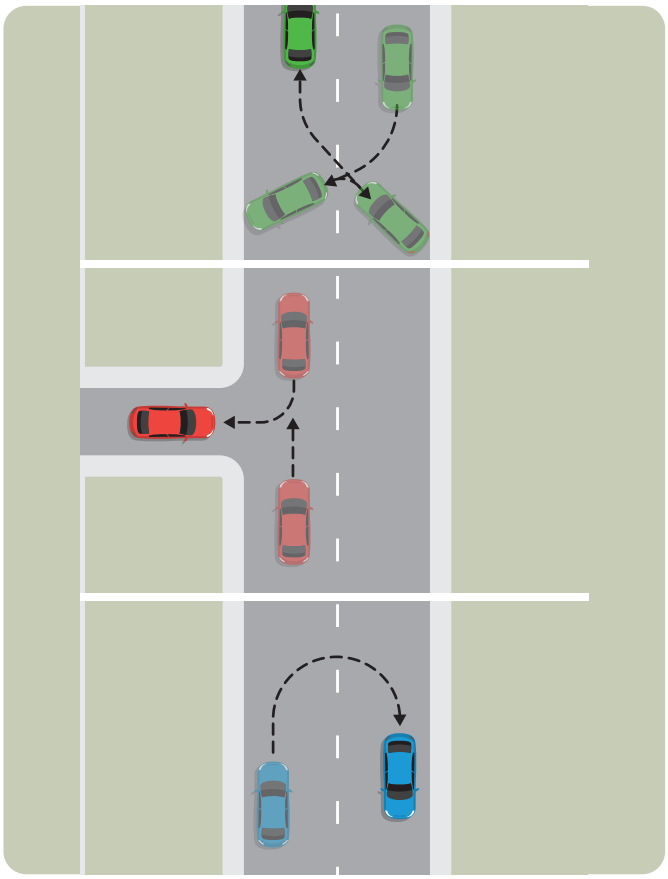
6. Moving back in traffic (moving back)

Moving back in traffic means driving the vehicle back along the direction from which it has just come. It includes:

- reversing into parking spaces or vehicle entrances
- making U-turns or three-point turns.

Depending on the task being undertaken, 'moving back', may require the driver to:

- scan as necessary (behind, to the sides using mirror and head check)
- search 12 seconds ahead
- signal where appropriate
- select an appropriate gap giving way where required
- maintain correct following distances
- apply correct lane position
- apply the system of vehicle control.

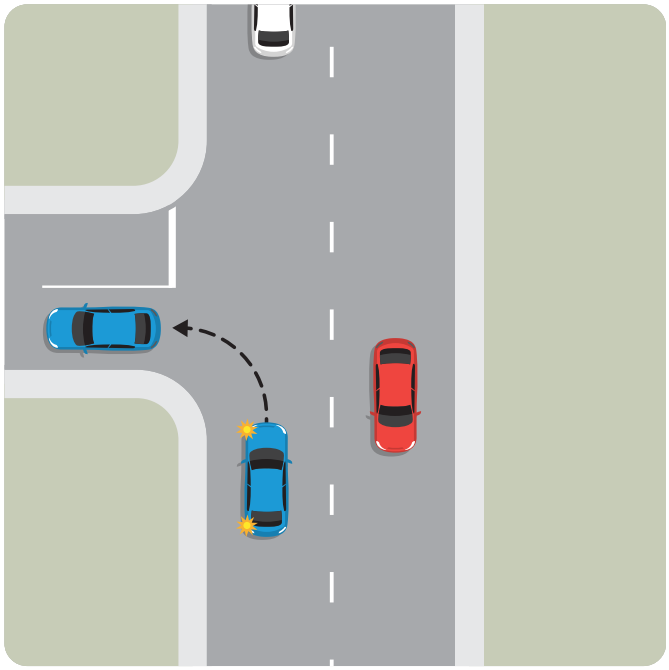


7. Moving out of the traffic (moving out)

Moving out of the traffic means leaving the traffic flow.

It includes:

- turning off a road
- using motorway off-ramps
- parking beside the kerb
- turning into driveways.



Moving out of traffic flow requires the driver to:

- signal
- scan as necessary for the scenario (behind, to the sides and head check)
- maintain correct following distances
- search 12 seconds ahead
- apply appropriate lane positions
- give way where necessary
- adjust speed to suit the conditions
- apply the system of vehicle control.

8.6 The assessment sheet

The purpose of the assessment sheet is to assess the learner's competency at a point in time, by recording fault patterns. See the following assessment sheet template.

8.6.1 Driving assessment sheet template

Name: _____ Assessment date: / / Time: _____ Driver licence number: _____

Moving	Hazard identification				Vehicle controls			Interactions					Moving
	Applies 12 second search	Mirror use and or head check	Scanning	Applies 2/4 second rule	Power and velocity	Steering and guiding	Slowing and stopping	Lane use	Road position	Signals	Give way rules, controls, and signs	Speed limits	
IN *Comments*													**IN** *Comments*
ON *Comments*													**ON** *Comments*
WITH *Comments*													**WITH** *Comments*
THRU *Comments*													**THRU** *Comments*
PAST *Comments*													**PAST** *Comments*
BACK *Comments*													**BACK** *Comments*
OUT *Comments*													**OUT** *Comments*

The sheet is broken down into 3 skill sets that relate to:

1. hazard identification which assesses compliance with:
   - 12 second search
   - mirrors use
   - scanning
   - use of the 2 and 4 second rules.
2. vehicle control which assesses compliance with:
   - power and velocity
   - steering and guiding
   - slowing and stopping.
3. interaction with the road and other users which assesses compliance with:
   - lane use
   - road position
   - signal use
   - give way rules, controls and signs
   - speed limits.

The 7 driving manoeuvres (section 8.5.1) reflect individual driving situations. At any given time, the driver will be performing one of the 7 driving manoeuvres, enabling the instructor to record any faults identified during the assessment against a specific driving task.

At the end of the assessment, performance under each individual driving skill will be cross-referenced to the 7 driving manoeuvres so that deficiencies can be more precisely identified and analysed (section 8.9).

Learners are considered competent when they can consistently apply the skill sets to all 7 driving manoeuvres at the most complex level, on a regular basis.

8.6.2 Explanation of assessed driving skills

Hazard identification skills

This relates to the driver's search patterns along the vehicle's intended path. It includes all aspects of the driving scene in front of the vehicle, to the sides and behind (360-degree scan). See hazard management (section 6) for further guidance relating to the skills and techniques required for effective hazard management.

Skill	Details
12 second search	A search pattern that extends out to 12 seconds ahead of the vehicle. Success with this skill is reflected in how early the driver responds to potential hazards, prepares the vehicle for a task, and the general direction and road position. Failure with this skill will usually be identified from the learner's performance in reacting (or in some cases not reacting) to potential hazards. 12 seconds on the open road is about 320 metres, and around town about 2 blocks. Any overtaking tasks conducted during the assessment must also meet the requirements of the 12 second rule. The learner can: » select the first available safe gap in traffic after an initial period of observing traffic to identify a gap » reject any unsafe gaps.

Skill	Details
Scanning, mirror use and head checks (blind spot checking)	## Scanning Adequate scanning by constantly moving the eyes and avoiding a fixed stare. This involves continuously scanning ahead and to the sides of the vehicle (including searching upcoming intersections) to identify any potential or actual hazards. ## Mirror use Correct frequency and timing of mirror use is part of hazard identification, across all 7 driving manoeuvres. Mirrors (internal and external in the direction of the turn) should be checked: » before signalling which includes turning, lane changing, merging, moving out and moving into traffic » before speed changes which includes slowing down and increasing speed, after pulling out into traffic and when entering higher speed zones » on seeing any actual or potential hazards which includes the development of safe driving habits. The more potential hazards in the driving environment, the more mirror checking needs to occur. For example, the learner must link potential hazards around them to the need-to-know what vehicles are behind them and what they might need to do to react. This is also an example of the hazard action plan and the system of vehicle control. As a general guide for an instructor, checking that the learner is not applying tunnel vision, and staying alert while driving, especially in a driving environment with less potential hazards, the learner should be routinely checking mirrors every 5–10 seconds. ## Head checks (for blind spots) Scanning also includes checking blind spots by preforming head checks (looking over the shoulder) prior to: » leaving or pulling into the kerb » pulling up alongside a parked vehicle to conduct a reverse parallel park, » diverging (including when entering or crossing a special vehicle lane in preparation for a left turn » moving on or off a flush median » changing lanes » merging with other traffic. Checking for blind spots includes doing a head check (looking over the shoulder) and in some vehicles may also include checking sensors, blind spot mirrors, cameras and alarms that assist with identifying vehicles or objects in a person's blind spots. These additional features must not replace a head check. Notes: Instructors will generally have 2 mirrors fixed to the windscreen in front of them. One to observe the learner's eyes to check their search patterns and mirror use, and one to observe following traffic. These must be placed where they don't obstruct the driver's vision. It's also valuable to conduct an eyesight calibration at the start of the assessment by getting the driver to look far into the distance, mid-point and just in front of the vehicle, then each of the mirrors and both blind spots. The instructor should monitor eye and head movements using their supplementary mirror so that they know what each observation looks like.

Skill	Details
Applies 2 second and 4 second rules	Correct following distances required including the correct application of both the 2 - and 4 second rules (following distance). The 2 second rule following distance is applied when following another vehicle in normal driving conditions. The 4 second rule applies when being tailgated, when towing a trailer, when driving or following a heavy vehicle, when the condition or type of road surface is sub-standard and when driving in adverse weather conditions. After changing lanes, resumes the applicable following distance (2 or 4 seconds depending on conditions) behind the vehicle in front as soon as possible.

Vehicle controls (manipulative skills)

To maintain control of a vehicle, the learner should understand its performance capabilities and limitations. This includes appropriate judgement and decision making around what should occur and what the vehicle can and can't do under various driving conditions and scenarios. Acceleration, directional control and braking skills underpin vehicle control.

Skill	Details
Power and velocity	Correct power and speed regulation. Includes the general use of the accelerator, without unnecessary acceleration. Correct use of the transmission, the selection of the correct gear for both engine and road speeds, and the gear changing process. Appropriate speed for the driving conditions is associated with this skill.
Steering and guiding	Correct use of the steering wheel to guide the vehicle, including correct hand position, both hands on the wheel unless operating other controls and the use of smooth steering movements. If the driver doesn't look far enough ahead (12 second search), low aim steering may become apparent.
Slowing and stopping	Correct manipulation of the vehicle controls for slowing and stopping. The key assessment points include the smooth and effective use of the accelerator, clutch (if fitted), the foot brake and the hand brake (if appropriate). Applying the hand brake at intersections, unless on a grade, isn't required but the right foot should be on the foot brake. In manual cars, check that the driver doesn't coast in neutral or with the clutch depressed prior to coming to a stop.

Interactions

Interactions encompass the effective application of driving knowledge and skills in a manner that reflects legislative requirements. What the learner must do in various interactions is usually mandated by legislation (road rules). Courteous driving practices also play a part of successful navigation of driving interactions and shows that the learner is aware that other road users can make mistakes.

Skill	Details
Lane use	Always using the correct lane for the intended path of travel. This includes: » turning from and into the correct lane when entering a multi-laned road » following road markings, particularly directional arrows » special vehicle lanes (bus lanes, cycle lanes, transit lanes) and any other road markings related to lane use » correct use of flush medians and right turning bays » keeps left of the centre line (or centre of the road if no centre line) when entering and leaving an intersection » doesn't wander from side to side within a lane » maintains a lateral distance of at least 1.5 metres from cyclists when possible (allows the cyclist room to wobble or swerve a little) and 1.2 metres from parked cars when possible (allows room for a door to be opened without warning).
Road position	Always maintaining a safe and legal vehicle position on the road, including when turning or changing direction. All the factors that might dictate road position (including other road users), especially if turning right off a main road, need to be considered.
Signals	Activating the correct indicator for at least 3 seconds when: » pulling out from the kerb, turning, pulling into the kerb, changing lanes, moving left or right by at least the width of the vehicle or stopping next to a parked vehicle to commence a reverse parallel park » turning at a roundabout, activates the turn indicator in the appropriate direction prior to entering the roundabout, activates the left indicator (if practicable to do so) before leaving the roundabout » travelling ahead at a roundabout, doesn't signal prior to entering the roundabout, activates the left turn indicator before leaving the roundabout.
Give way rules, controls and signs	Gives way to other road users and acts to all warning signs, regulatory signs and controls. The learner must also have regard for information signs that might affect their driving decisions or performance. Key signs and controls include: » give way and stop signs » traffic signals » no parking lines and signs » pedestrian crossings » roadworks » railway crossings » special vehicle lanes.
Speed limits	Observation of all temporary and permanent speed limits, including those that require a lesser speed for certain types of vehicles. Inappropriate speed for the driving conditions (but within legal limits) is addressed under the 'power and velocity' segment of the report. When a compulsory speed sign warns of an upcoming increase to the speed limit, the increase doesn't apply until that compulsory speed sign is reached. When a compulsory speed sign warns of an upcoming decrease to the speed limit, the decreased speed must be met by the time the vehicle reaches that compulsory speed sign.

8.7 Recording observations

During the practical driving assessment, the instructor is required to observe the learner's driving and make notes on the Driver assessment sheet, including performance skill deficiencies (termed faults for this remainder of this section).

The completed driver assessment sheet needs to provide an accurate and comprehensive baseline for determining discrepancies between the learner's driving observed and safe driving practices.

Care needs to be taken not to 'over-assess' the learner. The intention is not to record many very minor and isolated faults, but to identify patterns of errors that have the potential to increase risk. Following the assessment, the report needs to be analysed to check for any patterns or trends across the skills.

This information is provided to the learner in a debrief discussion (usually while still in the vehicle) to assess the findings. Assessment is part of the bigger driver training picture and effective coaching principles should be used in this conversation. See section 7.9 for guidance on providing effective feedback.

8.8 Marking the assessment sheet

While accurate observation during a driving assessment is important, so is accurate recording of observations. The markings on the assessment sheet will provide an assessment of the learner's performance and contain enough detail to:

- debrief the learner on their performance
- complete analysis of the findings to establish fault patterns
- determine future training needs in relation to the training and lesson plans
- provide content for an assessment report, should it be required (section 8.9).

8.8.1 Marking faults observed

Faults are skill deficiencies or performance errors. Faults observed during the assessment need to be noted by putting a cross in the box relating to the driving skill being observed while driving tasks are being carried out. Examples 1–3 demonstrate how this is done.

It's possible that a fault recorded under one skill set may also result in a second consequential fault under another skill set.

For example:

Fault with the hazard identification skills such as:

- following distance, scanning, mirror use, 12 second rule.

→

Fault with vehicle control such as:

- sudden braking, stopping, swerving

Manipulative skill deficiencies can also lead to multiple faults in the same category.

Fault with one vehicle control/ manipulative skill such as:

- too much power and velocity

→

Fault with another vehicle control/ manipulative skill, such as:

- swerving and stopping times

Familiarity using and marking the assessment sheet takes time and practice. During this time, it can be helpful to think about '*what did the driver do wrong?*' and '*in what tasks did the fault occur?*' This will help you to identify where to place the cross. Remember a fault can relate to more than one skill deficiency, especially if it is a manipulative error.

If you think you missed one fault while recording another, don't be concerned. Remember, one fault doesn't constitute a problem and if there's an issue, the fault missed will be repeated by the learner.

8.8.2 Adding extra comments to the assessment sheet

The assessment sheet includes space for comments in each segment. This can be used to record:

- details relating faults identified such as location, descriptions or links to other skills
- brief notes on the learner's performance
- skills that were applied particularly well.

Extra details will remind the instructor of the observations which can be important when providing feedback to the learner at the debrief. Additional comments can include symbols or abbreviations if these are understood by the instructor.

Symbols or abbreviations could include:

S or 	Scanning
MC or 	Mirror checks
HC	Head checks
X	Negative notation (skill not demonstrated)
RAB or 	Roundabout
LT 	Left turn
RT 	Right turn
P	Parking
115/100	Travelling 115km/h in a 100km/h posted speed area

8.8.3 Assessment sheet marking examples

Example 1:

When making a lane change (moving into another traffic stream), the learner fails to check over their shoulder (head check) and fails to indicate (signal). In marking the assessment sheet, a cross in the boxes for 'scanning' and 'signals' in the 'IN' column is required.

Note: the abbreviation 'LC' may be used to indicate that a fault occurred when performing a lane change and the abbreviation HC to indicate a head check fault, RAB for roundabout etc. If the assessment route requires several lane changes to be performed, you may also want to identify the location of the lane change (for example, Smith Street). This information is useful for the debrief as it allows the learner to relate to the actual task concerned. An alternative to written abbreviations would be to use small symbols.

Name: _____ Assessment date: / / Time: _____ Driver licence number: _____

	Hazard identification				Vehicle controls			Interactions					
Moving	**Applies 12 second search**	**Mirror use and or head check**	**Scanning**	**Applies 2/4 second rule**	**Power and velocity**	**Steering and guiding**	**Slowing and stopping**	**Lane use**	**Road position**	**Signals**	**Give way rules, controls, and signs**	**Speed limits**	**Moving**
IN *Comments*				X HC – LC Smith St						X LC – nil Smith St			**IN** *Comments*
ON *Comments*													**ON** *Comments*
WITH *Comments*													**WITH** *Comments*
THRU *Comments*													**THRU** *Comments*
PAST *Comments*													**PAST** *Comments*
BACK *Comments*													**BACK** *Comments*
OUT *Comments*													**OUT** *Comments*

Example 2:

On 3 separate occasions, the learner exceeds the posted speed limit when travelling on the open road (without any other traffic nearby). A cross needs to be placed each time the speed is exceeded in the 'speed limits' box under 'ON'. Add the speed information beside each of the faults: 105km/h in 100km/h zone × 2 and 110km/h in a 100km/h zone.

Other faults included in this example are:

- turning into the wrong lane when turning onto a multi-laned road (lane use/THRU)
- following too closely (2 & 4 sec rule/WITH)
- not scanning through intersections on 2 separate occasions (Scanning/THRU)
- failing to signal off a roundabout (signals/THRU).

Name: _____ Assessment date: / / Time: _____ Driver licence number: _____

	Hazard identification				Vehicle controls			Interactions					
Moving	**Applies 12 second search**	**Mirror use and or head check**	**Scanning**	**Applies 2/4 second rule**	**Power and velocity**	**Steering and guiding**	**Slowing and stopping**	**Lane use**	**Road position**	**Signals**	**Give way rules, controls, and signs**	**Speed limits**	**Moving**
IN *Comments*													**IN** *Comments*
ON *Comments*												XXX 105/100 x2 110/100	**ON** *Comments*
WITH *Comments*				X Red Van Dean St									**WITH** *Comments*
THRU *Comments*			X X Field St Swift Rd					ML John and smith St		X RAB off Holt St			**THRU** *Comments*
PAST *Comments*													**PAST** *Comments*
BACK *Comments*													**BACK** *Comments*
OUT *Comments*													**OUT** *Comments*

Example 3:

The learner continues past school children playing with a ball on the side of the road without altering speed. The speed is within the posted speed limit but is not appropriate for conditions (power and velocity/PAST). Unless a response like late braking was apparent (indicating a failure to search ahead), the 'applies 12 second search' box wouldn't need to be marked.

In this example the learner also performs a U-turn, and the following faults are noted:

- Fails to check blind spot with a head check (scanning/BACK).
- Fails to signal (signals/BACK).
- Poor steering resulting in task being unable to be completed in one movement (steering and guiding/BACK).

Where faults are interrelated (as with the U-turn above), consider using a line to join the crosses across the sheet. What immediately comes to mind in the assessment vehicle can become more difficult to recall once the drive has been completed.

Name: _____ Assessment date: / / Time: _____ Driver licence number: _____

	Hazard identification				Vehicle controls			Interactions					
Moving	**Applies 12 second search**	**Mirror use and or head check**	**Scanning**	**Applies 2/4 second rule**	**Power and velocity**	**Steering and guiding**	**Slowing and stopping**	**Lane use**	**Road position**	**Signals**	**Give way rules, controls, and signs**	**Speed limits**	**Moving**
IN *Comments*													**IN** *Comments*
ON *Comments*													**ON** *Comments*
WITH *Comments*													**WITH** *Comments*
THRU *Comments*													**THRU** *Comments*
PAST *Comments*					X Kids by road. Church St								**PAST** *Comments*
BACK *Comments*				X HC U turn		X U-turn				X U turn - nil			**BACK** *Comments*
OUT *Comments*													**OUT** *Comments*

8.8.4 Analysing the assessment sheet

When analysing the assessment sheet, fault patterns need to be seen. A fault pattern is established, and training needs identified, when:

- 3 faults are recorded in any one box, or 3 or more faults recorded in any vertical (downwards) column. The corresponding horizontal (sideways) column will provide confirmation of the task being undertaken when the faults occurred. This will provide information on where training should be conducted, or
- 3 or more faults are recorded in any horizontal (sideways) column that relate to 1 specific driving task within that category, that is, 3 or more different faults (scanning, steering, signals) were identified when performing a U-turn (BACK).

While the focus is on patterns of faults, the significance of any isolated faults (that haven't resulted in a pattern) must also be considered as to whether the fault needs to be addressed in some way. Depending on the situation, this may be achieved by discussion with the learner during the debrief, or further training/practice.

Some assessment routes may not allow for a repeat of a particular driving task to determine if a skill is consistently not being performed to the required standard. An example could be not searching a railway crossing where the assessment route doesn't provide an opportunity to repeat the task to establish if the learner is consistently not applying this skill. In such cases, the instructor needs to make a judgement call whether to include that driving task again during the assessment to determine whether there's a fault pattern that needs addressing, or to raise the fault observation during the debrief.

The assessment sheet below incorporates all the faults recorded in the 3 examples used. 3 fault patterns have been identified in the following skills:

- scanning
- signals
- speed limits.

In the horizontal (sideways) column, a fault pattern has been identified when performing the following specific task:

- U-turn.

Name: _____ Assessment date: / / Time: _____ Driver licence number: _____

	Hazard identification				Vehicle controls			Interactions					
Moving	**Applies 12 second search**	**Mirror use and or head check**	**Scanning**	**Applies 2/4 second rule**	**Power and velocity**	**Steering and guiding**	**Slowing and stopping**	**Lane use**	**Road position**	**Signals**	**Give way rules, controls, and signs**	**Speed limits**	**Moving**
IN *Comments*				X HC – LC Smith St						X LC – nil Smith St			**IN** *Comments*
ON *Comments*												XXX 105/100 x2 110/100	**ON** *Comments*
WITH *Comments*				X Red Van Dean St									**WITH** *Comments*
THRU *Comments*			X X Field St Swift Rd					ML John and smith St		X RAB off Holt St			**THRU** *Comments*
PAST *Comments*					X Kids by road. Church St								**PAST** *Comments*
BACK *Comments*				X HC U turn		X U-turn				X U turn - nil			**BACK** *Comments*
OUT *Comments*													**OUT** *Comments*

8.8.5 Analysing fault patterns

The skills shown in the table below reflect the patterns of faults (3 or more) identified in the assessment sheet above. In terms of setting training objectives, the following lesson plans (section 9) could be considered or revisited.

Skill	Training objectives that could be considered	Task	Where is training to be conducted?
Scanning	Hazards and system of vehicle control	IN THRU BACK	Changing lanes/moving through intersections/U-turns
Signals	Signalling	IN THRU BACK	Changing lanes/moving through roundabouts/U-turns
Speed limits	Rural/open road driving	ON	Travelling on rural or roads with higher limits

8.8.6 Self check exercise

Below is a scenario for instructors to practise recording faults observed during a driving assessment. Once the faults are recorded, identify any patterns that need further training. Patterns may include:

- pulls out from kerb into a heavy traffic flow. In doing so the driver didn't check the blind spot (head check) and didn't look in the mirrors. Also failed to signal
- changes lanes without signalling
- follows the car in front too closely
- fails to signal when turning left at a give way controlled intersection
- travels at 110km/h in a 100km/h zone with no other traffic around
- comes up to well-signposted roadworks with a speed restriction of 30km/h. Doesn't lower speed until right on scene of roadworks and continues travelling at 40km/h through roadworks
- leaves roadworks and continues. Suddenly swerves to pass a cyclist who has been clearly visible ahead for about 400 metres
- asked to complete a three-point turn. Indicates, checks mirrors but fails to complete a head check before commencing the task. Accelerates quickly, creating a backwards jerk
- when turning left at an uncontrolled intersection, accelerates too fast, causing the vehicle to drift over the centre line.

Name: _____ Assessment date: / / Time: _____ Driver licence number: _____

	Hazard identification				Vehicle controls			Interactions					
Moving	Applies 12 second search	Mirror use and or head check	Scanning	Applies 2/4 second rule	Power and velocity	Steering and guiding	Slowing and stopping	Lane use	Road position	Signals	Give way rules, controls, and signs	Speed limits	Moving
IN *Comments*		X Kerb	X HC - Kerb							X X LC, Kerb			IN *Comments*
ON *Comments*												X 110/100	ON *Comments*
WITH *Comments*				X									WITH *Comments*
THRU *Comments*	X Roadworks				X				X	X		X 40/30 Road works	THRU *Comments*
PAST *Comments*	X Cyclist					X Cyclist							PAST *Comments*
BACK *Comments*			X 3PT		X 3PT								BACK *Comments*
OUT *Comments*													OUT *Comments*

In this scenario, the faults found during the driving assessment would indicate 2 clear patterns that would require retraining:

- Signal use (3 faults in the vertical column).
- Pulling out from the kerb (moving in). There are 3 faults relating to this one specific task.

In developing a remedial training plan, the following lesson plans could be considered:

- Signalling.
- Moving off and stopping – at an angle.

While not patterns, other issues that could be discussed during the debrief include:

- application of 12 second search
- harsh acceleration
- mirror usage
- speed limits (particularly in relation to negotiating roadworks.

8.9 Preparing a driving assessment report

A driving assessment report differs from the assessment sheet by being a more formal summary of assessment findings. Unless requested, a report won't be required for the average learner who has lessons and undergoes a full assessment with the instructor.

An assessment report may be requested where another party has an interest in the results of a learner's assessment. This may include employment situations relating to vehicle usage policies, obligations under the HSE Act or due to a court order requiring a driving assessment to be carried out.

Due to privacy considerations, if someone other than the learner is requesting a report relating to their assessment, the instructor should ask the learner if they agree to share the information. This could include the driver's full name, date of birth or driver licence details. The discussion should occur before the assessment begins.

There's no formalised template of what is required in a report. The requester may provide some criteria for what they'd like included in the report, for example an employer may want to know exact details of the fault patterns identified and where they occurred. Where an assessment report is requested from the instructor but there are no exact criteria for inclusion, the following information should be included:

- A summary of the pattern of fault patterns identified (from the assessment sheet).
- An overall statement (a conclusion) of the driver's standard of driving.
- Any recommendations about what needs to occur. Recommendations could include formal training to rectify the fault patterns. In some cases, the verbal debrief conducted with the driver could be sufficient for no further action to be recommended. Where poor assessment findings occur, a recommendation may be made that the driver doesn't drive a company vehicle until a more satisfactory assessment is achieved.

Section 9: Lesson plans

This set of 37 lesson plans is designed to help instructors cover the majority of driving tasks and skills that a learner driver must master to become a safe and competent driver.

The intention of these lesson plans is to provide performance objectives linked to the required set of skills and knowledge without dictating teaching style, method of delivery or record keeping.

These plans are designed to build on the driving instructor's knowledge and the guidance provided in previous sections of this guide, including Section 6: Hazard management and Section 7: Practical driver training. Instructors may need to adapt these plans and form additional lesson plans to suit a learner's specific development needs and goals.

The primary purpose of these lesson plans is to provide an objective (what needs to be achieved) by:

- defining the tasks /skills that need to be learnt and demonstrated
- providing the conditions and appropriate driving scenarios for the lesson
- defining the qualifying criteria for performing the tasks/skills correctly – what competency looks like
- providing a breakdown of ordered steps in which the tasks/skills need to occur
- providing guidance points related to the lesson plan.

Section 8: assessment of the learner links to these plans by providing guidance on assessing the learner's progress including using an assessment sheet, and analysing faults and patterns linked to the 3 skill sets (hazard identification, vehicle control and interaction with the road and other road users).

The nature of driving means that there's some overlap in tasks/skills between lesson plans. Each plan is designed to focus on the core skills that the learner must develop to be considered competent across that particular lesson.

All lesson plans are designed to be repeated as many times as needed and in sequential order (as much as practical) Lessons are categorised into the following parts:

Part	Overview of lessons included	Learner type suitability
1. Vehicle familiarity and controls	Basic vehicle controls and operation (when stationary), and driver safety and comfort.	Beginner
2. Foundational driving lessons	Moving off and stopping, steering, gears/ driving modes, braking, hazard management and driving straight on the road.	Beginner
3. Navigating intersections	Turning left, right and driving straight ahead at intersections (including roundabouts).	Intermediate and experienced
4. Manoeuvring skills	Reversing, parking, 3-point turns and parallel parking.	Intermediate and experienced
5. Higher-speed driving skills	Driving at higher speeds including merging, overtaking, driving around curves, open road and rural driving, and driving with reduced visibility and/or challenging conditions.	Experienced
6. Sharing the road situations	Pedestrian and railway level crossings	Experienced

In most lessons, how an instructor should explain and demonstrate the task or skill isn't provided. For example, an instructor may like to start a lesson by showing a related video, or they may like to start with a discussion (using a picture or diagram) to introduce the lesson. Visual learning aids (images of basic road layouts) are included at the end of this section.

Part 1: Vehicle familiarity and controls for beginners

The following 4 foundational lessons aim to ensure that before a learner starts driving the vehicle, they:

- can ensure the vehicle is safe and meets legal requirements to be on the road (lesson 1.1)
- are safely and comfortably seated in the vehicle (lesson 1.2)
- can identify and understand the vehicle's basic driving controls (lesson 1.3)
- can start and stop the engine (lesson 1.4).

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1.1 Pre drive vehicle checks

Lesson overview: this vehicle safety lesson has 2 purposes:

1. The instructor needs to ensure the vehicle is safe before starting practical driving lessons.
2. The learner needs to understand the basic vehicle checks needed for their ongoing safety.

Performance required: the learner needs to understand and demonstrate what basic checks need to be routinely carried out to ensure that their vehicle is safe during driver training and into the future.

Standard: over repeated attempts, if required.

Conditions: the vehicle should:

- be parked somewhere safe away from other traffic, such as a driveway, parking space or quiet road
- have the handbrake/park brake on
- be in neutral gear (manual) or park mode (automatic).

Vehicle safety checks

Check that the vehicle is compliant with the following legal requirements:

- current warrant of fitness (WoF) or certificate of fitness (CoF) label
- learner licence plates (L plates) displayed correctly (learner licence classes 1 and 6 only)
- current vehicle licence (registration) label
- current road user charges (RUC) label if it's a diesel or electric vehicle (if subject to RUC).

Vehicle posture	The vehicle is sitting square to the road, indicating all tyres have equal or close to equal pressure.
Body work	The vehicle has no obvious damage that could be considered dangerous.
Tyres and wheels	Tyres should have the required tread depth and no uneven wear. Wheels should appear undamaged (visual inspection only). All tyre types (cross ply, radial, winter and summer) aren't mixed. A space-saver or emergency wheels aren't being used instead of a tyre.
Indicators, brake lights and handbrake	Indicators and brake lights operate correctly, and all lenses are intact.
Head lights	Lenses must be intact and high and low beams operating if driving is to take place in low light conditions.
Windscreen wipers	Wipers operate satisfactorily (where possible, test when raining).
Horn	The horn must operate.
Seatbelts	Seatbelts must be fitted, be in a safe and serviceable conditions, and available to all occupants in the vehicle.
Driver/rider safety	Mirrors are checked for position, seat and steering wheel positions are correct (see lesson 1.2 for further guidance).
Leaks	There are no fluid leaks under the vehicle.

Name: _____

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1.2 Driver safety and comfort checks

Lesson overview: being ready to drive a vehicle includes sitting in a position that is comfortable and allows safe operation of the vehicle. The learner should have optimal view of mirrors, awareness of blind spots and be physically able to operate all necessary controls including pedals, steering wheel, touchscreen and gear lever (manual) or mode selector (automatic).

Performance required: the learner finds the safest and most comfortable seating position for driving the vehicle.

Standard: over repeated attempts, if required.

Conditions: the vehicle should:

- be parked somewhere safe away from other traffic, such as a driveway, parking space or quiet road
- have the handbrake/park brake on
- be in neutral gear (manual) or park mode (automatic).

Learning points for driver safety and comfort behind the wheel	
Seat position	Having the ability to fully push in all foot pedals using the appropriate leg, with a small bend in the knees. The information displayed on the dashboard should be fully visible.
Steering wheel	Being able to put arms out straight and rest wrists on top of the steering wheel. If only hands are on the wheel, the steering wheel is too far away. If forearms are on the wheel, it's too close. To adjust the steering wheel, look for a lever underneath the steering wheel column, close to the dashboard. In more modern vehicles, especially electric vehicles, steering wheel adjustments (along with many other types of adjustments) may be made via a touch screen control, usually found on the dashboard.
Seatbelt	Should come across the right shoulder and the centre of the chest. There should be just enough room to slide the palm of your hand between the belt and your chest. The seatbelt must not be worn or damaged. If height needs to be changed, this can be done where it attaches to the vehicle. over the right shoulder. Height of the seat belt can be adjusted from the 'B' pillar.
Mirrors	Rear view mirror should show the driver as much of the road behind as possible. Side view mirrors should point back at the road allowing the driver to see what's behind. Doing this will make those blind spots as small as possible. The driver shouldn't have to sit up straight or move their head or body towards the mirror to have the best visibility. A good exercise to test mirror adjustments and show how blind spots can occur (even when mirrors are adjusted correctly) is for the instructor to move around the side and back of the vehicle while the learner sits and watches their mirrors from the driver's seat. Many modern vehicles are manufactured with blind spot detectors in the form of sensors or cameras. While these are designed to minimise or remove blind spots, they don't remove the importance of ensuring mirrors (sides and rear view) are optimally positioned for the driver. They also don't take away the need to physically check for a blind spot using a head check (looking over the shoulder). Drivers of vehicles with blind spot monitoring should be made aware of the system and know how their vehicle indicates a potential hazard.

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1.3 Basic vehicle controls

Lesson overview: a learner must understand and engage the vehicle's basic controls before they start driving. An instructor needs to show the learner the basic controls and provide an explanation around what they're used for, allowing the learner to gain familiarity and confidence with the controls.

Performance required: the learner can identify each control, understand their purpose and operate them without the engine turned on.

Standard: over repeated attempts, if required.

Conditions: the vehicle should:

- be parked somewhere safe away from other traffic, such as a driveway or parking space
- have the handbrake/park brake on
- be in neutral gear (manual transmission) or park mode (automatic transmission).

The ignition will need to be turned on (not the engine) to enable operation of some controls such as lights, windscreen wipers and indicators.

Learning points for vehicle familiarisation

Notes:

- There may be variation with where the below controls are located among vehicle makes and models. The area categorisation for the table below is a guide only.
- A touch screen, which is often associated with modern and electric vehicles, may be located in the dashboard area. This may be used to operate or display many of the vehicle's features and controls listed below, replacing the need for a physical control, or providing an additional way to operate the control.

Dashboard instrument lights and dials	Comments
Speedometer	
Rev counter (tachometer)	
Fuel or (drive) range indicator	
Temperature gauge	
Warning lights	
Distance recorder	

Steering wheel controls	Comments
Steering wheel	
Windscreen wipers	
Indicators Note: See supplementary notes below for specific performance criteria linked to understanding and operating indicators	
Headlights (full beam, dip and daytime running lamps)	
Horn	

Floor controls	Comments
Accelerator pedal	
Brake pedal	
Clutch pedal (manual) Note: See supplementary notes below for specific performance criteria linked to understanding and operating a clutch	
Park brake (if present in this area)	

Hand controls	Comments
Parking brake	
Gear lever (manual) or mode selector (automatic transmissions and electric vehicles) Note: See supplementary notes below for specific performance criteria linked to driving a manual transmission and using gears.	
Ignition	
Hazard warning light switch	
Heating and air conditioning controls	
Demisters (front and back)	

Supplementary performance criteria – indicators and transmission

Indicators (signalling)

Indicators must legally be used in differing ways over many different driving scenarios. They're the primary way that drivers communicate their intention and receive the intentions of other drivers. Scenarios where indicator use is legally required (referred to as 'signalling' in lesson plans), includes when turning at intersections (includes roundabouts), when changing lanes, when leaving and returning to the kerb. Signalling is therefore a very important aspect of safe driving and is part of nearly all lessons plans in this section.

The following learning points for indicators will ensure that the learner meets the performance criteria for this lesson plan, before moving onto the practical applications.

Learning points for understanding and operating indicators(signalling)		Comments
Theory	**Explain:** » how and why indicators are used when driving » the legal requirements to signal » where the indicators are located on the vehicle (left or right of the steering wheel) » the dashboard 'indicator-active' lamp and sound » how indicator use will be incorporated into future lesson plans (part of almost every lesson) » the self-cancelling feature of indicators.	
Practical	» Allow the learner to practice using the indicators. » Allow the learner to count what 3 seconds feels like when the indicator is on (the minimum time drivers are required to use their indicators before a manoeuvre).	

Vehicle transmission

A vehicle will generally have a manual or automatic transmission. Some EVs don't have a transmission but use driving modes similar to an automatic transmission. An automatic transmission is reasonably easy to operate using the basic drive modes. A manual transmission is much harder to learn and operate as it involves a complex gear pattern along with hand and pedal coordination to operate the clutch.

The following learning points on transmissions will ensure that the learner meets the performance criteria for this lesson plan, before moving onto the practical application.

Learning points for transmission		Comments
Theory	Explain: » the type of transmission (manual, automatic or EV) relevant to the vehicle » the transmission's purpose (basic) » **automatic or EV**: - the different driving modes available and what they're used for (that is, P, R, N, D) - the mode selector » **manual**: - the gear lever - the gear pattern, what each gear is used for and when - the clutch pedal - how using the clutch and gears will come into future lessons (that is, a practical foundation lesson will be carried out as part of part 2 lesson plans).	
Practical	Ensure the vehicle will not move unexpectedly – apply the park brake. **Manual**: with the engine off, demonstrate how the vehicle is put into different gears while engaging the clutch. Allow the learner to work their way through the gears. Demonstrate the correct position of hand on gear lever (cupped in palm of hand) moving through the gears. **Automatic or EV**: with the engine off, demonstrate how the vehicle is put into different modes. Note: non-running demonstration may not be possible on all vehicles and some vehicles may require the ignition on to demonstrate moving/operating the selector.	

General vehicle control lesson notes

» **Advance driver assistance systems (ADAS)**: ADAS features should be discussed during this lesson especially if they're likely to be used regularly. A learner may know of the features available and their use, especially if they're having lessons in a parent's vehicle. Due to the amount and diversity of ADAS among newer vehicles, this discussion will benefit the instructor in considering how these features might be part of driver training, using or turning off certain features. See section 5.5 for guidance on ADAS including practical considerations during driving training.

» **Warning lights**: explain the different colour warning lights:
  - **red** = stop safely and seek help
  - **amber** = caution – check as soon as practical
  - **green/blue** = info only.

Warning lights can be a distraction to learners if they're not aware of what's happening and what to do. Learners need to know that if a light is on, the vehicle has a fault or isn't being driven safely. Many warning lights illuminate during the ignition-on vehicle start-up cycle. If the vehicle is safe to operate, they'll extinguish after completing this self-test function. The function should be explained to learners and can be used to help identify the different lights in a vehicle and their locations. Lights for safety systems such as the electronic stability control (ESC) are important to cover as they often flash when a vehicle automatically activates the function.

» **Vehicle handbook**: explain the importance of the manufacturer's handbooks for identifying controls, instruments, ADAS, warning lights and vehicle maintenance.

» **Seat belts**: explain the legal requirements and safety considerations for wearing safety belts (driver and all passengers).

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1.4 Starting and stopping the engine or motor

Lesson overview: the learner needs to understand how the vehicle is safely turned on and off. Different considerations exist when starting the vehicle using a key or an on/off button.

Performance required: the learner can safely start and stop the vehicle's engine or motor using a key or an on/off button.

Standard: over repeated attempts if required.

Conditions: the vehicle should:

- be parked somewhere safe away from other traffic, such as a driveway or parking space
- have the handbrake/park brake on
- be in neutral gear (manual transmission) or park mode (automatic transmission).

Learning points for starting the engine or activating the motor	Comments
1. All vehicle doors are closed.	
2. All safety and comfort adjustments have been made (lesson 1.2) and seat belts of all passengers are on.	
3. Check that the hand/park brake is on.	
4. Check that the vehicle is in a safe stationary mode: **Manual**: in neutral gear. **Automatic**: in park mode.	
5. Apply the correct foot pedals: **Manual**: the clutch pedal is pressed right in with left foot and the brake pedal is depressed with right foot. **Automatic**: the brake pedal is depressed with the right foot.	
6. Turn on the motor or engine: **Key operated:** with one hand on the steering wheel, use the other hand to insert the key into the ignition and turn (clockwise), then turn again to start the engine. The hand releases the key as soon as the engine starts. **On-off button**: with at least one hand on the steering wheel, press the start button. Generally, the vehicle will not turn on fully if the brake pedal isn't depressed.	
7. Check all gauges and warning lights to ensure there's sufficient fuel or power reserves for the lesson.	

Learning points for stopping the engine (with a key or on/off button)	Comments
1. Handpark brake is applied.	

2. Vehicle is placed into a safe stationary mode: **Manual**: vehicle is put in neutral gear by pushing the clutch right in with the left foot and depressing the brake pedal with the right foot. Vehicle is put in neutral gear with one hand while the other holds the steering wheel. **Automatic**: vehicle is put in park mode by depressing the brake pedal with the right foot. Park mode is selected with one hand using the mode selector while the other hand holds the steering wheel.	
3. The ignition is turned off using the key (an anticlockwise turn). If the vehicle has an on/off button, the button is pressed, turning the vehicle off. Note: If the vehicle has a key, fob or card which requires removal to lock the vehicle, the learner should also demonstrate its safe removal.	

General lesson notes

- Engine starting and stopping should be explained from the passenger's seat.
- Modern vehicles are often manufactured with on/off buttons instead of key ignitions. This feature is often paired with keyless vehicle entry. On/off buttons require a proximity entry remote control to be in the vehicle to allow the vehicle to start. This may be in the form of a key, fob, electronic card or phone paired to the vehicle.
- This basic lesson is carried out on a flat surface/location. However, variance may exist when parking on a hill or slope, that is, stopping and parking a manual vehicle in first gear to minimise the risk of roll-away.
- The correct terminology regarding the engine or the motor depends on what the vehicle runs on:
  - combustion (petrol or diesel) = engine
  - electricity = motor
  - a combination of electricity and combustion = hybrid.

Part 2: Foundational driving lessons for beginners

These lessons are designed to lay the foundations for driving the vehicle and include:

2.1 Moving off

2.2 Stopping

2.3 Steering and completing a 90-degree turn

2.4 Changing gears and speed

2.5 General and emergency braking

2.6 Hazard management

2.7 Driving straight on the road.

Where these lessons are taught on the road, traffic (includes all road users) road layout, distractions and potential hazards must be well managed so that the learner can focus on developing these basic control skills. Care needs to be taken to avoid situations that may knock the learner's confidence, negatively affecting their driver training or compromise the safety of other road users.

See section 7:5.6: Route planning selection guide to help ensure appropriate driving environments are selected for these foundational lessons.

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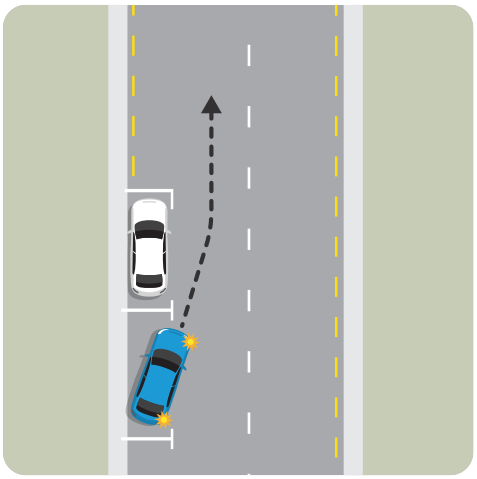
2.1 Moving off

Lesson overview: the learner needs to understand and demonstrate how to safely move the vehicle off.

First attempts can be carried out off-road or in a vacant carpark where focus is on controlling the vehicle to move off (pedals and steering) without needing to consider mirrors, signalling and blind spot checking.

This lesson can also be carried out on a safe road with NO traffic which will allow the learner to move off and very slowly pull into the empty lane. When moving to an on-road situation (the example used for this lesson) mirrors, signalling (a legal requirement) and blind spot checking should be introduced to start forming the habits required for moving off under any on-road situation.



Performance required: on a consistent basis, the learner can safely and legally move the vehicle off under full control and if conditions and ability permit, slowly moving into the empty lane.

Standard: over repeated attempts, moving off safely and legally and into the lane includes correct:

- steering and use of the pedals (includes clutch coordination for a manual)
- speed and acceleration
- signalling (if attempts are carried out on the road)
- observational hazard management considerations including scanning, mirrors and blind spot checks (if attempts are carried out on the road
- positioning of vehicle on the road (if attempts are carried out on the road).

Conditions: off road, in a carpark, or on a safe, flat, straight road with NO traffic, a 50km/h or less speed limit, and room to pull over to the kerb.

Learning points for moving off (manual or automatic transmission) Note: This lesson starts at the kerb from a stationary position.	**Comments**
1. Vehicle engine or motor is on and learner is ready to drive in accordance with steps outlined in lesson 1.4.	
2. Place hands on steering wheel with a light grip at the 1/4 to 3 position.	
3. Place the vehicle into the correct gear or mode for moving off: **Manual**: depress the brake with right foot and press the clutch pedal right in with the left foot. Move the gear lever to first gear using one hand while the other remains on the steering wheel. **Automatic**: depress the brake with right foot and move the mode selector to drive using one hand while the other remains on the steering wheel. Note: lesson 2.4 provides further guidance of using gears and driving modes.	
4. Return hand to steering wheel.	

Learning points for moving off (manual or automatic transmission) Note: This lesson starts at the kerb from a stationary position.	Comments
5. Check if it's safe to move off by scanning ahead (left, centre and right) and use mirrors (left side, rear view and right side) to check for other road users and potential hazards (likely theoretical in this situation due to the instructor's management of traffic and hazard conditions).	
6. Signal for at least 3 seconds before the manoeuvre starts.	
7. Prepare to release the hand/park brake.	
8. Recheck mirrors (left side, rear view and right side) and check blind spot using a head check (looking over the right shoulder), looking for other road users or potential hazards (likely theoretical in this situation due to the instructor's management of traffic and hazard conditions).	
9. When safe to move off from the kerb, release the hand/park brake (and return the hand to the wheel, if it was removed), and simultaneously operate foot pedals and steer the vehicle slightly to the right, away from the kerb and into the centre of the empty lane. **Operating foot pedals:** **Manual**: remove the right foot from the brake and slowly push down on the accelerator while slowly releasing the clutch pedal with the left foot until the clutch reaches the bite (friction) point and drive is engaged. **Automatic**: remove right foot from brake and slowly push down on the accelerator with right foot. **Steering**: continue to hold the steering wheel with a light grip, with hands in the 1/4 to 3 position. Keep the vehicle moving in a straight line.	

Learning notes:

- If lesson is being carried out on the road, the instructor must control the situation which means constantly checking for any road users and only proceeding with the lesson when there are no other road users or potential hazards around. This lesson may be taught alongside lessons 2.2: Stopping where the learner repeats moving off into the empty lane and then moving out of the empty lane and stopping at the kerb.
- Moving off should be done with gentle acceleration. If then moving into the empty lane, speed should be controlled at less than 20km/h.
- As the learner's first possible driving experience, they may feel there are many steps to master, especially with a manual transmission - be patient, focus on small steps and encourage the learner.
- Road users that need to be looked for include, vehicles, motorcycles, cyclists, pedestrians, electric and mobility scooters.
- The lesson will be easier with automatic transmission. The skill is more complex in a manual transmission due to clutch/pedal coordination, the chance of stalling the engine, and the need to upshift while accelerating to match traffic speed. See section 7:5.6: Route planning selection guide to help ensure appropriate driving environments are selected for this lesson.

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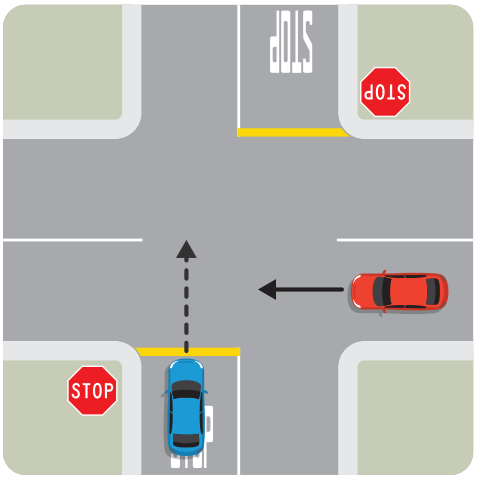
2.2 Stopping

Lesson overview: the learner needs to understand and demonstrate how to safely stop the vehicle at the kerb.

First attempts can be carried out off-road or in a vacant carpark where focus is on controlling the vehicle to stop (pedals and steering) without needing to consider mirrors, signalling and blind spot checking. This lesson can also be carried out on a safe road with NO traffic which will allow the learner to stop at the kerb after pulling over from an empty lane. When moving to an on-road situation (the example used for this lesson) the learner can be introduced to mirrors, signalling (a legal requirement) and blind spot checking to start forming the habits required to move out of a lane and stop under any situation.



Performance required: on a consistent basis, the learner can safely bring the vehicle to a controlled stop at the kerb.

Standard: over repeated attempts, stopping safely and legally at the kerb includes correct:

- steering and use of the pedals (includes clutch coordination for a manual)
- speed and braking
- positioning of the vehicle on road (if attempts are carried out on the road and at the kerb)
- signalling (if attempts are carried out on the road)
- observational hazard management considerations including scanning, mirrors and blind spot checks (if attempts are carried out on the road).

Conditions: off road, in a carpark, or on a safe, straight, flat road with NO traffic, a 50km/h or less speed limit and room to pull over to the kerb.

Learning points for stopping	Comments
1. Check for a safe place to stop.	
2. Scan ahead (to the sides and centre) and check mirrors (right side, rear view and left side) for other road users and potential hazards (likely theoretical in this situation due to the instructor's management of traffic and hazard conditions).	
3. Adjust speed, slowly take right foot off the accelerator pedal (if engaged). Smoothly depress the brake pedal with right foot.	
4. Signal left (towards kerb) for at least 3 seconds before the manoeuvre starts.	
5. Recheck mirrors (right side, rear view and left side) and check blind spots (looking over the left shoulder) for other road users and potential hazards (likely theoretical in this situation due to the instructor's management of traffic and hazard conditions).	

Learning points for stopping	Comments
6. Slowly steer the vehicle left, out of the lane and towards the kerb.	
7. Manual: just before the vehicle stops, fully depress the clutch pedal with left foot.	
8. Using the foot brake, bring the vehicle to a smooth stop in a legal and safe position, parallel and close to the kerb (within 300mm).	
9. Apply hand/park brake.	
10. Return the vehicle to a stationary position: **Manual**: neutral. **Automatic**: park mode.	

Learning notes

- If lesson is being carried out on the road, the instructor must control the situation in which the lesson is being conducted which means constantly checking for any road users and only proceeding with the lesson when there are no other road users or potential hazards around. This lesson may be taught alongside lessons 2.1: Moving off where the learner repeats moving off into the empty lane and then moving out of the lane and stopping at the kerb.
- Road users that need to be looked for and identified as potential hazards include, vehicles, motorcycles, cyclists, pedestrians, electric and mobility scooters.
- See section 7:5.6: Route planning selection guide to help ensure appropriate driving environments are selected for this lesson.

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2.3 Steering control and driving forward through 90-degree turns

Lesson overview: the learner needs to understand and demonstrate good steering practices and be able to control the vehicle through a 90-degree turn using the appropriate steering technique. First attempts can be carried out off-road or in a vacant carpark where focus is on controlling the vehicle to move off (pedals and steering) and steer through the turn without needing to consider mirrors, signalling and blind spot checking.

This lesson can also be carried out on a safe road with NO traffic. When moving to an on-road situation (the example used for this lesson) mirrors, signalling (a legal requirement) and blind spot checking should be introduced to start forming the habits required to move off under any on-road situation.

Performance required: on a consistent basis, the learner can safely and legally steer the vehicle and complete 90-degree turns (left and right) at slow speed.

Standard: over repeated attempts, safe and legal steering of the vehicle, completing a 90-degree turn includes correct:

- steering control
- use of pedals (includes clutch coordination for a manual)
- speed - controlled and safe for the situation
- positioning of the vehicle on the road (if attempts are carried out on the road)
- signalling (if attempts are carried out on the road)
- observational hazard management considerations including scanning, mirrors and blind spot checks (if attempts are carried out on the road).

Conditions: off road, in a carpark, or on a safe, straight, flat road with NO traffic, with a 50km/h or less speed limit, and room to pull the vehicle to the kerb.

Learning points for steering control (90 degree turn) Note: This lesson starts at the kerb from a stationary position turning toward the right.	**Comments**
1. Vehicle engine or motor is on, and learner is ready to drive.	
2. Place the vehicle into the correct gear or drive mode for moving off: **Manual**: depress the brake with right foot and push the clutch pedal right in with the left foot. Move the gear lever to first gear using one hand while the other remains on the steering wheel. **Automatic**: depress the brake with right foot and move the mode selector to drive using one hand while the other remains on the steering wheel.	
3. Have both hands lightly gripping the steering wheel in the 1/4 to 3 position. 	

Learning points for steering control (90 degree turn) Note: This lesson starts at the kerb from a stationary position turning toward the right.	Comments
4. Check if it's safe to move off by scanning ahead (left, centre and right) and checking mirrors (left side, rear view and right side)) for other road users and potential hazards (likely theoretical in this situation due to the instructor's management of traffic and hazard conditions).	
5. Signal in direction of turn (right in this example) for at least 3 seconds before the manoeuvre.	
6. Prepare to release hand/park brake.	
7. Recheck mirrors (left side, rear view and right side) and check blind spots (looking over the shoulder in the direction in which the vehicle will be turned) for other road users and potential hazards (likely theoretical in this situation due to the instructor's management of traffic and hazard conditions).	
8. When safe, move off from the kerb by: » releasing the hand/park brake: » using the required operation of pedals » looking ahead in the direction of the turn, not at the ground in front of the vehicle » using an appropriate steering method – either push-pull or hand-over-hand. 	
9. Keep full control of the vehicle throughout the turn applying smooth steering movements.	
10. Control the steering wheel's return back to the centre position after the turn (rather than just letting it return by itself or slipping through the hands).	

Learning notes

- If lesson is being carried out on the road, the instructor must control the situation in which the lesson is being conducted which means constantly checking for any road users and only proceeding with the lesson when there are no other road users or potential hazards around.
- The 1/4 to 3 hand position is considered better than the 10 to 2 position, as a way of lessening the possibility of injury if the airbag goes off. Discourage low hand positions, underhand steering or frequent one-handed steering.
- Learners should become familiar with the feel of the steering wheel when in a straight ahead and turned position. Practice starting straight and steering, and then starting with the steering slightly turned and returning to centre (straight).
- Practice both the hand-over-hand and push-pull steering techniques.
- See section 7:5.6: Route planning selection guide to help ensure appropriate driving environments are selected for this lesson.

General lesson notes

- Explain the main characteristics of the steering system, including the steering wheel's differing feel (resistance to turning) when stationary, when moving and the system's return to centre effect.
- Explain the importance of learning normal steering system feel as abnormalities can indicate very dangerous situations which should always be checked immediately. Situations like flat or low-pressure tyres, damaged suspension and poor brake behaviour can often be felt through steering feedback and feel.

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2.4 Changing speed and gears

Lesson overview: a learner needs to understand and demonstrate the relevant transmission type (automatic or manual) and how to select the appropriate gear (manual) or mode (automatic). Learning to drive a manual transmission will also involve using the clutch pedal and accelerator in a coordinated manner, which will make this lesson more difficult and require more attempts. Lesson 1.3 provided a base understanding of the transmission along with practice selecting gears/modes while the vehicle is turned off.

First attempts can be carried out off-road or in a vacant carpark where focus is on controlling the vehicle to move off in first gear (pedals and steering) without needing to consider mirrors, signalling and blind spot checking. This lesson can also be carried out on a quiet and safe road with NO traffic. When moving to an on-road situation involving an empty lane (the example used for this lesson), mirrors, signalling (a legal requirement) and blind spot checking should be introduced to start forming the habits required to move off under any on-road situation.

This lesson will extend into other intermediate driving lessons as use of higher gears (or driving modes) can only be taught and assessed when driving on the road at higher speeds (covered in following lessons).

Performance required: on a consistent basis, the learner can safely use the correct gear (manual) or mode (automatic) for the situation.

Standard: over repeated attempts, changing speed and using gears correctly includes:

- using the correct gear or mode
- not looking at the gear lever during a gear change
- changing of gears (both up and down) needs to be smooth (manual)
- not over-revving the engine or stalling (manual)
- not clashing or forcing gears (manual)
- steering and general use of the pedals (includes clutch coordination for a manual).

Conditions: off road, in a carpark, or on a safe, straight, flat road with NO traffic, a 50km/h or less speed limit and room for pulling over to the kerb.

Learning points for changing up gears (with engine started)	Comments
1. Move the vehicle off and enter the empty lane following the steps in lesson 2.1.	
2. Control the vehicle and accelerate up to a suitable speed for selecting the next gear.	
3. Change up to next gear: **Manual**: when ready to move to the next gear, repeat the basic control steps for changing gears. Ease pressure off the accelerator, clutch in, change gear without looking at the lever, release clutch as accelerator is applied (if needed). Note: Before changing gears (up or down), the learner should assess if it's appropriate, that is, using the 12 second searching method to check if the road, conditions and associated speed ahead is suitable for a higher gear. Mirrors (rear view and sides) should also be checked before every gear change. **Automatic**: stay in drive mode.	
4. Once confident with changing gears on the move at low speed, progressively introduce further acceleration to gradually increase speed and move to higher gears and build learner confidence. This can be done and assessed as part of other on-road driving lessons suitable for intermediate learners.	

Learning points for changing up gears (with engine started)	Comments
Learning notes relevant to manual transmissions only » Explain why the clutch is depressed before starting the engine and changing gears - reduces the drag of the transmission when starting and ensures the engine isn't started with the transmission engaged. If a driver tries to start a vehicle with a gear and the clutch engaged the vehicle can move unexpectedly, which is dangerous and can cause a collision. » Explain why the clutch is depressed while changing gears – the clutch aids synchronisation of differing gears and the engines speed while making gear changes. It allows smooth driving and reduces stress on the vehicle's drivetrain. » Gear changing should be smooth without clashing/graunching or missing the gear, without jerking the vehicle and without stalling the engine. » Synchronization of clutch control and the park brake is required in manual vehicles. Learners should control all vehicle movement to prevent uncontrolled motion. » Progressive shifting technique should be taught - use only enough engine speed to efficiently pick up the next gear. Use the tachometer (if present) to highlight efficient engine operating speeds relevant to the type of driving and vehicle speed. Encourage the avoidance of over speeding (racing) and under speeding (lugging) the engine. Learners need to become competent selecting the right gear for the road speed. Practice is required before this comes an automatic process for the learner. » 'Skip' or 'block' shifting is an advanced technique which isn't generally needed when learning to drive cars. » Using gear selection to maintain speed in situations like downhill driving 'engine braking' shouldn't be relevant to this lesson but may be introduced later in the learner's driver training. » Explain and ensure the learner does not coast in 'neutral' or drive (roll) with the clutch depressed. » Learning to change gears in a manual without looking at the gear box, will not be instant. Practice is required before this comes an automatic process for the learner. » The learner should practice changing gears in sequence, from first gear up to the highest gear that is suitable for the situation/this lesson. As this lesson is a foundational lesson, where the learner hasn't yet developed all skills needed for driving at higher speed limits, it's unlikely the learner will need to reach higher open road speed gears until competent at lower speeds. Higher gear changes can be witnessed in subsequent lessons. » Specific driving modes such as, hill, hold, sport, snow or four-wheel drive mode and manually shifting an automatic shouldn't be relevant to this lesson but may be introduced later in the learner's driver training (on-road driving lesson plans).	

Learning points for changing down (manual only) Steps below are for manual transmission only. While there can be a need to change from higher/different driving modes in an automatic, they shouldn't be relevant to this foundational lesson and can be taught and practised in later lessons.	Comments
1. Anticipate the need to shift down a gear.	
2. Check surroundings by scanning ahead and to the sides and checking mirrors (sides and rear view) for traffic and other hazards.	
3. Where necessary, reduce speed by decelerating (taking foot off the accelerator and/or braking). The tachometer can be used (where fitted) to identify engine speed to aid assessment of the need to change down.	
4. Ease pressure off the accelerator and push the clutch pedal right in with left foot.	

Learning points for changing down (manual only) Steps below are for manual transmission only. While there can be a need to change from higher/different driving modes in an automatic, they shouldn't be relevant to this foundational lesson and can be taught and practised in later lessons.	Comments
5. Move gear lever to the required gear with one hand with eyes staying on the road and the other hand on the steering wheel.	
6. Return hand to the steering wheel after changing gear to achieve full steering control.	
7. Ease the clutch pedal out with left foot. Control engine and vehicle speed using the brake, as necessary.	
8. When ready to move down to the next gear, steps 1 – 7 are repeated.	

Learning notes

- As this lesson is an elementary lesson, the learner will have limited opportunity to change down from higher gears as they haven't yet mastered the skills needed for driving at higher speeds. Changing down from higher gears can be observed later in the learner's driver training.
- Excessive or unnecessary downshifting should be avoided.
- When slowing, changing down every gear may not be necessary, but learner drivers should practice the skill. Shifting all the way down to first gear may not be necessary during normal driving, but learners should be able to demonstrate coming to a stop safety, in control and once proficient, with preparation to move off again.

General notes for gear changing in a manual (up and down)

- If lesson is being carried out on the road, the instructor must control the situation in which the lesson is being conducted which means constantly checking for any road users and only proceeding with the lesson when there are no other road users or potential hazards around.
- Changing up or down gears with a manual transmission takes a lot of coordination and practice. Trainee ability will vary greatly.
- Discourage the learner from looking at the gear stick when making a change.
- Gear changing is a foundation step in operating the vehicle. Be patient - once gear changing has been mastered, training will likely progress quickly.
- Match training venues to trainee ability. First attempts need to be conducted in a safe environment and could be on a very quiet road that is free of distractions and other road users. See section 7:5.6: Route planning selection guide to help ensure appropriate driving environments are selected for this lesson.
- Clashing of gears will generally occur when gear changes are rushed and/or the clutch isn't fully disengaged.
- Gears mustn't be forced. This will generally only occur when road speeds are too high for the gear being selected and/or the clutch hasn't been fully depressed.
- Resting the hand on the gear lever should be discouraged – it should return to the steering wheel.
- Outline the consequences of slipping the clutch 'riding' when setting off or between gear changes.
- Drivers shouldn't coast in neutral or with the clutch depressed.
- Before changing gears (up or down), the learner should assess if it's appropriate, that is, using the 12 second searching method to check if the road, conditions and associated speed ahead is suitable for a higher or lower gear. Mirrors (rear view and sides) should also be checked before every gear change.

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2.5 General and emergency braking

Lesson overview: braking is a vital skill for driving. Gentle and moderate braking is commonly used while sudden and emergency (hard) braking is needed only rarely. A learner needs to understand and demonstrate how to apply the brakes correctly for any given driving situation.

Braking should be practiced by the learner and observed by the instructor over many different driving conditions and speeds. This lesson can be carried out in conjunction with other subsequent lessons as the learner progresses through their driver training.

Performance required: on a consistent basis, the learner can brake safely and effectively during any given driving situation.

Standard: over repeated attempts, safe and effective braking includes:

- applying the correct amount of pressure to the brake pedal, relative to the situation
- correctly controlling the vehicle when braking
- correct hazard management considerations (as part of the system of vehicle control) – looking ahead to anticipate and lessen the need for braking
- applying the correct braking technique for the vehicle's braking system (ABS or non-ABS) and the situation (relative to emergency braking only).

Conditions: to start with, conditions should be those used in lessons 2.1 to 2.4 (safe, flat, straight, 2-way road with a 50km/h or less speed limit and no traffic). As the learner progresses, this lesson can continue with any roading conditions described in subsequent lesson plans.

Practical learning points for general braking	Comments
1. The correct amount of pressure is applied to the brake pedal as necessary for speed and driving conditions.	
2. Braking is progressive and smooth, not sudden and jerky.	
3. Scanning ahead and anticipating the need to reduce speed early occurs, lessening the amount of braking needed.	
4. Continuing to look ahead when braking and steering the vehicle as necessary.	
5. Correctly using brake and clutch pedals and gear selection.	

Learning notes

- Sudden and abrupt braking increases the risk of being rear-ended by vehicles behind. Braking should be planned and only be sudden or unexpected if stopping is quickly required (emergency braking).
- Progressive means to lightly press the brake pedal, then gradually increase pressure as braking takes effect and you come closer to your desired stopping point. This gives the vehicle time to react, improving control and placing less stress on the vehicle and its tyres. Smooth early braking also gives vehicles behind more time to stop safely.

Learning points for emergency braking	Comments
Theoretical: instructor needs to check for, and explain to the learner, which type of brakes the vehicle being driven has (ASB or non-ABS) and explain what that means for braking in an emergency (see guidance in task notes below).	
Practical: at some point in driver training, allow the learner to undertake emergency braking in accordance with the guidance points below. This will help ensure that the learner knows what to expect, helping them brake safely in an emergency. **Emergency braking must be done under safe and controlled conditions which includes:** » travelling at no more than 50km/h at the time of braking » safe conditions – sealed road surface, no traffic or hazards around.	

Learning notes

Emergency braking in a vehicle with ABS

» Brake as hard as possible, even if the pedal vibrates. With ABS, there's little chance that the brakes will lock up or traction lost. (avoiding a crash and or stopping the vehicle is the goal – it should be an emergency response, hard and fast but in control).

» While braking, keep looking ahead to where you want the vehicle to go.

» Keep both hands on the wheel and continue to steer the vehicle as required to stay in a safe road position, avoiding obstacles and unnecessary steering.

Emergency braking without ABS

» Brake progressively but firmly in response to the situation (avoiding a crash and or stopping the vehicle is the goal – it should be an emergency response, hard and fast but in control).

» If the wheels lock, ease off the brake for a moment to regain control, then reapply the brake.

» While braking, keep looking ahead to where you want the vehicle to go.

» Keep both hands on the wheel and continue to steer the vehicle as required to stay in a safe road position, avoiding obstacles and unnecessary steering.

» If you need to steer and the vehicle doesn't respond or the wheels lock, ease off the brake for a moment to regain control, then reapply the brake, repeat until stopped.

Emergency braking in a manual vehicle (with or without ABS)

» Always brake first.

» If you have time, push in the clutch just before you stop.

» Don't worry about stalling. Stopping safely is more important.

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2.6 Hazard management and the application of the hazard management systems

Lesson overview: hazard management, which includes identifying, assessing and reacting, is a vital component of safe driving. Learners need to be aware of what a hazard is and demonstrate the ability to manage potential and actual hazards in a systematic way.

Lessons 2.1 - 2.5 involve hazard management. However, by controlling the lesson conditions, the instructor has been keeping potential hazards to a minimum while the learner acquires basic driving skills. After completing this lesson, the learner can start taking more responsibility for managing hazards themselves, continuing throughout intermediate and experienced lesson plans. This lesson can be applied alongside many of the following lesson plans.

Performance required: on a consistent basis, the learner can safely and legally drive in a way that effectively manages potential and actual hazards.

Standard: over repeated attempts, potential and actual hazards are managed by safe driving which includes:

» applying the hazard action plan – identifying, predicting, deciding and acting

» applying the system of vehicle control (or equivalent hazard management model) which includes the following:

- observational hazard management considerations (scanning, mirrors and blind spot checks)
- positioning of the vehicle correctly in relation to the road, road users and any hazards
- signalling
- speed – adjustments using braking and acceleration (also associated with gear changing in a manual vehicle).

Conditions: in daylight, on a road with any speed limit and conditions (reflective of the learner's ability).

Learning points for hazards – discussion with learner	Comments
1. The definition of a hazard.	
2. The difference between a potential hazard and an actual hazard.	
3. Possible hazards linked to each of the 6 driving conditions (road, vehicle, driver weather, light and traffic).	

General hazard awareness and management skills (observe)	Comments
1. Searching 12 seconds ahead and aiming high in steering.	
2. Eyes are moving constantly surveying/scanning in front and to the sides of the vehicle using mirrors.	
3. Constant checking of mirrors (rear view and sides) for surrounding traffic and the driving environment.	
4. Checking mirrors and blind spot checking (looking over the shoulder) when changing lanes or direction, crossing special vehicle lanes, merging and pulling over to or away from the kerb.	
5. Correct signalling and providing of information to other road users by using the horn, headlamps or brake lights when appropriate.	
6. Adjusting speed to the conditions.	
7. Applying the correct following distance (2 or 4 second rule).	

General hazard awareness and management skills (observe)	Comments
8. Using vehicle lights to improve visibility when required.	

Learning notes

» See hazard management (section 6) for more information of managing hazards including specific techniques.

» A learner that isn't aiming high in steering and searching 12 seconds ahead will typically:

- look down at the front of the car or the centre line
- have erratic speed and steering
- fail to identify potential hazards soon enough and may not respond in time
- reacts late to curve advisory signs
- demonstrates late reactions to hazards
- follows too close to the vehicle in front
- doesn't correctly centre the vehicle in the lane.

» A learner that isn't applying the correct following distance will typically:

- stop suddenly and harshly
- tailgate
- fail to identify potential hazards soon enough and either responds late or not at all
- be frequently taken by surprise
- be frustrated by other drivers (especially tailgaters).

The hazard action plan

As the need to manage actual hazards happens infrequently, learning how to avoid actual hazards is often theoretical during practical lessons. The hazard action plan gets learners thinking about hazard management. This can be achieved through conversation prompted by the instructor during driving lessons.

Hazard action plan – identify, predict, decide and act	Comments
1. Identifies potential hazards (includes identifying early).	
2. Predicts what may occur (becoming an actual hazard).	
3. Decides what the action to take should be if/when the hazard occurs.	
4. Acts (correct and safely) on the decision using the system of vehicle control.	

Learning notes

An example of the plan is a driver travelling down a suburban street with cars parked on the left and children are playing with a ball on the footpath. The correct plan would consist of:

1. identifying the children playing with the ball near the road
2. anticipating that the ball might roll onto the road and a child might follow it
3. deciding that slowing down and staying to the right of the lane in preparation, is required
4. carrying out step 3 decisions.

The system of vehicle control (SoVC)

The response component of hazard management can be taught using the 'system of vehicle control' exercise. This exercise is a systematic approach to prepare for and respond to hazards including when performing common driving tasks like turning, changing lanes or approaching traffic lights.

When approaching a hazard, each step of the response is part of a system that the driver needs to consider and then action when appropriate. Although listed sequentially, the actions may be carried out simultaneously and repeated later depending on what is appropriate for the situation. The primary steps can be remembered using the mnemonic '**c**an **m**y **s**afety **b**e **g**iven **a**ttention'.

Steps in grey show extended steps that are often applied to many driving situations such as turning or changing lanes. The extension of these steps can be remembered using the mnemonic '**c**an **m**y safety **b**e **g**iven **m**ore **e**ffective **a**ttention **m**ate'.

Across different hazard scenarios, there may be some variance in these steps. For example, the task execution may end with the driver pulling over to the kerb, so acceleration and any subsequent mirror checks to observe the new environment, wouldn't be required.

Note: see section 6.6.8 for further guidance on practical hazard management responses including model variations that instructors may like to consider teaching as equivalent to this SoVC model.

Learning points for applying the system of vehicle control	Comments
1. Course: look ahead for a safe and legal path.	
2. Mirrors: look behind and if appropriate, check your blind spots. Note: checking may be required multiple times during this system depending on the situation.	
3. Signal: signal if/as appropriate for the situation for at least 3 seconds.	
4. Brake (speed): adjust speed to ensure the vehicle is at a safe and controllable speed needed to carry out the manoeuvre. Note: reduce speed by taking the foot off the accelerator and if required, applying the brake to slow the vehicle. Braking will be required in most situations.	
5. Gears: select the appropriate gear. With an automatic transmission, this may include the use of a gear 'hold' feature.	
6. Mirrors: in most situations, recheck mirrors and consider checking blind spots (looking over your shoulder) in the direction you will go.	
7. Execute: execute the task.	
8. Accelerate: when safe, accelerate away. Pay attention to traffic speed, road surface and driving conditions.	
9. Mirrors: recheck mirrors to observe new driving environment.	

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2.7 Driving straight on the road

Lesson overview: the learner needs to understand and demonstrate what's required to drive safely, straight ahead on the road. Safe habits while driving straight ahead should be reinforced early. This is a basic lesson for driving straight on the road. Driving at higher speeds and with specific driving conditions are included in part 6 for more experienced learners.

Performance required: on a consistent basis, the learner can safely and legally drive the vehicle on a straight road.

Standard: over repeated attempts, safely and legally driving straight ahead on the road includes correct:

- positioning the vehicle correctly in relation to the road and other road users
- staying within the posted speed limit and maintaining place in traffic flow
- observational hazard management considerations (scanning, mirrors and blind spot checks)
- signalling (if required)
- steering and use of the pedals (includes clutch coordination for a manual)
- basic application of the system of vehicle control.

Conditions: on a safe, flat, straight, 2-way road with a 50km/h or less speed limit, light traffic, side roads, and room to pull over to the kerb.

Learning points for driving straight on a road Note: The following steps will all occur simultaneously and not in the below order.	**Comments**
1. Looking ahead to determine the path of travel.	
2. Keeping the vehicle in the centre of the lane.	
3. Driving to the conditions and without exceeding the speed limit.	
4. Keeping the vehicle in a safe following distance behind the vehicle in front (2 and 4 second rule).	
5. Applying a correct hand position on the steering wheel (1/4 to 3).	
6. Checking mirrors regularly (sides and rear view).	
7. Constantly searching forward and to both sides and to the rear (scanning) to identify potential hazards and take in information such as observing road signs and markings.	
8. Keeping the vehicle a safe distance from parked vehicles (1.2m), people on bicycles (1.5m) or other kerbside hazards.	
9. Signalling left if the vehicle must diverge left by at least the width of the vehicle. This could include the safety precautions outlined in 8. or when moving around a stationary vehicle ahead that is waiting to turn right.	
10. Not impeding traffic. Under standard driving conditions, this means going no less than 10km/h under the posted speed limit.	

Learning notes

- See section 7:5.6: Route planning selection guide to help ensure appropriate driving environments are selected for this lesson.
- Unlike previous lessons that have a start and stop nature, this lesson will require longer stretches of concentration from the learner. Driving straight on the road should be done in small time and speed increments, and increase gradually as competency is achieved. As there are high levels of hazard management required with this skill, a debrief between attempts is important to discuss what the learner observed and felt.
- **Road users**: includes vehicles, motorcycles, cyclists, pedestrians, electric and mobility scooters and any other vehicle/object driven on the road.
- **Lane positioning**: the correct road position will be the centre of the lane.
- **Following distance**: should correlate with a 2 /4 second following distance depending on the conditions.
- **Scanning the environment**: achieved by constantly moving the eyes and avoiding a fixed stare. Scanning includes ahead, to the sides and to the rear of the vehicle to identify any potential or actual hazards. As a general guide for an instructor checking that the learner is scanning sufficiently and staying alert (not applying tunnel vision while driving), especially in a driving environment with less potential hazards, the learner should be routinely scanning, including mirror checking every 5–10 seconds.
- **Appropriate speeds**: driving speed should always be at or under the speed limit, unless conditions require otherwise. Going more than 10km/h under a posted speed limit and inconveniencing following traffic in standard driving conditions, will result in a critical error during a driver licence test. A learner needs to understand what it means to impede traffic flow and avoid driving excessively lower than it's safe to. This consideration can be managed in early lessons by selecting environments with little or no traffic so the learner can build confidence and ability to drive safely in traffic at close to the speed limit.
- Driving on the road is a good time to explain (or ask the learner to explain), what the different road makings on either side and centre of the lane means, that is, double yellow lines or continuous or broken white lines.

Part 3: Navigating intersections for intermediate and experienced learners

After successfully completing the foundational lessons in part 2, the learner will have the skills to be considered an intermediate level learner and can be introduced to lessons that involve navigating non-complex intersections before moving on to the more complex intersections that are suitable for experienced learners.

Part 3 lessons reflect typical everyday driving environments where awareness, scanning ahead, signalling and hazard management become larger considerations. The system of vehicle control (section 6.6.8 and lesson plan 2.6), which is designed to help drivers consider what's needed when approaching a hazard, becomes relevant to all of these lessons.

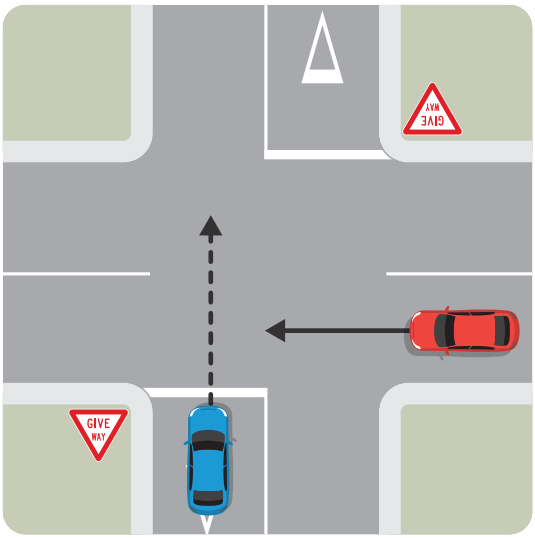
Due to the complexity and variance that occurs with intersections, there will be easier and more complex examples that can be applied across these lesson plans. For example, turning right at a traffic light can include a green turning arrow and one lane to turn into, while a more complex scenario may have multiple lanes and/or no green arrow which may mean having to give way to oncoming traffic or pedestrians and waiting within the intersection before completing the turn. Each lesson includes an indication of what examples make the lesson suitable for an intermediate or experienced learner. However, an instructor must consider all factors when deciding if a scenario is suitable for a learner at that time.

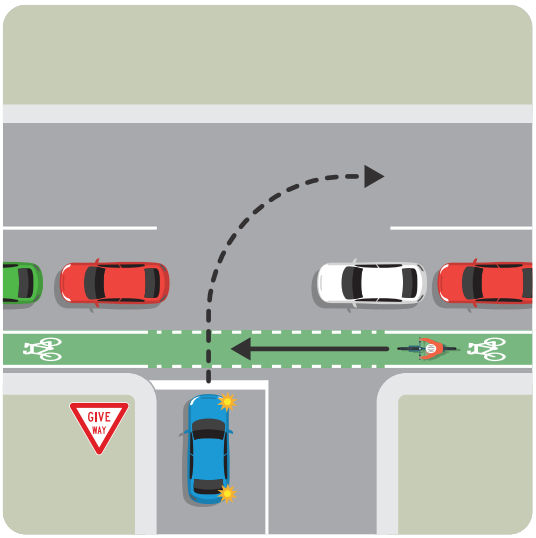
Additionally, due to the complexity and variance with intersection lessons there may be some variances to the steps outlined in the following lessons. Learners may need to apply and adapt the system of vehicle control over different situations with the help of the instructor's driving knowledge.

Name: _____

Licence no.: _____ Date: / / DI: _____

3.1 Driving straight ahead at a give way sign





Lesson overview: intersections that include straight ahead lanes are usually controlled by give way signs. Completely uncontrolled crossroad intersections are uncommon but do occur. Some intersections may be made complex by a combination of stop and give way signs. The learner needs to understand and demonstrate how to safely approach and navigate driving straight ahead at an intersection that is controlled by a give way sign.

Learner level guide	
Intermediate	» One laned crossroad intersections » Moderate traffic
Experienced	» Multi-laned crossroad intersections » Moderate or heavy traffic

Performance required: on a consistent basis, the learner can safely and legally drive straight ahead at an intersection that is controlled by a give way sign.

Standard: over repeated attempts, driving straight ahead safely and legally at an intersection includes correct:

» speed before, driving through and exiting the intersection

» observational hazard management considerations (scanning and checking mirrors)

» giving way

» gap selection

» positioning the vehicle correctly before, driving through, and exiting the intersection

» judgment around when the intersection shouldn't be entered (for example, blockages)

» steering and use of the pedals (includes clutch coordination for a manual)

» application of the system of vehicle control.

Conditions: on a 2-way road with one or multiple lanes in each direction, a speed limit of 50–60km/h and an intersection with a straight ahead lane that is controlled by a give way sign.

Learning points for driving straight through at an intersection	Comments
1. Identify the upcoming intersection. Read and interpret road signs, markings and traffic situations.	
2. Scan ahead (to the sides and centre) and check the mirrors (sides and rear view) for other road users and hazards.	
3. When approaching the intersection, position the vehicle in the centre of the lane (if not already).	
4. Start slowing the vehicle as necessary. Changing down gears may be required (manual).	
5. Look ahead and check the intersection for hazards by scanning to the left, centre and right. Check that the intersection isn't blocked.	
6. Recheck mirrors (sides and rear view).	
7. When safe to proceed (steps 5 and 6 are fulfilled), drive straight ahead while: » keeping a correct and consistent path in the lane » maintaining an appropriate speed. OR 8. If unsafe to proceed, bring the vehicle to a safe stop. Stop in a place with good visibility of the intersection, where you aren't impeding traffic and behind the white limit line (if present).	
9. After driving through the intersection: » check mirrors (sides and rear view) and scan surroundings » accelerate to an appropriate speed for the conditions without exceeding the speed limit » maintain correct lane position.	

Learning notes

» Learners should be encouraged to get into the correct lane as early as possible before the intersection. Changing lanes while driving through an intersection should be discouraged as it's often not permitted and/or is considered bad practice. If changing lane is required to get into the correct lane, mirror checking, signalling and blind spot checking will be needed before this manoeuvre.

» A driver must not enter an intersection if it's blocked – wait until there's space to move in and exit the intersection.

» When observing if it's safe to proceed with driving ahead, in addition to traffic crossing the road in front (from left and right), there could also be hazards such as cyclists or pedestrians crossing the road.

» When driving straight ahead at an intersection with a give way sign, the driver must give way to all traffic on the road they'll cross.

» Be wary of drivers on the opposite side of the intersection waiting to turn right. The vehicle moving straight ahead at the intersection has the right of way (unless controlled otherwise). However, a driver should never automatically expect another driver to apply the give way rules correctly – they must look and observe what other drivers are doing before acting.

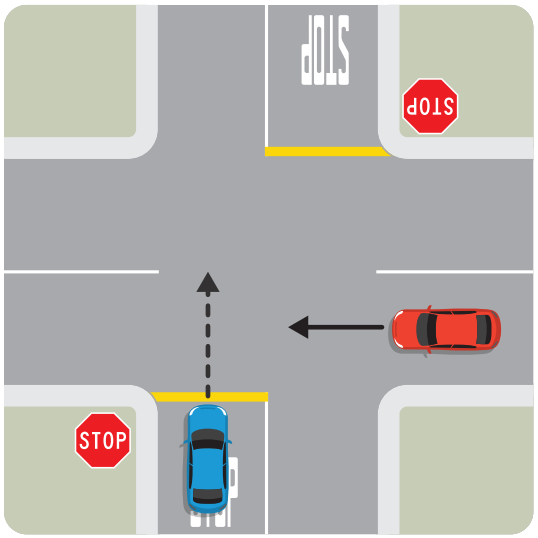
» Learners need to pay attention for crossroads that include a combination of give way and stop signs as these may determine the way in which giving way must occur. There may be road signs making this clear or the learner can observe the colour of the limit lines (white or yellow) across the intersection as well as the shape of the sign (round or triangle) that is controlling other lanes. These situations encountered for the first time may cause panic from the learner around what to do.

Name: _____

Licence no.: _____ Date: / / DI: _____

3.2 Driving straight ahead at a stop sign

Lesson overview: some crossroad intersections may be controlled by stop signs. Stop signs are often linked to poor visibility, a history of high crashes and higher speed limits making the intersection more dangerous. Some intersections may be made complex by having a combination of stop and give way signs. The stop sign ensures that there's ample time for the learner to assess the intersection before moving through it. Learners need to understand and demonstrate the importance of coming to a complete stop at these intersections.



Learner level guide	
Intermediate	» One laned crossroad intersections » Moderate traffic
Experienced	» Multi-laned crossroad intersections » Moderate or heavy traffic

Performance required: the learner can consistently, legally and safely drive straight ahead at an intersection controlled by a stop sign.

Standard: over repeated attempts, safely and legally driving straight ahead at an intersection with a stop sign includes correct:

» speed before, driving through and leaving the intersection

» observational hazard management considerations (scanning and mirror checks)

» stopping (coming to a complete stop where required)

» giving way

» gap selection

» positioning the vehicle correctly before driving through and leaving the intersection

» judgment around when the intersection shouldn't be entered (for example, blockages)

» steering and use of the pedals (includes clutch coordination for a manual)

» applying the system of vehicle control.

Conditions: on a 2-way road with one or multiple lanes in each direction, a speed limit of 50–60km/h and an intersection with a straight ahead lane that is controlled by a stop sign.

Learning points for driving straight ahead with a stop sign	Comments
1. Identify the upcoming intersection and read and interpret road signs, markings and traffic situations.	
2. Scan ahead (to the sides and centre) and check the mirrors (sides and rear view) for other road users and hazards.	
3. When approaching the intersection, position the vehicle in the centre of the lane (if not already).	
4. Start slowing the vehicle. Changing down of gears may be required (manual).	
5. Bring the vehicle to a complete stop before the yellow limit line and where visibility of the intersection is good. Some gravel roads may not have a limit line – stop before the stop sign.	
6. Look ahead and check the intersection for hazards by scanning to the left, right and directly in front. Ensure the intersection isn't blocked.	
7. Recheck mirrors (sides and rear view).	
8. When safe to proceed (ensuring steps 6 and 7 are fulfilled), drive through the intersection while: » keeping a correct and consistent path in the lane » maintaining an appropriate speed. OR 9. Wait until it's safe to proceed.	
10. After crossing the intersection: » check the mirrors (sides and rear view) and surroundings » accelerate to an appropriate speed for the conditions without exceeding the speed limit » maintain correct lane position.	

Learning notes

» Learners should be encouraged to get into the correct lane as early as possible before the intersection. Changing lanes while driving through an intersection should be discouraged as it's often not permitted and/or is considered bad practice. If changing lane is required to get into the correct lane, mirror checking, signalling and blind spot checking will be needed before this manoeuvre.

» A driver must not enter an intersection if it's blocked. Wait until space becomes available to enter and exit the intersection.

» A complete stop requires the vehicle to come to a complete stop (all 4 wheels) before the limit line. Slowing the vehicle and nearly coming to a stop before rolling through the stop sign does not constitute a complete stop.

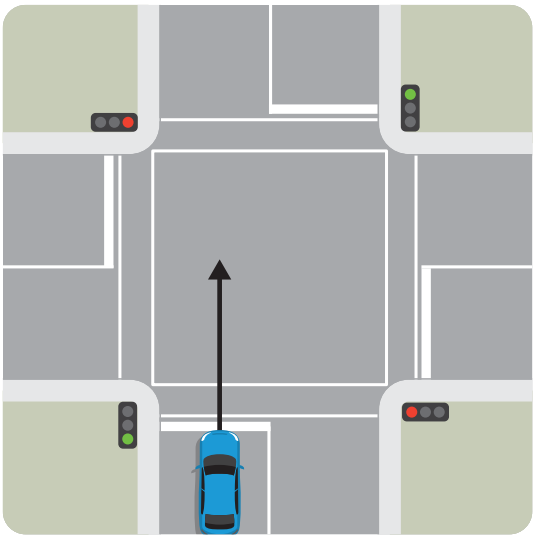
» Be wary of drivers on the opposite side of the intersection waiting to turn right. The vehicle moving straight ahead has the right of way (unless otherwise controlled). However, a driver should never automatically expect another driver to apply the give way rules correctly – they must look and observe what other drivers are doing before acting.

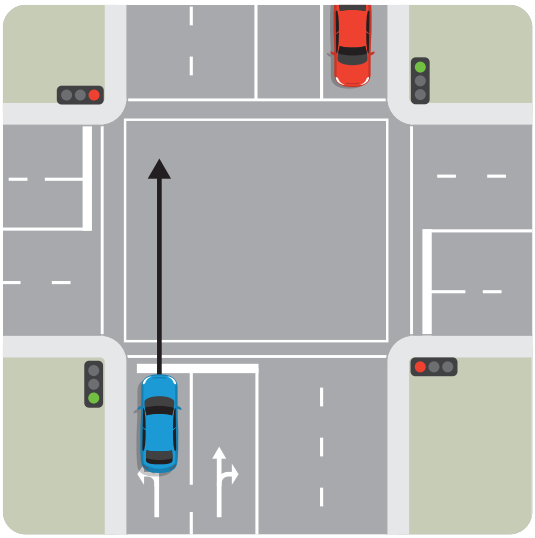
» Learners need to pay attention for crossroads that include a combination of give way and stop signs as these may determine the way in which giving way must occur. There may be road signs making this clear or the learner can observe the colour of the limit lines (white or yellow) across the intersection as well as the shape of the sign (round or triangle) that is controlling other lanes. These situations encountered for the first time may cause panic from the learner around what to do.

Name: _____

Licence no.: _____ Date: / / DI: _____

3.3 Driving straight ahead at a traffic signal





Lesson overview: many intersections with straight ahead lanes are controlled by traffic lights which require the driver to react to changing traffic signals. Many drivers don't apply sufficient hazard management skills at traffic lights when a green light is displayed. Learners need to understand and demonstrate that a green light doesn't mean entering the intersection without first applying safe hazard management and awareness.

Learner level guide	
Intermediate	» One or 2 lanes » Moderate traffic
Experienced	» 3 or more lanes » Moderate or heavy traffic

Performance required: on a consistent basis, the learner can legally and safely drive through an intersection with traffic signals (traffic lights).

Standard: over repeated attempts, safely and legally driving straight ahead at an intersection with traffic signals includes correct:

» speed before, driving through and leaving the intersection

» observational hazard management considerations (scanning, mirrors and blind spot checks)

» positioning the vehicle correctly before, driving through and leaving the intersection

» compliance with traffic signals

» judgment around when the intersection shouldn't be entered (for example, blockages)

» steering and use of the pedals (includes clutch coordination for a manual)

» application of the system of vehicle control.

Conditions: on a 2-way road with one or multiple lanes, in a 50–60km/h zone, and with an intersection that includes a straight ahead lane that is controlled by a traffic signal.

Learning points for driving straight ahead at traffic lights	Comments
1. Identify the upcoming intersection, and read and interpret road signs, markings and traffic situations. Note: if the light has been green for some time, there's a greater chance it will turn to amber (be prepared to stop).	
2. Scan ahead (to the sides and centre) and check the mirrors (sides and rear view) for other road users and hazards.	
3. Position the vehicle in the centre of the lane (if not already).	
4. Start slowing the vehicle as necessary for potentially stopping. Changing down of gears may be required (manual).	
5. If the signal is amber or red, bring the vehicle to a complete stop in a place with good visibility of the intersection, where you aren't impeding traffic and behind the white limit line (if present). OR 6. If the signal is green: » look ahead and check the intersection for hazards by scanning to the left, right and directly in front. Ensure the intersection isn't blocked » recheck mirrors (sides and rear view).	
7. When safe to proceed (with a green light) drive straight ahead in the centre of the lane at a safe and appropriate speed. OR 8. If unsafe to proceed, stop in a place with good visibility of the intersection, where you aren't impeding traffic and behind the white limit line (if present).	
9. After driving through the intersection: » check the mirrors (sides and rear view) and surrounding » accelerate to an appropriate speed for the conditions without exceeding the speed limit » maintain correct lane position.	

Learning notes

» Learners should be encouraged to get into the correct lane as early as possible before the intersection. Changing lanes while driving through an intersection should be discouraged as it's often not permitted and/or is considered bad practice If changing lane is required to get into the correct lane, mirror checking, signalling and blind spot checking will be needed before this manoeuvre.

» A driver must not enter an intersection if the exit is blocked - wait until space becomes available.

» Straight ahead traffic lights are generally less complex than when turning as it's unlikely there'll be pedestrian crossings in front, that have the right of way.

» The learner must understand that a green light doesn't mean entering the intersection without applying safe hazard management and awareness – check it's safe to move off first and continue scanning in front, left and right while moving through the intersection.

» When an amber light is displayed, the learner must stop if it's safe to do so. If stopping would be too sudden and could pose a danger to the learner or other road users, they should proceed through the amber light. This is a judgment call that learners need to practice as part of lessons involving traffic signals.

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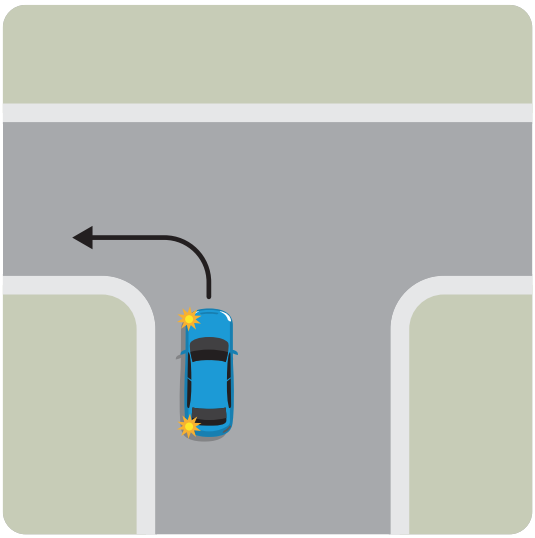
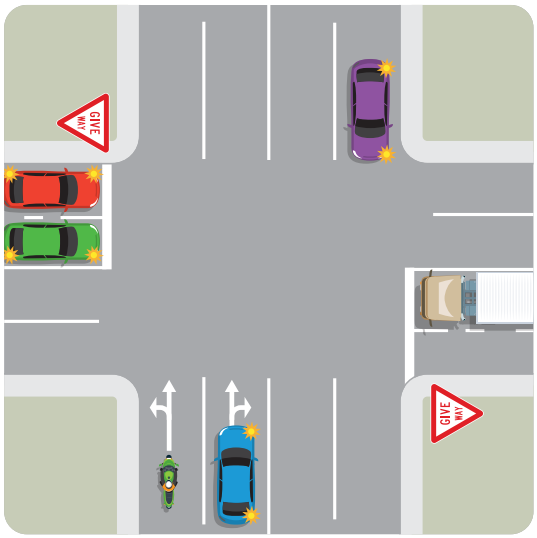
3.4 Turning left – uncontrolled or with a give way sign





Lesson overview: left turns are undertaken frequently and can be uncontrolled or controlled by give way signs, stop signs or traffic lights. A learner needs to understand and demonstrate how to safely approach and navigate left turns that are uncontrolled or controlled with a give way sign.

Learner level guide	
Intermediate	» A simple single laned T intersection » Moderate traffic
Experienced	» Multi-lanes and/or a single lane turning into multi-lane » Crossroad intersections » Moderate or heavy traffic

Performance required: the learner can safely and legally turn left at an uncontrolled intersection or when controlled by a give way sign.

Standard: over repeated attempts, safely and legally turning left at an uncontrolled intersection or when controlled by a give way sign includes correct:

» speed before, during and after completing the turn

» observational hazard management considerations (scanning, mirrors and blind spot checks)

» signalling

» giving way where required

» gap selection

» judgment around when the intersection shouldn't be entered (for example, blockages)

» steering and use of the pedals (includes clutch coordination for a manual)

» applying the system of vehicle control.

Conditions: on a 2-way road with a speed limit of 50–60km/h and an intersection with a left-hand turn that is uncontrolled or is controlled by a give way sign.

Learning points for turning left (uncontrolled or with a give way sign)	Comments
1. Identify the upcoming intersection. Read and interpret road signs, markings and traffic situations.	
2. Scan ahead (to the sides and centre) and check the mirrors (sides and rear view) for other road users and hazards.	
3. As you approach the intersection, position the vehicle to the left of the lane in preparation for the turn.	
4. Start slowing the vehicle as necessary for the turn. Changing down gears may be required (manual).	
5. Indicate left for at least 3 seconds before the intersection.	
6. Scan the intersection for hazards by scanning to the left, centre and right. Ensure the intersection isn't blocked.	
7. If there's an appropriate gap and the intersection is clear, recheck mirrors (right side, rear view and left side) and consider if a blind spot check (looking over the left shoulder) is required.	
8. When safe to proceed (steps 5 and 6 fulfilled), carry out the turn while: » keeping a correct and consistent path in the lane throughout the turn, » maintaining an appropriate speed throughout the turn » turning left into the closest lane (only relevant when additional lanes become available). OR 9. If unsafe to proceed, bring the vehicle to a safe stop. Stop in a place with good visibility of the intersection, where you aren't impeding traffic, and behind the white limit line (if present).	
10. After finishing the turn: » ensure the indicator has cancelled » check the mirrors (sides and rear view) and surroundings » accelerate to an appropriate speed for the conditions without exceeding the speed limit » maintain correct lane position.	

Learning notes

» Learners should be encouraged to get into the correct lane as early as possible before the intersection. Changing lanes while driving through an intersection should be discouraged as it's often not permitted and/or is considered bad practice If changing lane is required to get into the correct lane, mirror checking, signalling and blind spot checking will be needed before this manoeuvre.

» A driver must not enter an intersection if the exit is blocked - wait for space to move into it and exit the intersection.

» When turning left, best practice is to be as close to the left-hand side of the lane as practical. Factors that might influence this include the tightness of the corner, the state of the left road edge and the edge road markings.

» Maintaining a consistent and correct path (radius) around the corner means not swinging wide out to the centre line or tightening the turn to end up against the kerb where vehicles may be parked.

» When observing if it's safe to proceed with turning left, in addition to traffic on the right, there could also be, hazards such as cyclists on the left or pedestrians crossing the road.

» When turning left at a crossroad be wary of drivers on the opposite side of the intersection waiting to turn right. The vehicle turning left has right of way (unless controlled otherwise), however a driver should never automatically expect another driver to apply the give way rules correctly – they must look and observe what other drivers are doing before acting.

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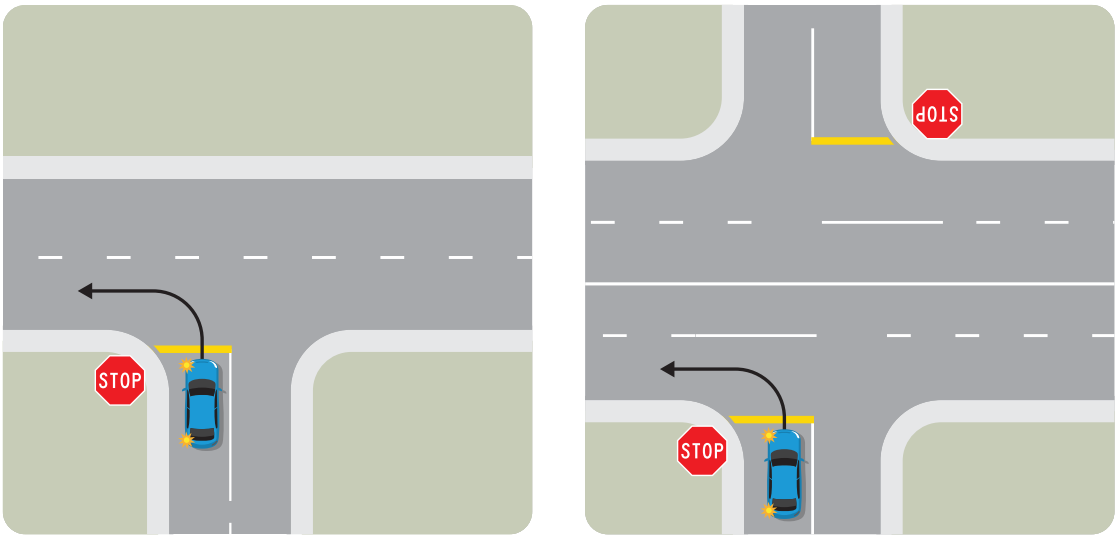
3.5 Turning left at a stop sign



Lesson overview: some intersections with left turns may be controlled by stop signs and may be made complex by a combination of stop and give way signs. These turns are often linked to poor visibility and/or a history of high crashes and higher speed limits. The stop sign ensures that there's ample time for the learner to assess the intersection before making the left turn. Learners need to understand and demonstrate the importance of coming to a complete stop at these intersections.

Learner level guide	
Intermediate	» A simple single laned T intersection » Moderate traffic
Experienced	» Multiple turning lanes, and/or multiple lanes to turn into » Crossroad intersections » Moderate or heavy traffic

Performance required: on a consistent basis, the learner can legally and safely turn left at an intersection controlled by a stop sign.

Standard: over repeated attempts, safely and legally turning left at a stop sign includes correct:

» speed before entering, during and completing the turn

» observational hazard management considerations (scanning, mirrors and blind spot checks)

» signalling

» stopping (coming to a complete stop)

» giving way where required

» gap selection

» positioning of the vehicle before entering, moving through, and completing the turn

» judgment around when the intersection shouldn't be entered (for example, blockages)

» steering and use of the pedals (includes clutch coordination for a manual)

» application of the system of vehicle control.

Conditions: on a 2-way road, with a 50–60km/h posted speed limit with a left turn at an intersection that is controlled by a stop sign.

Learning points for turning left with a stop sign	Comments
1. Identify the upcoming intersection and read and interpret road signs, markings and traffic situations.	
2. Scan ahead (to the sides and centre) and check the mirrors (sides and rear view) for other road users and hazards.	
3. Position the vehicle as close as practical to the left of the correct lane (where there's more than one lane).	
4. Start slowing the vehicle as necessary for stopping. Changing down of gears may be required (manual).	
5. Indicate left for at least 3 seconds before the intersection.	
6. Bring the vehicle to a complete stop in a place with good visibility and behind the yellow limit line.	
7. Scan the intersection for hazards by scanning to the left, centre and right. Ensure the intersection isn't blocked.	
8. If there's an appropriate gap and the intersection is clear, recheck mirrors (right side, rear view, and left side) and consider if a blind spot check (looking over the left shoulder) is needed.	
9. When safe to proceed (ensuring steps 7 and 8), carry out the turn while: » keeping a correct and consistent path in the lane throughout the turn » maintaining an appropriate speed throughout the turn » turning left into the closest lane (only relevant when additional lanes become available). OR 10. Wait until it's safe to proceed.	
11. After finishing the turn: » ensure the indicator has cancelled » check the mirrors (sides and rear view) and surroundings » accelerate to an appropriate speed for the conditions without exceeding the speed limit » maintain correct lane position.	

Learning notes

- Learners should be encouraged to get into the correct lane as early as possible before the intersection. Changing lanes while driving through an intersection should be discouraged as it's often not permitted and/or is considered bad practice If changing lane is required to get into the correct lane, mirror checking, signalling and blind spot checking will be needed before this manoeuvre.
- A driver must not enter an intersection if it's blocked. If you cannot turn due to stationary traffic in your path, you must wait until a space becomes available.
- When turning left, best practice is to be as close to the left-hand side of the lane as practical. Factors that might influence this include the tightness of the corner, the state of the left road edge and the edge road markings.
- Maintaining a consistent and correct path (radius) around the corner means not swinging wide out to the centre line, over the centre line or tightening the turn to end up against the kerb where vehicles may be parked.
- When observing if it's safe to proceed with turning left, in addition to vehicles on the right, there could also be other road users such as cyclists on the left or pedestrians crossing the road.
- A complete stop requires the vehicle to come to a complete stop (all 4 wheels). Slowing the vehicle and nearly coming to a stop before rolling through the stop sign doesn't constitute a complete stop.
- When turning left at a crossroads intersection, be wary of drivers on the opposite side of the intersection waiting to turn right. The vehicle turning left has the right of way (unless controlled otherwise). However, a driver should never automatically expect another driver to apply the give way rules correctly – they must look and observe what other drivers are doing before acting.

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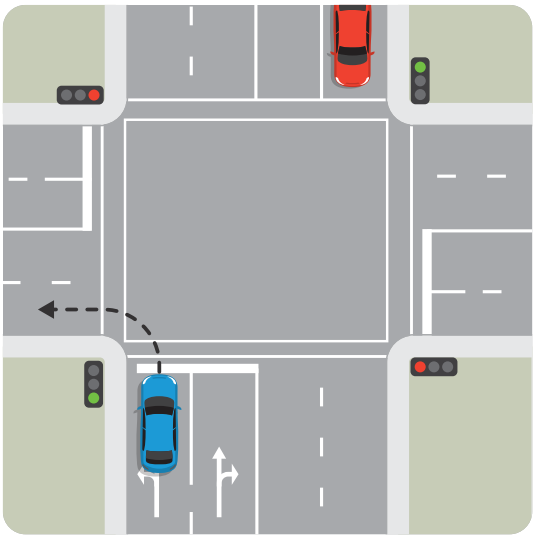
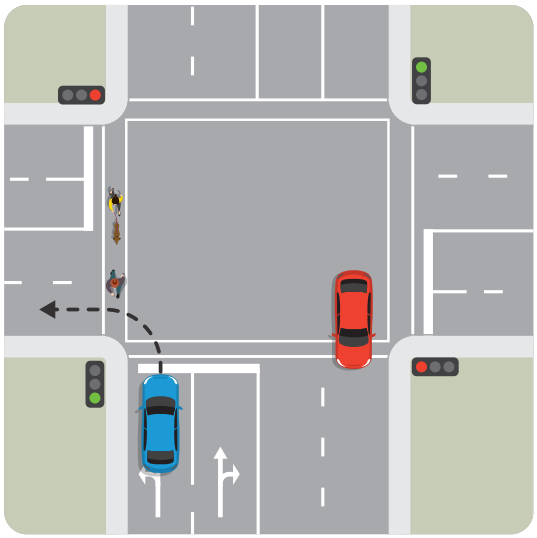
3.6 Turning left at a traffic signal





Lesson overview: turning left at an intersection controlled by traffic lights requires the same skills as turning left at any other intersection with the addition of reacting to changing traffic signals. Learners need to understand and demonstrate that a green light doesn't mean they should enter the intersection without first applying good hazard management and awareness.

Learner level guide	
Intermediate	» A consistent green left turn arrow » 1 or 2 lanes » Moderate traffic
Experienced	» Green left turn arrow disappears due to a pedestrian crossing (giving way to pedestrian is required) » Multiple lanes to turn into » 3 or more lanes » Moderate or heavy traffic

Performance required: on a consistent basis, the learner can legally and safely turn left at an intersection with traffic signals.

Standard: over repeated attempts, safely and legally turning left at traffic lights includes correct:

» speed before entering, during, and completing the turn

» observational hazard management considerations (scanning, mirrors and blind spot checks)

» signalling

» compliance with the traffic signals

» giving way and gap selection (where required

» positioning of the vehicle before entering, moving through, and completing the turn

» judgment around when the intersection shouldn't be entered (for example, blockages)

» steering and use of the pedals (includes clutch coordination for a manual)

» application of the system of vehicle control.

Conditions: on a 2-way road, in a 50–60km/h zone, with left hand turn at an intersection that is controlled by traffic signals.

Learning points for turning left at traffic lights	Comments
1. Identify the upcoming intersection and read and interpret road signs, markings and traffic situations.	
2. Scan ahead (to the sides and centre) and check the mirrors (sides and rear view) for other road users and hazards.	
3. Position the vehicle in the correct lane as close as practicable to the left-hand side of the road.	
4. Start slowing the vehicle as necessary for potentially stopping. Changing down of gears may be required (manual).	
5. Indicate left for at least 3 seconds prior to the intersection.	
6. If the signal is yellow or red, bring the vehicle to a complete stop in a place with good visibility of the intersection, where you aren't impeding traffic, and behind the white limit line (if present). OR 7. If the signal is green: » check the intersection for hazards by scanning to the left, centre and right. Ensure the intersection isn't blocked » recheck mirrors (right side, rear view, and left side) and consider if a blind spot check (looking over the left shoulder) is required.	
8. When safe to proceed (with a green light) carry out the turn while: » keeping a correct and consistent path (radius) in the lane around the corner » maintaining an appropriate speed » turning left into the closest lane (only relevant when additional lanes become available) » giving way to pedestrians if required. OR 9. If unsafe to proceed wait until it's safe to continue (with a green light and the hazard awareness points included in 8. above).	
10. After finishing the turn: » ensure the indicator has cancelled » check the mirrors (sides and rear view) and surroundings » accelerate to an appropriate speed for the conditions without exceeding the speed limit » maintain correct lane position.	

Learning notes

- Learners should be encouraged to get into the correct lane as early as possible before the intersection. Changing lanes during an intersection should be discouraged as it's often not permitted and/or is considered bad practice. If changing lane is required to get into the correct lane, mirror checking, signalling and blind spot checking will be needed before this manoeuvre.
- A driver must not enter an intersection if the exit is blocked. If you can't turn due to stationary traffic, wait until a space becomes available.
- When turning left, best practice is to be as close to the left-hand side of the lane as practical. Factors that might influence this practicality include the tightness of the corner, the state of the left road edge and the edge road markings.
- Maintain a consistent and correct path (radius) around the corner means: not swinging wide out to the centre line, over the centre line or tightening the turn to end up against the kerb where vehicles may be parked.
- When observing if it's safe to proceed with turning left, in addition to oncoming traffic, hazards such as cyclists on the left or pedestrians crossing the road need to be considered.
- Be aware of no or disappearing green left turn arrows. This generally occurs when there's a pedestrian crossing to the left and you give away and wait until the pedestrians are safely off the road.
- When an amber light is displayed, the learner must stop if it's safe to do so. If stopping would be too sudden and could cause a danger to the learner or other road users, they should proceed through the lights.

Name: _____

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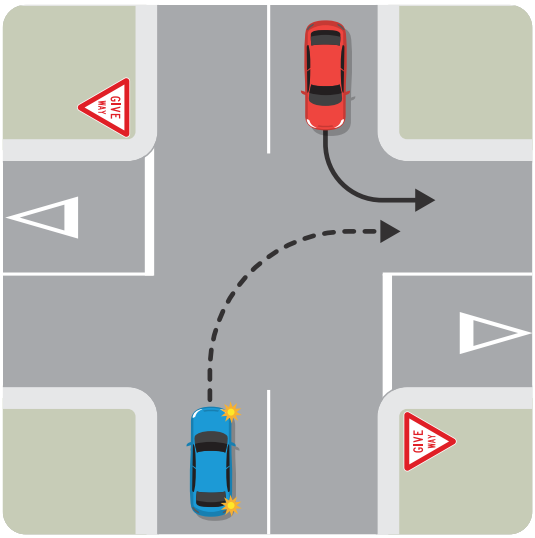
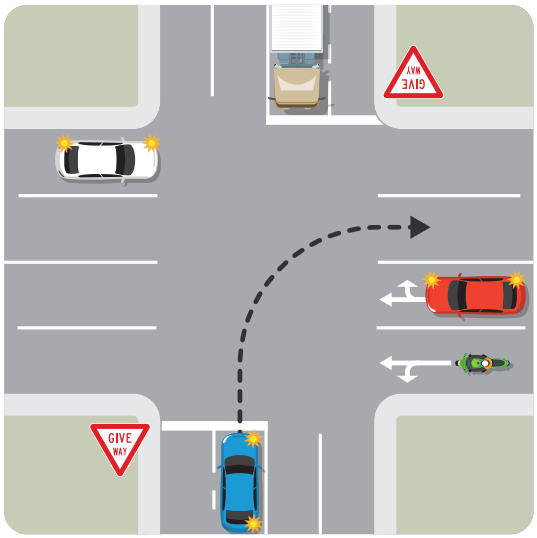
3.7 Turning right – uncontrolled or with a give way sign





Lesson overview: many intersections include right turns that are uncontrolled or controlled by a give way sign. Right turns are more complex than left turns as they include crossing lanes and gap selection can be more challenging. Some intersections may be made more complex by a combination of stop and give way signs. A learner needs to understand and demonstrate how to safely approach and navigate right turns that are uncontrolled or controlled by a give way sign.

Learner level guide	
Intermediate	» 1 turning lane » Simple T intersection » Moderate traffic
Experienced	» Multiple turning lanes, and/or multiple lanes to turn into » Crossroad intersections » Moderate or heavy traffic

Performance required: on a consistent basis, the learner can safely and legally turn right at an uncontrolled intersection or when a give way sign exists.

Standard: over repeated attempts, safely and legally turning right at an uncontrolled intersection or with a give way sign includes correct:

» speed before, during and after completing the approach

» applying observational hazard awareness (scanning, mirrors and blind spot checks)

» giving way where required

» signalling

» positioning of the vehicle correctly before, during and after completing the approach

» gap selection

» judgment around when the intersection shouldn't be entered (for example, blockages)

» steering and use of the pedals (includes clutch coordination for a manual)

» applying the system of vehicle control.

Conditions: on a 2-way road with a speed limit of 50–60km/h, and a right turn (uncontrolled or controlled by a give way sign).

Learning points for turning right (uncontrolled or with a give way sign) at an intersection	Comments
1. Identify the upcoming intersection. Read and interpret road signs, markings and traffic situations.	
2. Scan ahead (to the sides and centre) and check the mirrors (sides and rear view) for other road users and hazards.	
3. As you approach the intersection, position the vehicle slightly to the right of lane in preparation for turning right.	
4. Start slowing the vehicle as necessary for the turn. Changing down gears may be required (manual).	
5. Indicate right for at least 3 seconds before the intersection.	
6. Check the intersection for hazards by scanning to the right, centre and left. Ensure the intersection isn't blocked.	
7. If there's an appropriate gap and the intersection is clear, recheck mirrors (left side, rear view and right side) and consider if a blind spot check (looking over the right shoulder) is required.	
8. When safe to proceed (steps 7 and 8 fulfilled), carry out the turn while: » keeping a correct and consistent path in the lane throughout the turn » maintaining an appropriate speed » turning right into the closest lane (only relevant where additional lanes become available). OR 9. If unsafe to proceed, bring the vehicle to a safe stop before proceeding. Stop where visibility is good, where you aren't impeding traffic, and behind the white limit line (if present).	
10. After finishing the turn: » ensure the indicator has cancelled » check the mirrors (sides and rear view) and surroundings » accelerate to an appropriate speed for the conditions without exceeding the speed limit » maintain correct lane position.	

Learning points for turning right (uncontrolled or with a give way sign) at an intersection	Comments

Learning notes

- Learners should be encouraged to get into the correct lane as early as possible before the intersection. Changing lanes while driving through an intersection should be discouraged as it's often not permitted and/or is considered bad practice If changing lane is required to get into the correct lane, mirror checking, signalling and blind spot checking will be needed before this manoeuvre.
- A driver must not enter an intersection if the exit is blocked - wait until there's a space to move into it and exit it.
- Positioning the vehicle slightly to the right of the lane in preparation for turning right is best practice. However, care should be taken to not be too far right as traffic turning in front may be holding an incorrect turning line and cut across the driver's lane.
- When observing if it's safe to proceed with turning right, in addition to traffic on the right, there could also be, hazards such as cyclists on the left or pedestrians crossing the road.
- See lesson 3.13 if a flush median lane is being used to turn right.

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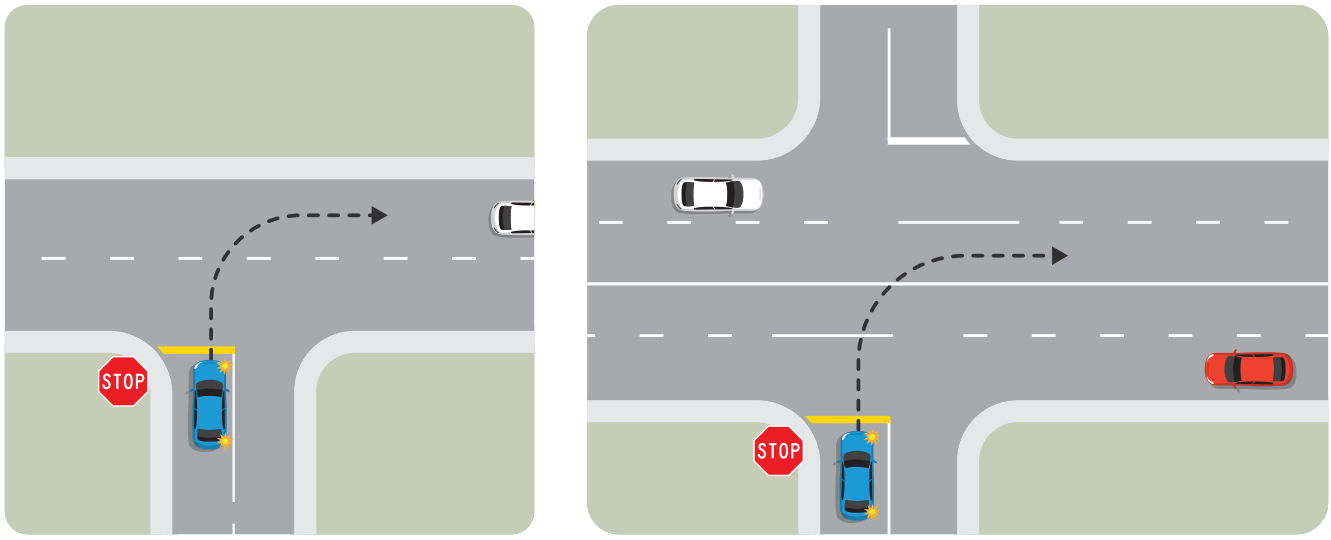
3.8 Turning right at a stop sign



Lesson overview: some right turns may be controlled by stop signs and may be made more complex by a combination of stop and give way signs. These turns are often linked to poor visibility, crossing lanes with oncoming traffic, and high-speed areas which make the intersection more dangerous. The stop sign ensures that there's ample time for the learner to assess the intersection before making the right turn. Learners need to understand and demonstrate the importance of stopping at these intersections.

Learner level guide	
Intermediate	» 1 turning lane » Moderate traffic
Experienced	» Multiple turning lanes, and/or multiple lanes to turn into » Heavy traffic

Performance required: on a consistent basis, the learner can legally and safely turn right at an intersection with a stop sign.

Standard: over repeated attempts, safely and legally turning right at a stop sign includes correct:

» speed before, during and after completing the turn

» observational hazard management considerations (scanning, mirrors and blind spot checks)

» signalling

» giving way where required

» gap selection

» positioning of the vehicle correctly before, during, and after completing the turn

» judgment around when the intersection shouldn't be entered (for example, blockages)

» steering and use of the pedals (includes clutch coordination for a manual)

» application of the system of vehicle control.

Conditions: on a 2-way road, with a 50 – 60km/h steep limit with a right turn at an intersection that has a stop sign.

Learning points for turning right at a stop sign	Comments
1. Identify the upcoming intersection and read and interpret road signs, markings and traffic situations.	
2. Scan ahead (to the sides and centre) and check the mirrors (sides and rear view) for other road users and hazards.	
3. Position the vehicle in the centre of the right lane.	
4. Start slowing the vehicle as necessary for stopping. Changing down of gears may be required (manual).	
5. Indicate right for at least 3 seconds before the intersection.	
6. Bring the vehicle to a complete stop before the yellow limit line where visibility is good. On gravel roads, there may not be a limit line – stop before the stop sign.	
7. Check the intersection for hazards by scanning to the right, centre and left). Ensure the intersection isn't blocked.	
8. If there's an appropriate gap and the intersection is clear, recheck mirrors (left side, rear view and right side) and consider if a blind spot check (looking over the right shoulder) is required.	
9. When safe to proceed (ensuring steps 7 and 8), carry out the turn while: » keeping a correct and consistent path in the lane throughout the turn » maintaining an appropriate speed throughout the turn » turning right into the closest lane (only relevant when additional lanes become available). OR 10. Wait until it's safe to proceed.	
11. After finishing the turn: » ensure the indicator has cancelled » check the mirrors (sides and rear view) and surroundings » accelerate to an appropriate speed for the conditions without exceeding the speed limit » maintain correct lane position.	

Learning notes

» Learners should be encouraged to get into the correct lane as early as possible before the intersection. Changing lanes while driving through an intersection should be discouraged as it's often not permitted and/or is considered bad practice If changing lane is required to get into the correct lane, mirror checking, signalling and blind spot checking will be needed before this manoeuvre.

» When observing if it's safe to proceed with turning right, in addition to traffic there could also be, hazards such as cyclists on the left or pedestrians crossing the road.

» A complete stop requires the vehicle to come to a complete stop (all 4 wheels). Slowing the vehicle and nearly coming to a stop before rolling through the stop sign does not constitute a complete stop.

» A driver must not enter an intersection if the exit is blocked - wait until a space becomes available.

» See lesson 3.14 if a flush median is being used to turn right.

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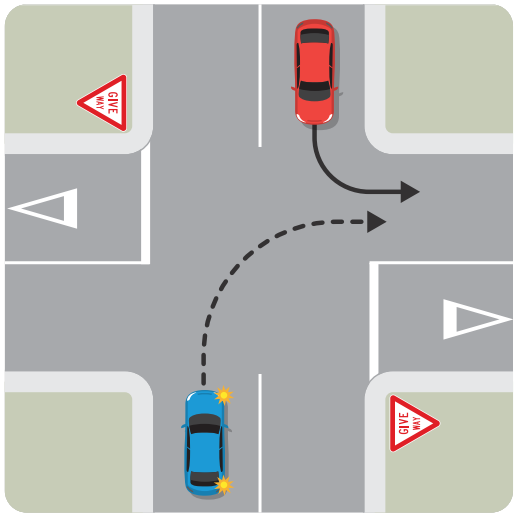
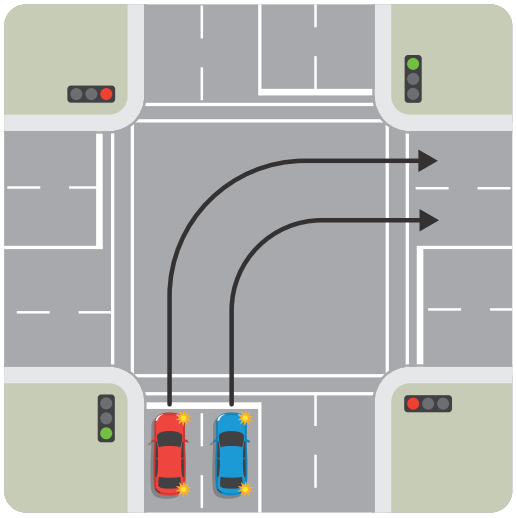
3.9 Turning right at traffic signals





Lesson overview: turning right at an intersection that's controlled by traffic signals requires the same skills as turning right at any other intersection with the addition of reacting to changing traffic signals. Turning right at traffic signals can be complicated by not having a right turning green arrow. Where this occurs, giving way to traffic and pedestrians are part of turning right and the driver may need to enter the intersection and wait there before turning.

Many drivers don't apply sufficient hazard management skills at traffic lights like ensuring that it's safe to move into the intersection when they have a green light. Learners need to understand and demonstrate that a green light does not mean proceeding without applying hazard management and awareness.

Learner level guide	
Intermediate	» Traffic lights with a consistent green right turn arrow » 1 or 2 lanes
Experienced	» Traffic lights where the green right turn arrow may disappear due to a pedestrian crossing (giving way to pedestrian is required) » When there's no green right turn arrow where giving way to oncoming traffic is required » 3 or more lanes

Performance required: on a consistent basis, the learner can legally and safely turn right at an intersection with traffic signals (traffic lights).

Standard: over repeated attempts, safely and legally turning right at a traffic signal includes correct:

» observation hazard management (scanning, mirrors and blind spot checks)

» compliance with traffic lights

» giving way and gap selection (where required)

» signalling

» positioning the vehicle correctly before, during, and after completing the turn

» judgment around when the intersection shouldn't be entered (for example, blockages)

» steering and use of the pedals (includes clutch coordination for a manual)

» application of the system of vehicle control.

Conditions: on a 2-way road, in a 50–60km/h zone, with a right turn at an intersection controlled by a traffic signal.

Learning points for turning right at traffic lights	Comments
1. Identify the upcoming intersection and read and interpret road signs, markings and traffic situations.	
2. Scan ahead (to the sides and centre) and check the mirrors (sides and rear view) for other road users and hazards.	
3. Position the vehicle slightly right of centre of the correct lane.	
4. Start slowing the vehicle as necessary for potentially stopping. Changing down of gears may be required (manual).	
5. Indicate right for at least 3 seconds prior to the intersection.	
6. If the signal is yellow or red, bring the vehicle to a complete stop in a place with good visibility, where you aren't impeding traffic, and behind the white limit line. OR 7. If the signal is green: » check the intersection for hazards by scanning to the right, centre and left). Ensure the intersection isn't blocked » recheck mirrors (left side, rear view and right) and consider if a blind spot check (looking over the right shoulder) is required.	
8. When safe to proceed (with a green light) carry out the turn while: » keeping a correct and consistent path in the lane throughout the turn » maintaining an appropriate speed » turning right into the closest lane (only relevant where additional lanes become available) » giving way to pedestrians if required. OR 9. If unsafe to proceed stay safely in a place with good visibility, where you aren't impeding traffic and behind the white limit line. Wait until it's safe to continue (with a green light and the hazard awareness points above.	
10. After finishing the turn: » ensure the indicator has cancelled » check the mirrors (sides and rear view) and surroundings » accelerate to an appropriate speed for the conditions without exceeding the speed limit » maintain correct lane position.	

Learning notes

- Learners should be encouraged to get into the correct lane as early as possible before the intersection. Changing lanes while driving through an intersection should be discouraged as it's often not permitted and/or is considered bad practice If changing lane is required to get into the correct lane, mirror checking, signalling and blind spot checking will be needed before this manoeuvre.
- A driver must not enter an intersection if the exit is blocked - wait until there's a space to move into it and exit.
- When observing if it's safe to proceed with turning right, in addition to oncoming traffic, hazards such as cyclists on the or pedestrians crossing the road, need to be considered.
- Positioning the vehicle slightly to the right of the lane in preparation for turning right is best practice. However, care should be taken to not be too far right as traffic turning in front may be holding an incorrect turning line and cut across the driver's lane.
- A green right turn arrow may not be present or may disappear when giving way to either oncoming traffic (include bicycles lanes) or pedestrian crossings is required. You can enter and stop in an intersection, as long as there are no other vehicles already waiting to turn right. There may road markings to guide you where it's safe to wait. When it's safe, you may complete the turn even if the light is no longer green by the time you get to turn.
- When observing if it's safe to proceed with turning left, in addition to traffic on the right, there could also be hazards such as cyclists on the left or pedestrians crossing the road.

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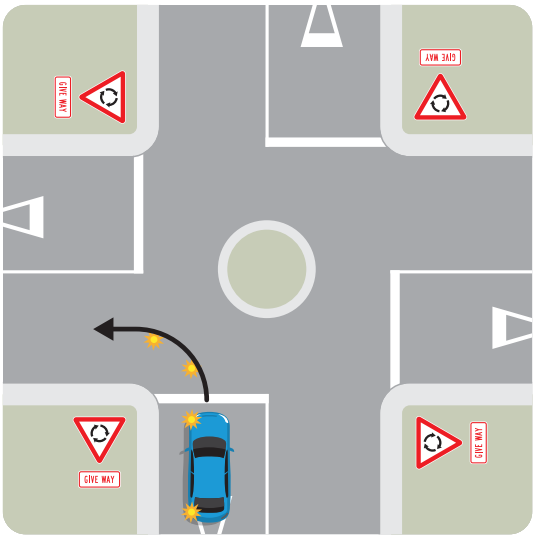
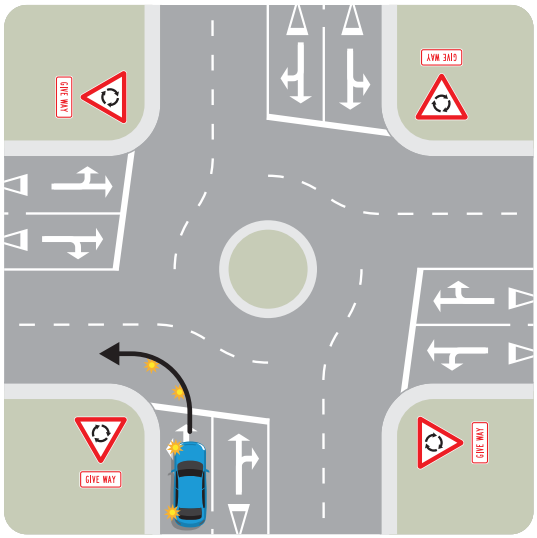
3.10 Turning left at a roundabout





Lesson overview: roundabouts are a very common form of intersection that can vary greatly in complexity. Turning left is a less complex task than going straight ahead or turning right at a roundabout. Learners need to understand and demonstrate turning left at a roundabout.

Learner level guide	
Intermediate	» Single laned » Moderate traffic
Experienced	» Multi-laned » Moderate to heavy traffic

Performance required: on a consistent basis, the learner can safely and legally turn left a roundabout.

Standard: over repeated attempts, turning left safely and legally at a roundabout includes correct

» speed before entering, during and after leaving the roundabout

» observational hazard awareness considerations (scanning, mirrors and blind spot checks)

» giving way where required

» signalling

» positioning of the vehicle correctly before and when moving through the roundabout

» speed before entering, during, and after leaving the roundabout

» gap selection

» judgment around when the roundabout shouldn't be entered (for example, blockages)

» steering and use of the pedals (includes clutch coordination for a manual)

» application of the system of vehicle control.

Conditions: on a 2-way road, with a 50–60km/h speed limit, and a one or multi landed roundabout with a left turn.

Learning points for turning left at a roundabout	Comments
1. Identify the upcoming intersection and read and interpret road signs, markings and traffic situations.	
2. Scan ahead (to the sides and centre) and check the mirrors (sides and rear view) for other road users and hazards.	
3. Position the vehicle in the correct lane as close as practicable to the left-hand side of the road.	
4. Slow the vehicle to an appropriate speed for the roundabout being prepared to stop if needed. Changing down a gear may be required (manual).	
5. Signal left at least 3 seconds before reaching the roundabout.	
6. Check the roundabout for hazards by scanning to the left, centre and then right for an appropriate gap. Ensure the intersection isn't blocked	.
7. It there's a gap in traffic and no blockage in the roundabout, recheck mirrors (right, rear view and left) and consider if a blind spot check (looking over the left shoulder) is required.	
8. When safe, to proceed (steps 6 and 7 are fulfilled), move into the roundabout while: » continuing to signal left » keeping the vehicle centred in the lane » applying an appropriate speed. OR 9. If it's not safe to proceed, bring the vehicle to a safe stop in a place of good visibility, where you aren't impeding traffic, and behind the white limit line (if present).	
10. After finishing the turn: » ensure the indicator has cancelled » check the mirrors (sides and rear view) and surroundings » accelerate to an appropriate speed for the conditions without exceeding the speed limit » maintain correct lane position.	

Learning notes

» A driver must not enter a roundabout if traffic is backed up. You must wait until it clears. In a left turning situation, the driver needs to check that the exit isn't blocked, to prevent blocking the roundabout themselves.

» When turning left, best practice is to be as close to the left-hand side of the lane as practical. Factors that might influence this include the tightness of the corner, the state of the left road edge, and edge road markings.

» Maintaining a consistent and correct path (radius) around the corner means not swinging wide out to the centre line, over the centre line or tightening the turn to end up against the kerb where vehicles may be parked.

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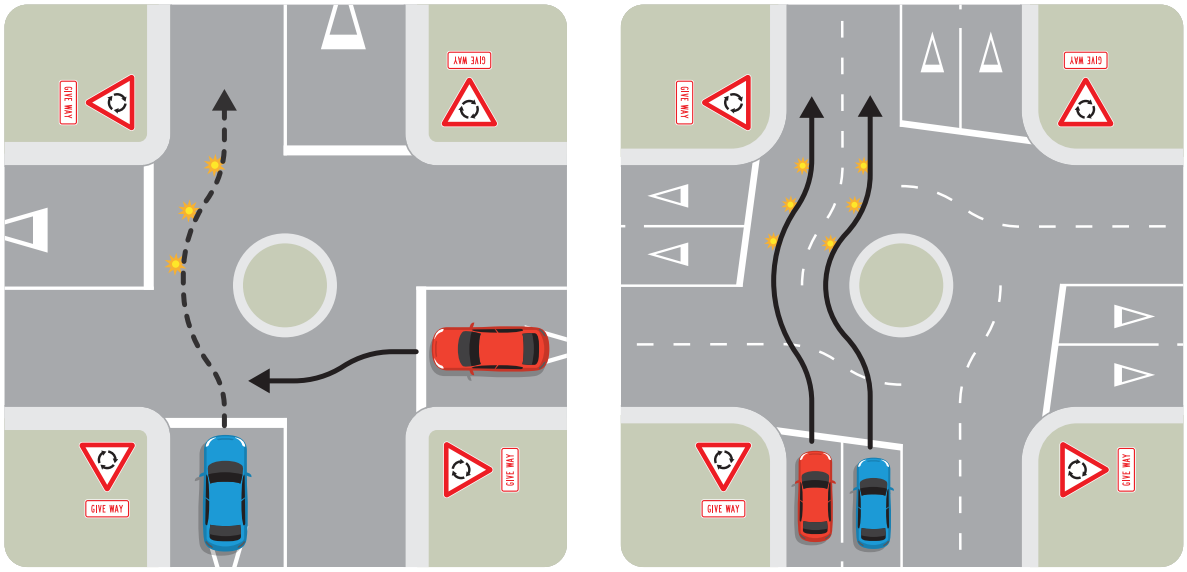
3.11 Driving straight ahead at a roundabout



Lesson overview: roundabouts are a very common form of intersection that can vary greatly in complexity. Driving straight ahead at a roundabout is generally more complex than turning left due to the signalling required.

Learners need to understand and demonstrate going straight though a roundabout.

Learner level guide	
Intermediate	» Single laned and straight forward layout » Moderate traffic
Experienced	» Multi-laned » Many exits or unconventional layout » Moderate to heavy traffic

Performance required: on a consistent basis, the learner can safely and legally drive straight ahead at a roundabout.

Standard: over repeated attempts, safely and legally driving straight ahead at a roundabout includes correct:

» speed before, during and after leaving the roundabout

» observational hazard management considerations (scanning and checking mirrors)

» signalling

» giving way where required

» gap selection

» positioning of the vehicle correctly before entering, moving through, and leaving the roundabout.

» judgment around when the roundabout shouldn't be entered (for example, blockages)

» steering and use of the pedals (includes clutch coordination for a manual)

» application of the system of vehicle control.

Learning points for turning left at a roundabout	Comments
1. Identify the upcoming roundabout. Read and interpret road signs, markings and traffic situations.	
2. Scan ahead (to the sides and centre) and check the mirrors (sides and rear view) for other road users and hazards.	
3. Position the vehicle in the correct lane (where there's more than one lane) and slightly to the right of the lane.	
4. Slow the vehicle to an appropriate speed for the roundabout being prepared to stop and give way if needed. Changing down a gear (manual) may be needed.	
5. Check the roundabout for hazards by scanning to the left, centre and then right for an appropriate gap in the traffic. Ensure roundabout isn't blocked.	
6. It there's a gap and no blockage in the roundabout, recheck mirrors (left side, rear view and right side).	
7. When safe to proceed (steps 5 and 6 are fulfilled), move into the roundabout while: » keeping the vehicle centred in the lane » applying an appropriate speed. OR 8. If it's not safe to proceed, bring the vehicle to a safe stop. Stop in a place with good visibility, where you aren't impeding traffic, and behind the white limit line (if present).	
9. Signal left as you pass the exit before the exit that will be taken. OR Where there'sn't an exit before the exit required, indicate left for at least 3 seconds before leaving the roundabout. Note: On multi-lane roundabouts driving on the inside lane, scan to the left when exiting to ensure other road users are following the road markings and exiting the roundabout from their lane.	
10. After exiting the roundabout: » ensure the indicator has cancelled » check the mirrors (sides and rear view) and surroundings » resume speed for the conditions without exceeding the speed limit » maintain correct lane position.	
Learning notes » When travelling straight ahead at a roundabout, no signal is required when entering the roundabout, just when leaving. » A driver must not enter a roundabout if traffic is backed up - wait until it clears. » When observing if it's safe to proceed into the intersection, in addition to oncoming traffic, hazards such as cyclists on or pedestrians crossing the road need to be considered.	

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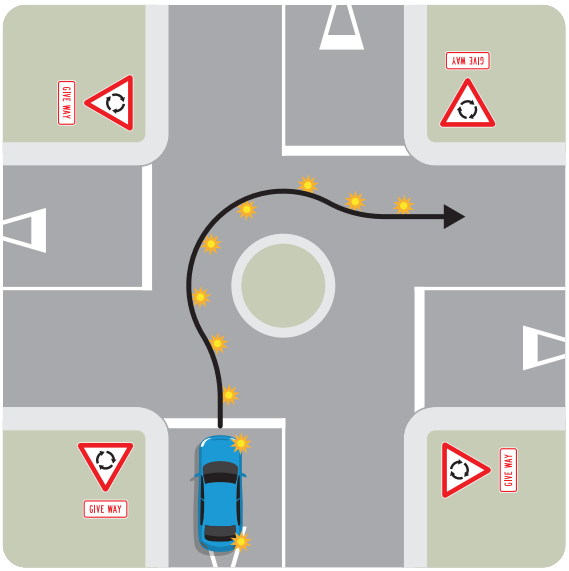
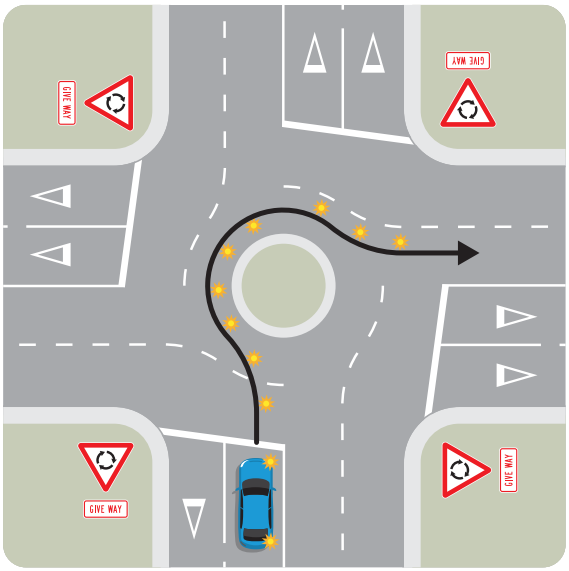
3.12 Turning right at a roundabout





Lesson overview: roundabouts are a very common form of intersection that can be quite simple (one lane and few exits) or quite complex (many exits and 2 lanes). Going right at a roundabout is also more complex due to the signalling required. Learners need to understand and demonstrate turning right at a roundabout.

Learner level guide	
Intermediate	» Single laned and straight forward layout » Moderate traffic
Experienced	» Multi-laned » Many exits or unconventional layout » Moderate to heavy traffic

Performance required: on a consistent basis, the learner can safely and legally turn left a roundabout.

Standard: over repeated attempts, safely and legally turning right at a roundabout includes correct:

» speed before entering, during, and after leaving the roundabout

» hazard management and awareness (scanning, mirrors and blind spot)

» giving way where required

» signalling

» gap selection

» positioning of the vehicle correctly before and when moving around the roundabout, applying the appropriate speed

» judgment around when the roundabout shouldn't be entered (for example, blockages)

» steering and use of the pedals (includes clutch coordination for a manual)

» application of the system of vehicle control.

Conditions: On a 2-way road, with a 50–60km/h speed limit, and a one or multiple laned roundabout.

Learning points for turning right at a roundabout	Comments
1. Identify the upcoming intersection and read and interpret road signs, markings and traffic situations.	
2. Scan ahead (to the sides and centre) and check the mirrors (sides and rear view) for other road users and hazards.	
3. Position the vehicle in the centre of the lane and in the correct lane.	
4. Slow the vehicle to an appropriate speed for the roundabout being prepared to stop if needed. Changing down a gear may be required (manual).	
5. Signal right at least 3 seconds before reaching the roundabout.	
6. Check the roundabout for hazards by scanning to the left, centre and then right for an appropriate gap in the traffic. Ensure roundabout isn't blocked.	
7. If there's a gap and no blockage in the roundabout, recheck mirrors (left side, rear view and right side).	
8. When safe to proceed (steps 6 and 7 are fulfilled), move into the roundabout while: » continuing to signal right » keeping the vehicle centred in the lane » applying an appropriate speed. OR 9. If it's not safe to proceed, bring the vehicle to a safe stop at a place of good visibility, where you aren't impeding traffic, and behind the white limit line (if present). Wait until it's safe to proceed.	
10. When passing the exit before the exit that will be taken, cancel the right indicator and signal left to turn off the roundabout. Note: On multi-lane roundabouts driving on the inside lane, scan to the left when exiting to ensure other road users are following the road markings and exiting the roundabout from their lane.	
11. After finishing the turn: » ensure the indicator has cancelled » check the mirrors (sides and rear view) and surroundings » accelerate to an appropriate speed for the conditions without exceeding the speed limit » maintain correct lane position.	

Learning notes

» A driver must not enter a roundabout if traffic if backed up in the roundabout and their exit isn't clear - wait until it clears.

» Positioning the vehicle slightly to the right of the lane in preparation for turning right is best practice however, care should be taken to not be too far right as traffic turning in front may be holding an incorrect turning line and cut across the driver's lane.

» When observing if it's safe to proceed with turning right, in addition to traffic on the right, there could also be hazards such as cyclists or pedestrians crossing the road.

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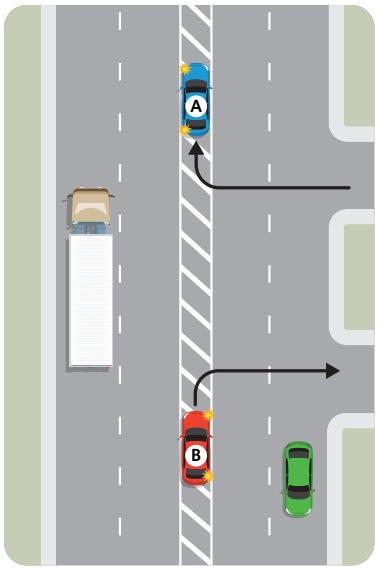
3.13 Using a flush median lane to turn right

Lesson overview: flush median lanes may be available in the centre of the road to assist vehicles to turn right into, or from, a side street. Where flush medians are available, drivers should use these as they provide a place of refuge while waiting to turn right and they help keep the traffic flowing. Learners need to understand and demonstrate how to safely use flush median lanes to turn right.



Learner level guide	
Intermediate	» Single laned road » Moderate traffic
Experienced	» Multi-laned road » Moderate to heavy traffic and where other drivers are utilising the median nearby

Performance required: on a consistent basis, the learner can safely and legally use a flush median lane to turn right off a main road into a side street or onto a main road from a side street.

Standard: over repeated attempts, safe and legal use of flush medians to turn right includes correct:

» speed before entering the flush median lane and during and after merging into the lane or turning right

» hazard management and awareness (scanning, mirrors and blind spot checks)

» giving way where required

» signalling

» positioning of the vehicle correctly in the flush median lane before, during and after leaving (prior to merging into the lane or turning right)

» steering and use of the pedals (includes clutch coordination for a manual)

» gap selection

» application of the system of vehicle control.

Conditions: on a 2-way road with a speed limit of 50–60km/h, and a flush median lane available for turning right.

Learning points for using the flush median lane to turn right into a side street	Comments
1. Identify the upcoming turn and the availability of the flush median lane to assist with the turn, as well as road signs, markings and traffic.	
2. Scan ahead (sides and centre) and check the mirrors (sides and rear view) for other road users and hazards.	
3. Indicate right for at least 3 seconds before moving into the flush median lane.	
4. Position the vehicle to the right of the lane.	
5. Start slowing the vehicle as necessary for moving into the flush median lane next to where you plan to turn. Changing down gears may be required (manual).	
6. Recheck mirrors (left side, rear view and right side) and consider if a blind spot check (looking over the right shoulder) is needed.	
7. When safe, move into the flush median lane and stop adjacent to where you need to turn. 8. Note: See general lesson notes for guidance on stopping in a flush median lane before turning.	
9. Check the intersection for hazards by scanning to the left, centre and right. Ensure the intersection isn't blocked.	
10. When safe, turn right at an appropriate speed into the side street keeping a correct and consistent path for the turn.	
11. After completion of the manoeuvre: » ensure the indicator has cancelled » check the mirrors (sides and rear view) and surroundings » accelerate to an appropriate speed for the conditions without exceeding the speed limit » maintain correct lane position.	
Learning notes » A driver must not enter the side street if it's blocked - wait in the flush median until there's a space to move into it. » When observing if it's safe to proceed with turning right, in addition to traffic, there could also be, hazards such as cyclists or pedestrians crossing the road. » Drivers need to be aware of oncoming traffic also looking to use the flush median for turning right at the same spot. One driver may need to pull behind the other. Vehicles too close together on the flush median will block each other's view. Drivers need to be cautious and courteous in these situations. » A flush median may not be used for overtaking.	

Learning points for turning right from a side street into a flush median lane	Comments
1. Identify the upcoming turn and the availability of the flush median lane to assist with the turn, as well as road signs, markings and traffic.	
2. Scan ahead (sides and centre) and check the mirrors (sides and rear view) for other road users and hazards.	
3. When approaching the intersection, position the vehicle slightly to the right of lane in preparation for turning right.	

Learning points for turning right from a side street into a flush median lane	Comments
4. Indicate right for at least 3 seconds before the intersection.	
5. Start slowing the vehicle as necessary for the turn. Changing down gears may be required (manual).	
6. Check the intersection for hazards by scanning to the right, centre and left. Ensure the intersection (including the flush median lane) is clear and not blocked by stationary traffic.	
7. If there's an appropriate gap and the flush median lane is vacant, recheck mirrors (left side, rear view and right side) and consider if a blind spot check (looking over the right shoulder) is needed.	
8. When safe to proceed, carry out the turn into the flush median lane while: » keeping a correct and consistent path, » maintaining an appropriate speed. OR » If unsafe to proceed, bring the vehicle to a safe stop before proceeding. Stop where visibility is good, where you aren't impeding traffic, and behind the limit line (if present). If there's a stop sign, stopping behind the yellow limit will be required.	
9. When safely in the flush median lane, change the indicator to left signalling and wait in the flush median strip for a gap in traffic to move into. Check mirrors (rear view and left) and check the blind spot (looking over the left should) before moving out of the flush median lane.	
10. After completion of the manoeuvre: » ensure the indicator has cancelled » check the mirrors (sides and rear view) and surroundings » accelerate to an appropriate speed for the conditions without exceeding the speed limit » maintain correct lane position.	
Learning notes » Learners should be encouraged to get into the correct lane as early as possible before the intersection. Changing lanes while driving through an intersection should be discouraged as it's often not permitted and/or is considered bad practice If changing lane is required to get into the correct lane, mirror checking, signalling and blind spot checking will be needed before this manoeuvre. » When observing if it's safe to proceed with turning right, in addition to traffic, there could also be, hazards such as cyclists or pedestrians crossing the road. » Drivers need to be aware of other road users looking to use the flush median lane for turning right. If the space needed in the flush median is being occupied by another vehicle, wait until the vehicle vacates the space.	

General lesson notes

A flush median isn't a special vehicle lane. It's for stopping and not driving on. However, the vehicle shouldn't suddenly jerk into the flush median lane and stop. There's no set distance that a driver may drive on the flush median lane before turning, however distance travelled in the lane must be directly related to the turn.

Part 4: Manoeuvring skills for intermediate learners

Manoeuvring skills required greater control of the vehicle, steering and vehicle positioning. The following manoeuvring lessons are generally suitable for learners of an intermediate level.

These lessons can be taught at any time following completion of part 2: foundational lessons. As many of the other lesson plans involve continuous on-road driving, Part 4 lessons may be used to provide some variation in-between periods of continuous driving.

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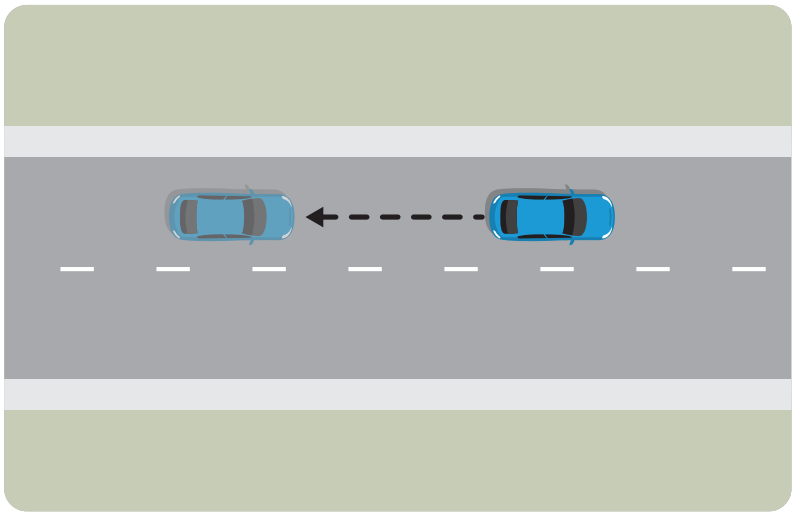
4.1 Reversing in a straight line

Lesson overview: a learner needs to understand and demonstrate how to operate and steer a vehicle backwards (in reverse) at a safe speed of less than 10km/h). Steering in reverse causes the front of the vehicle to follow a different path to the rear of the vehicle and can feel unnatural to begin with. Reversing in a straight line helps develop foundational reversing skills before progressing to more complex reversing manoeuvres.



Performance required: on a consistent basis, the learner can safely and legally reverse the vehicle in a straight line for 20 metres at a low speed.

Standard: over repeated attempts, safely and legally reversing in a straight line includes correct:

- steering
- use of the pedals (includes clutch coordination for a manual)
- hazard management considerations (scanning and mirrors)
- positioning of vehicle on road (keeping within 300mm of kerb and not swinging out into the lane)
- speed (controlled below 10km/h)
- application of the system of vehicle control.

Conditions: on a safe, flat road (or carpark) with a 50km/h or less speed limit, little or no traffic, and room to pull to the kerb.

Learning points for reversing straight back	Comments
1. Position vehicle for reversing approximately 300mm from the kerb.	
2. In vehicles without a reversing camera, it's good practice (if it's safe to do so) to get out of the vehicle and check for hazards directly behind the vehicle including young children.	
3. Prepare the vehicle for reversing: **Manual**: reverse gear. **Automatic**: reverse mode.	
4. Check mirrors (rear view and sides).	
5. Prepare to release the hand/park brake.	
6. Maintain observation to the rear by using the rear view mirror, turning and looking over the left shoulder (may be in conjunction with a reverse camera). Keep eyes high – look where you want to go not just out the back window.	

Learning points for reversing straight back	Comments
7. When safe, move off by: » releasing the hand/park brake » operating foot pedals » steering in small increments.	
8. Slowly reverse in a straight line for 20 metres, while continuing to look through the rear window, over the shoulder or at the reverse camera display and make occasional glances to the side mirrors. Maintain a safe consistent distance from the kerb or a suitable reference line (around 300mm is a good guide distance).	
9. When about a car length from the stopping point, apply the brake, push clutch right in (manual), and smoothly bring the vehicle to a complete stop.	
10. Apply the handbrake/park brake.	

Learning notes

» Road users include vehicles, motorcycles, cyclists, pedestrians, electric and mobility scooters and any other vehicle/object driven on the road.

» See section 7:5.6: Route planning selection guide to help ensure appropriate driving environments are selected for this lesson.

» In vehicles without a reversing camera, it's good practice (if it's safe to do so) to get out of the vehicle and check for hazards directly behind the vehicle including young children as they cannot be seen with mirrors alone.

» Exploration of the different mirrors should be encouraged during this lesson as part of mastering the skill. The learner should be encouraged to periodically check side mirrors as well as looking in the rear view (or looking over the shoulder). This will help them understand the different mirror views when reversing and how the kerb seen in the side mirror can be used to help guide steering in reverse.

» The learner needs to be aware of obstacles when reversing as the vehicles follows a different path than when driving forward.

» If steering control is lost to a point where it cannot be recovered, stop safely, pull forward and realign vehicle with the kerb before starting again.

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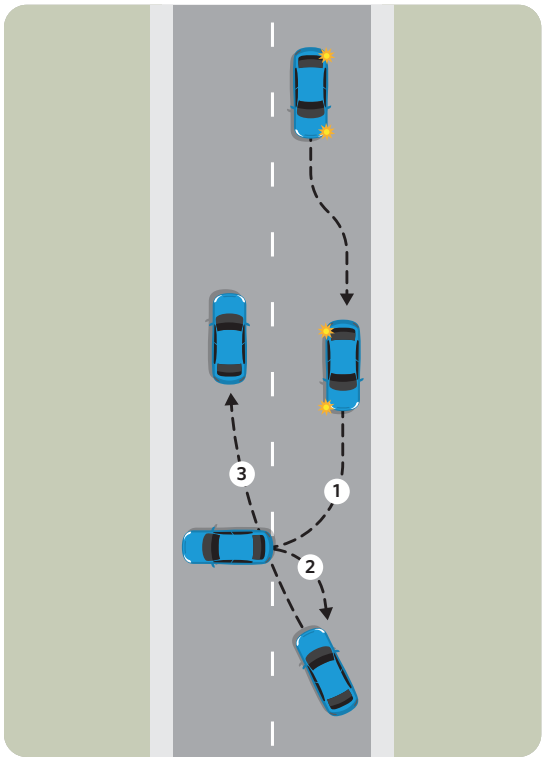
4.2 Three-point turn

Lesson overview: three-point turns are a common way that a driver changes direction on a road where there's not enough space to do a U-turn. Learners need to understand and demonstrate how to safely and efficiently complete a three-point turn.

Performance required: on a consistent basis, the learner can legally and safely complete a three-point turn.

Standard: over repeated attempts, safe and legal completion of a three-point turn includes:

- correct steering angles and positioning of vehicle
- good judgement of space
- correct signalling
- correct hazard management (scanning, mirrors and blind spot checks)
- correct speed (controlled under 10km/h)
- not touching the kerb and completing the turn within 3 separate manoeuvres.



Conditions: in a 50km/h zone, on a 2-way road, light traffic flow, 50 metres of visibility ahead and behind, and no parked vehicles in the way. The road must be wide enough to complete the manoeuvre but narrower than the turning circle of the vehicle.

Learning points for a three-point turn	Comments
1. Scan ahead (to the sides and centre) and check the mirrors (sides and rear view) for other road users and hazards.	
2. Choose a safe and appropriate place to carry out the three-point turn.	
3. Position the vehicle to the left of the road, next to the kerb. **Note**: pulling into the kerb requires checking mirrors, signalling and checking the blind spot (over the left shoulder).	
4. Indicate right for at least 3 seconds before starting to turn.	
5. Prepare to release the hand/park brake.	
6. Check for hazards by searching all around (360 degrees) including check mirrors and consider if a blind spot check is required (looking over the shoulder in the direction you will turn).	
7. When safe to move off, release handbrake and quickly turn the wheels to the right while moving the vehicle slowly forward using the accelerator.	
8. When the vehicle is about 1 metre from the right-hand side of the kerb, straighten the wheels and turn them quickly to the left.	

Learning points for a three-point turn	Comments
9. Stop the vehicle before it touches the kerb. Apply hand/park brake if needed.	
10. Check for hazards by searching all around (360 degrees) including checking mirrors and consider if a blind spot check is required (looking over the shoulder in the direction you will turn).	
11. When safe, release hand/park brake and reverse slowly with wheels on full left lock.	
12. When back far enough to be able to drive forward along the road, quickly turn the wheels to the right.	
13. Stop the vehicle before it touches the kerb. Apply hand/park brake if required.	
14. Check for hazards by searching all around (360 degrees) including checking mirrors and consider if a blind spot check is required (looking over the shoulder in the direction you will turn).	
15. When safe, release hand/park brake (if used) and drive forward.	
16. Check the mirrors (sides and rear view) and surroundings.	
17. Accelerate to an appropriate speed for the traffic flow without exceeding the speed limit.	

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4.3 Reversing into a driveway

Lesson overview: a learner needs to understand and demonstrate how to operate and steer a vehicle backwards (in reverse) while turning into tight spots.

Performance required: on a consistent basis, the learner can legally and safely reverse into a driveway from a roadway at low speeds.

Standard: over repeated attempts, safely and legally reversing into a driveway from the road includes correct:

- steering angles and positioning of vehicle (not touching the kerb or swinging out into the lane)
- signalling
- hazard management (mirrors and blind spot checks)
- speed (controlled under 10km/h)
- use of the pedals (includes clutch coordination for a manual).

Situation: In a 50km/h zone, on a 2-way road with driveways, with light traffic flow, where there's 50 metres of visibility ahead and behind, and no parked vehicles in the way.

Learning points for reversing into a driveway	Comments
1. Position the vehicle for reversing approximately 300mm from the kerb and around 5 metres ahead of the driveway chosen to reverse into.	
2. Apply hand/park brake if needed.	
3. In vehicles without a reversing camera, it's good practice (if it's safe to do so) to get out of the vehicle and check for hazards directly behind the vehicle including young children.	
4. Indicate left for at least 3 seconds before reversing.	
5. Prepare the vehicle for reversing: **Manual**: reverse gear. **Automatic**: reverse mode.	
6. Prepare to release the hand/park brake.	
7. At the kerb, check mirrors (sides and rear view) and consider if checking blind spots by looking over the left and right shoulders, is required.	
8. When safe, move off by: » releasing the hand/park brake » operating foot pedals » steering in small increments » giving way to traffic, pedestrians or other road users » maintaining observation to the rear by using the rear view mirror, turning and looking over the left shoulder, or looking at a reverse camera display. Glances at the left side mirror will help with understanding where the vehicle is in relation to the kerb. **Note**: If steering control is lost to a point where it cannot be recovered, stop safely, pull forward and realign vehicle with the kerb before starting again.	

Learning points for reversing into a driveway	Comments
9. Continue to reverse the vehicle all the way into the driveway, making sure there's equal space on either side.	
10. When in the correct position, apply the brake and smoothly bring the vehicle to a complete stop.	
11. Put the gears in neutral (manual) or park (automatic) and put the handbrake/park brake on.	

Learning notes

- Road users include vehicles, motorcycles, cyclists, pedestrians, electric and mobility scooters and any other vehicle/object driven on the road.
- In vehicles without a reversing camera, it's good practice to get out of the vehicle (if safe to do so) and check for hazards directly behind the vehicle including young children as the cannot be seen with mirrors and looking over the shoulder.
- See section 7:5.6: Route planning selection guide to help ensure appropriate driving environments are selected for this lesson.

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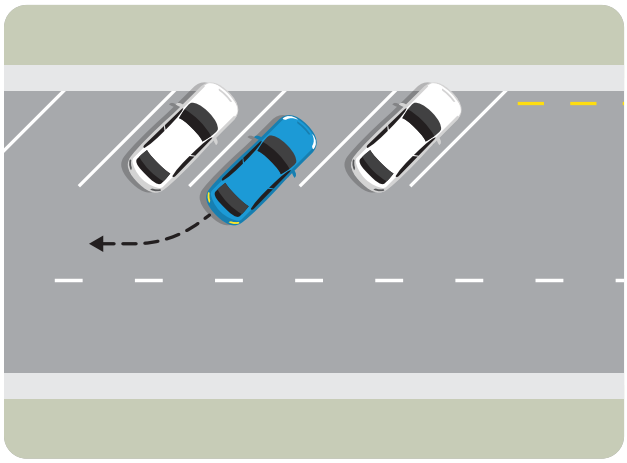
4.4 Entering and exiting straight or angled parking

Lesson overview: most parking spaces require a 90-degree left or right turn as they're vertical to the road. The markings of some carparks will be angled which makes it easier to enter for vehicles turning left. Learners need understand and demonstrate entering and exiting straight and angled car parks.

Performance required: on a consistent basis the learner can legally and safely park in, and exit, a parking space that has either straight vertical or angled lines.



Standard: over repeated attempts, safely and legally entering and exiting a straight or angled car park includes:

- correct steering angles and positioning of vehicle
- correct signalling
- correct hazard management (mirrors and blind spot checks)
- correct speed (controlled and safe)
- staying within markings on road and leaving sufficient space for opening of doors (learner's and other drivers)
- use of the pedals (includes clutch coordination for a manual).

Conditions: using marked parks with straight or angled vertical lines on the side of a road or in a carpark.

Learning points for angled parking	Comments
1. Identify an appropriate space to park in.	
2. Scan ahead (to the sides and centre) and check the mirrors (sides and rear view) for other road users and hazards.	
3. Indicate for at least 3 seconds before turning.	
4. Position the vehicle before reaching the parking space. Straight car parks will require a tighter turn so moving slightly to the opposite side of the lane may give more turning space.	
5. Scan ahead, check mirrors (sides and rear view) and consider checking blind spot (looking over the shoulder in the direction of the turn) for hazards including pedestrians.	
6. When safe to go, move forward slowly and turn into the parking space.	
7. Position the vehicle in the centre of the parking space.	
8. Move to the front of the parking space and stop.	
9. Put the gears in neutral (manual) or park (automatic) and put the handbrake/park brake on.	

Learning points for exiting a carpark (reversing out)	Comments
1. Prepare the vehicle for reversing: **Manual**: reverse gear. **Automatic**: reverse mode.	
2. Check mirrors and blind spots for traffic and pedestrians in all directions.	
3. Release handbrake/park brake.	
4. Gently and smoothly reverse the vehicle, keeping speed slow so the front of the vehicle can swing out without hitting other parked vehicles alongside, until the vehicle is completely out of the parking space. Once clear of other vehicles, the steering wheel will need to be turned to the left to keep the vehicle on the left side of the road	.
5. Stop and check all around for hazards, using mirrors and consider if a blind spot head check (looking over the shoulders) is needed.	
6. Select appropriate gear/mode and drive forward smoothly.	

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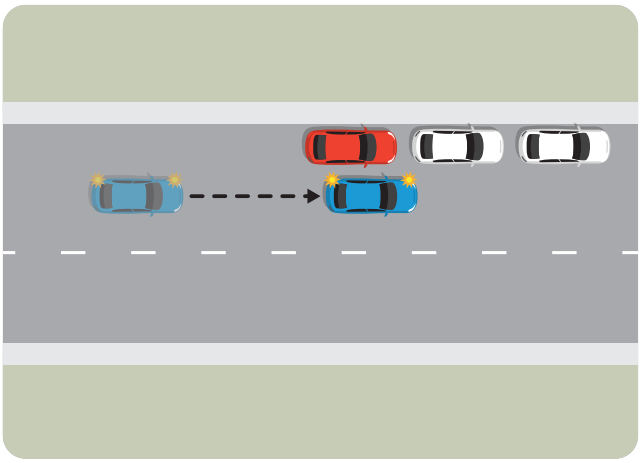
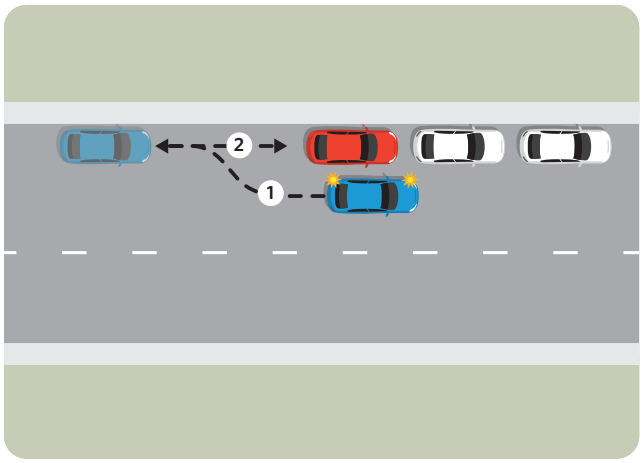
4.5 Reverse parallel parking





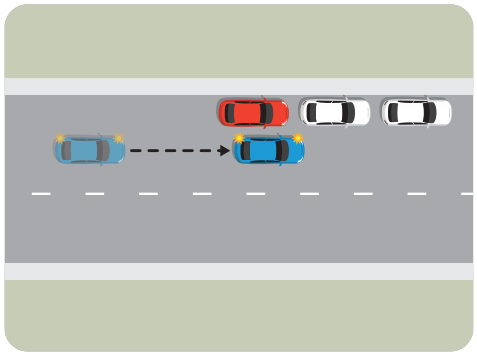
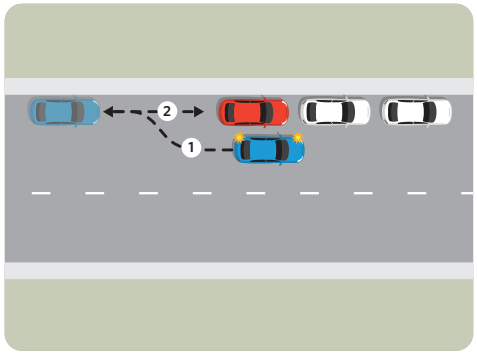
Lesson overview: parallel parking is an essential skill and a common form of roadside parking. The angles and vehicle positions needed can take a few attempts to master for a driver attempting the manoeuvre for the first time. First attempts can be carried out without parking between other vehicles and instead using cones or other objects that define the parking space available. Learners need to understand and demonstrate how to safely and effectively complete a reverse parallel park.

Performance required: on a consistent basis the learner can legally and safely reverse parallel park between 2 stationary vehicles (or other objects that define the space) within a limit number of straight ahead and reversing manoeuvres.

Standard: over repeated attempts, safe and legal parallel parking includes:

- correct steering angles and positioning of vehicle
- correct pedal use (includes clutch coordination for a manual)
- correct signalling
- correct hazard management (mirrors and blind spot checks)
- correct speed (controlled and safe)
- not touching the kerb or other vehicles (or objects)
- not swinging out into lane during manoeuvres
- not impending traffic.

Conditions: in a 50km/h zone. On a 2-way road where there's 50 metres of visibility ahead and behind, and with a suitable place to park between 2 vehicles (or other objects that define the parking space).

Learning points for reverse parallel parking	Comments
1. Scan ahead (to the sides and centre) and check the mirrors (sides and rear view) for other road users and hazards. **Note**: Traffic immediately behind may prevent this manoeuvre from being possible if there'sn't sufficient room for the vehicle to move around and free up the space needed to reverse.	
2. Indicate left for at least 3 seconds before stopping just ahead and parallel to the space (generally this will be alongside the vehicle parked in front of the space). 	
3. Continue to indicate left for at least 3 seconds before reversing.  	
4. Search all around for hazards, check mirrors (sides and rear view) and consider if checking blind spots by looking over the left and right shoulders, is required.	
5. When safe, reverse left into the parking space. Once the back of the vehicle is well into the parking space, bring the front of the vehicle into the left, without touching other vehicles or the kerb.	
6. Use direction changes moving forward and back, straightening the vehicle parallel to the kerb (within 300mm) and within the parking space with equal space in front and behind the vehicle.	
7. Put the gears in neutral (manual) or park (automatic) and put the handbrake/park brake on.	

Learning notes

- Depending on the tightness of the space, competency with this manoeuvre can be measured by how many forward and back attempts are required to get the vehicle into the correct position. Ideally, following the first reverse manoeuvre, no more than 2 forward motions should be had.
- The first reversing manoeuvre is often the most important, especially in tight spaces. If the first reversing angle isn't correct, subsequent manoeuvres may not be useful and the learner may need to drive forward again and start again. Let the learner experience this for themselves at first. They need to understand the angle and steering motion needed.
- Vehicles immediately behind when the learner is planning to parallel park can add pressure. Other vehicles shouldn't be so close that they have closed the gap that the learner needs to reverse into the space. However, if the vehicle behind isn't able to provide the space for the learner to complete the manoeuvre, the learner should drive on and attempt the lesson elsewhere.

Part 5: Higher speed driving skills for experienced learners

These higher speed driving lessons are for experienced learners. After completing previous lessons on roads with a 50–60km/h speed limit, the learner will be ready to drive at posted speed limits between 70km/h and 110km/h on highways, expressways and motorways.

While all lesson plans are for experienced learners, a guide for what examples are more suitable for first attempts is included where relevant.

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5.1 Driving straight ahead at higher speeds – single and multi-laned roads

Lesson overview: learners needs to understand and demonstrate what's required to drive safely, straight ahead on roads with a speed limit of 70–110km/h. Road types with these higher speed limits include single roads, highways, expressways and motorways.

First attempts could include single laned roads with speed limits less than 80km/h before progressing to multi-laned motorways or expressways with higher speed limits.

Performance required: on a consistent basis, the learner can safely and legally drive the vehicle straight ahead on a road with a speed limit of 70–110km/h.

Standard: over repeated attempts, safe and legal driving at higher speeds includes correct:

- positioning of the vehicle correctly in relation to the road and other road users
- speed – driving to the conditions, not exceeding the speed limit and not impeding traffic
- observational hazard management considerations (scanning, mirrors and blind spot checks)
- signalling
- steering and use of the pedals (includes clutch coordination for a manual)
- application of the system of vehicle control.

Conditions: on a straight 2-way road with a marked centre line and a 70–110km/h zone.

Learning points for driving straight on a road at higher speeds Note: the following steps will all occur simultaneously and not in the below order.	**Comments**
1. Looking ahead to determine the path of travel (searching 12 seconds ahead).	
2. Keeping the vehicle in the centre of the lane (multi-laned roads) or slightly to the left on single lanes.	
3. Driving in the correct gear (manual).	
4. Driving to the conditions without exceeding the speed limit.	
5. Not impeding traffic. Under standard driving conditions, this means going no less than 10km/h under a posted speed limit.	
6. Keeping the vehicle at a safe following distance behind the vehicle in front (2 or 4 second rule).	
7. Maintaining a correct hand position on the steering wheel (1/4 to 3).	
8. Constantly searching forward and to both sides and to the rear (scanning) to identify potential hazards and to take in information such as road signs and markings.	
9. Checking mirrors regularly (sides and rear view).	
10. Observing and correctly interpreting roading signage and road markings.	

Learning points for driving straight on a road at higher speeds Note: the following steps will all occur simultaneously and not in the below order.	Comments
11. Keeping the vehicle a safe distance from parked vehicles (1.2m), people on bicycles (1.5m) kerbside hazards and oncoming vehicles.	
12. Signalling left if the vehicle diverges left by at least the width of the vehicle. This could include the safety precautions outlined in 8. or when moving around a stationary vehicle that is waiting to turn off the road.	
13. Uses special vehicle lanes correctly (if relevant).	

Learning notes

- **Road users**: includes vehicles, motorcycles, cyclists, pedestrians, electric and mobility scooters and any other vehicle/object driven on the road.
- **Lane positioning**: the correct road position will be the centre of the lane on multi-laned roads and slightly to the left on single laned roads. On roads with multiple lanes, the left lane is the default lane which should be used when not passing or navigating to an exit. Drivers should move to this lane when practical.
- **Following distance**: should correlate with a 2 or 4 second following distance dependent on the conditions.
- **Searching ahead**: constant searching ahead 12 seconds and aiming high in steering. Speed adjustments are needed to ensure this at least 12 seconds of visibility ahead.
- **Scanning the environment**: achieved by constantly moving the eyes and avoiding a fixed stare. Scanning includes, ahead, to the sides and to the rear of the vehicle to identify any potential or actual hazards. As a general guide for an instructor checking that the learner is scanning sufficiently and staying alert (not applying tunnel vision while driving), especially in a driving environment with less potential hazards, the learner should be routinely scanning, including mirror checking every 5–10 seconds.
- **Appropriate speeds**: driving speed should always be at or under the speed limit, unless conditions require otherwise. Going more than 10km/h under a posted speed limit and inconveniencing following traffic in standard driving conditions, will result in a critical error during a driver licence test. A learner needs to understand what it means to impede traffic flow and avoid driving excessively slow. This consideration can be managed in early lessons by selecting environments with little or no traffic, so the learner can build confidence and ability to drive safely in traffic at close to the speed limit.
- **Courtesy**: using the above techniques compensation for other road users to facilitate safe lane changes and merges if necessary.
- **Special vehicle lanes**: these may be present on motorways including bus lanes and T2 lanes. Discuss these lanes with the learner and ensure they can identify and use the lanes as legally required.

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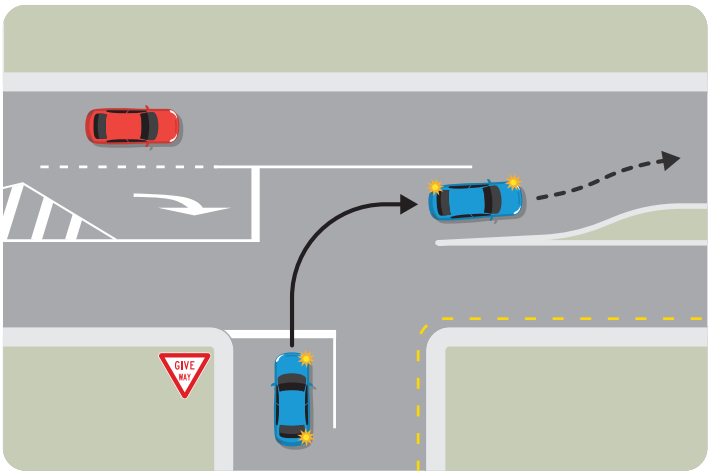
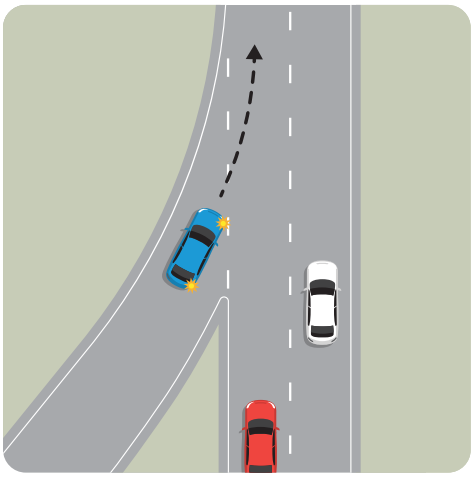
5.2 Merging with traffic





Lesson overview: there are multiple examples of merging scenarios including:

- merging from a motorway onramp, merging lane or slip lane
- merging from the left side of the road (from a stationary position)
- 2 lanes merge into one lane
- merging after turning using a merge lane (slip lane)
- merging after turning right, from a flush median lane.

This lesson covers scenarios 1 and 2. All examples of merging use the same principles of checking mirrors, indicating early and checking blind spots before merging with traffic. First attempts could include merging onto roads with a single lane then progress to multi-laned and/or higher speed roads.

Performance required: on a consistent basis, the learner can legally and safely merge into motorway or highway traffic.

Standard: over repeated attempts, safe and legal merging into fast moving traffic includes correct:

- positioning of the vehicle correctly in relation to the road and other road users
- observational hazard management considerations (scanning, mirrors and blind spot checks)
- signalling
- speed – under speed limit, appropriate speed adjustment, maintaining of place in traffic flow and not impeding traffic
- steering and use of the pedals (includes clutch coordination for a manual)
- gap selection
- application of the system of vehicle control.

Conditions: in a 70–110km/h zone where the vehicle is either:

- parked on the side of the road (single laned road or a highway), or
- in a merging lane, on-ramp, or slipway before joining a motorway or expressway.

Learning points for merging into fast moving traffic from a stationary position on the left side of the road	Comments
1. Scan ahead, check mirrors (side and rear) for hazards.	
2. Indicate right for at least 3 seconds before merging.	
3. Check the mirrors again and check the blind spot by looking over the right shoulder.	
4. If there's a safe gap, move off, increasing speed as required for merging with the traffic flow (without exceeding the speed limit). The amount of acceleration needed will depend on the size of the traffic gap available and the speed of other traffic.	
5. Once in the lane, turn off indicator.	
6. Adjust speed for the conditions and traffic flow without exceeding the speed limit.	
7. Keep a safe following distance (at least 2 seconds).	
8. Keep a correct position in lane – slightly to the left when on a straight single laned road, or in the centre of the lane if on a multi-laned road.	
9. Look ahead and check mirrors (sides and rear view) to assess driving environment.	
Learning notes » The faster the traffic is moving, the larger the gap needed. It may be difficult for the learner to accurately assess speed and gap distance when stationary at the side of the road. An instructor may need to guide the learner around what a safe gap is during first attempts at this lesson. » When merging from the side of the road, there's no rush. Encourage the learner to take their time and discuss the suitability of available gaps in traffic before moving off.	

Learning points for merging into fast moving motorway traffic using a merging lane, on-ramp or slipway	Comments
1. While in the merging lane, indicate right for at least 3 seconds before merging.	
2. Start adjusting speed to match the speed of the traffic flow, without exceeding the speed limit.	
3. Search for an appropriate gap in the traffic. If there's someone in the motorway lane, decide whether your car should move in front or pull in behind them. **Note**: If a driver wants to get into the next lane over quickly after merging, they'll need to scan than lane as well.	
4. Continue to adjust speed as required to meet the gap. Further acceleration may be required to safety merge into the gap.	
5. Before leaving the merging lane, check the mirrors again and check the blind spot with a head check over correct shoulder.	
6. When safe, leave the merging lane and enter the motorway lane. Position vehicle in the centre of lane.	
7. Turn off the indicator.	

Learning points for merging into fast moving motorway traffic using a merging lane, on-ramp or slipway	Comments
8. Adjust speed for the conditions and traffic flow without exceeding the speed limit.	
9. Keep a safe following distance (at least 2 seconds).	
10. Keep a correct position in lane – in the centre of the lane on a multi-laned road.	
11. Check mirrors (sides and rear view) to assess driving environment.	
12. Continue to ensure correct position in the lane.	
Learning notes » The full length of the merging lane can be used to adjust speed to match the speed of the traffic flow, without exceeding the speed limit. If there's a gap in the traffic, the merging lane can be exited early but not before a vehicle ahead of you in the merge lane (merge like a zip).	

General merging notes

» When merging occurs due to one lane coming to an end, it's not a legal requirement to indicate. However, it's a good idea to do so as it helps other drivers know what you're going to do.

» Always search well ahead (12-second rule) for any road signs that indicate merging ahead. If traffic is slowing down in front, it could suggest that there's a merge ahead.

» 'Merge like a zip' is a common way to explain how merging should occur. This means pulling neatly behind one another. For example, a vehicle in the left lane goes first, then a vehicle in the right lane goes behind it, and so on (coming together just like a zip).

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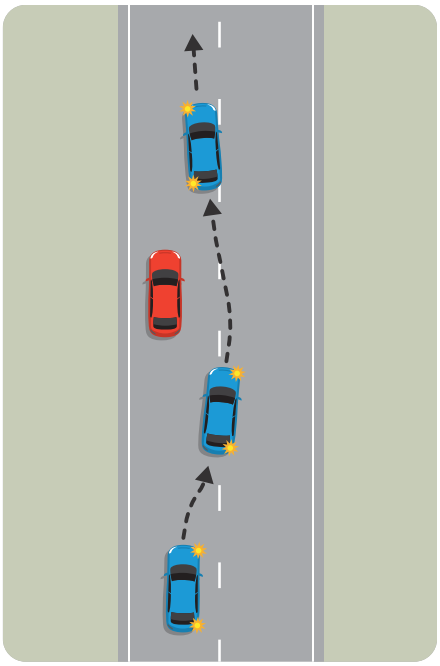
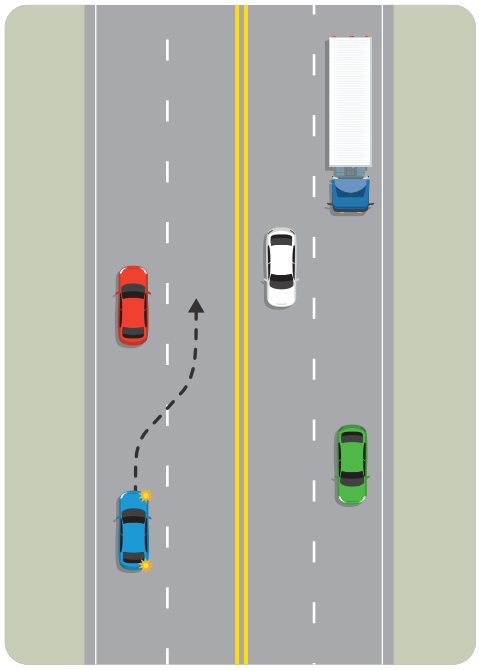
5.3 Passing and overtaking





Lesson overview: passing/overtaking another vehicle requires similar skills as changing lanes or merging into traffic. However, good judgement and decision making are a bigger part of safe passing/overtaking especially if overtaking by crossing the centre line of the road. Using a passing lane or another lane on a multi-laned road may lessen the risk of overtaking but there are always safety considerations. Learners need to understand and demonstrate safe overtaking.

First attempts could include a 50km/h speed limit, passing lane or changing lanes for the purpose of overtaking on a multi-laned road. Overtaking by crossing the centre line at higher speeds can then be attempted

Note: overtaking shouldn't be carried out only for the sake of completing this lesson. If during driving lessons, an appropriate and safe opportunity arises to pass/overtake another vehicle, these steps can be put into action.

Performance required: on a consistent basis the learner can legally and safely overtake a vehicle by crossing the centre lane or by using a passing lane.

Standard: over repeated attempts, safe and legal overtaking includes correct:

- observational hazard management considerations (scanning, mirrors and blind spot checks)
- signalling
- positioning of the vehicle correctly in relation to the road and other road users
- speed – driving to the conditions, speed adjustment and not exceeding the speed limit
- gap selection and judgement of safe distances (to compete the manoeuvre)
- steering and use of the pedals (includes clutch coordination for a manual).

Conditions: on a reasonably straight stretch of road and in a 70–110km/h zone.

Learning points for overtaking using a passing lane Note: This scenario includes using the passing lane as soon as it becomes available. Drivers may not always use a passing lane straight away. When using the passing lane later, the task becomes the same as passing another vehicle by changing lanes, on a multi-lane road.	Comments
Before overtaking:	
1. Observe road signage regarding upcoming passing lane.	
2. Just before the passing lane begins, search ahead at least 12 seconds noting the traffic ahead and when the road splits into 2 lanes. Check mirrors (sides and rear view).	
3. Stay at least 2 seconds behind the car in front at this point, in case they slow unexpectedly.	
4. Indicate right for at least 3 seconds before entering the passing lane. Doing this before the passing late begins signals to other vehicles that you intend to overtake when the passing lane becomes available.	
During overtaking:	
5. When the passing lane becomes available, recheck mirrors (sides and rear view) and blind spot (looking over the right shoulder) to check there'sn't another vehicle already pushing up on the right.	
6. When safe, pull into the passing lane.	
7. Keep a consistent speed without exceeding the speed limit. Keep looking for advisory signs related to the passing lane ending.	
8. When you are sufficiently ahead of the vehicle being overtaken, indicate left for at least 3 seconds. Note: 'sufficiently ahead' is achieved when the front of the other vehicle is visible in your rear view mirror.	
9. Check your mirrors and check blind spot (looking over the left shoulder) to check it's safe to pull back into the left lane.	
10. When safe, pull back into the left lane and then: » cancel the indicator » check the mirrors (sides and rear view) and surroundings » adjust speed for the conditions and traffic flow without exceeding the speed limit » maintain correct lane position » stay in the left lane unless passing.	
Learning notes » If the passing lane is very short or the passing process didn't start when the passing lane became available, make sure there's enough time to pass/overtake. Passing lanes generally have an advisory sign showing 2 lanes coming together and the remaining distance available in the passing lane. When pulling back into the left lane after overtaking, an appropriate gap should be selected so that there's a safe distance between vehicles. The drivers should aim to have a minimum of 2 seconds rear following distance when pulling back in front of the vehicle that was overtaken.	

Learning points for overtaking by crossing the centre line	Comments
Before overtaking:	
1. Search ahead at least 12 seconds to make sure there's enough clear road for passing. At least 100 metres of clear road will be needed throughout the whole manoeuvre (includes at the completion of the manoeuvre).	
2. Check mirrors (sides and rear view).	
3. Check the centre road markings – confirm passing is permitted.	
4. Look for any side streets that vehicles may pull out from.	
5. Stay at least 2 seconds behind the car in front at this point, in case they slow unexpectedly.	
During overtaking:	
6. Indicate right for at least 3 seconds before starting to overtake.	
7. Scan ahead and check mirrors (sides and rear view).	
8. Check again that you have enough clear road ahead.	
9. Recheck mirrors (sides and rear view) and blind spot (looking over the right shoulder) to check there'sn't another vehicle trying to pass.	
10. Start overtaking by pulling right out of your lane, into the opposite lane.	
11. Keep a consistent speed without exceeding the speed limit.	
12. When you are sufficiently ahead of the vehicle being overtaken, indicate left for at least 3 seconds. Note: 'sufficiently ahead' is achieved when the front of the other vehicle is visible in your rear view mirror.	
13. Check your mirrors and check blind spot (looking over the left shoulder) to check it's safe pull back in.	
14. When safe, pull back into the left lane and then: » cancel the indication » check the mirrors (sides and rear view) and surroundings » adjust speed for the conditions and traffic flow without exceeding the speed limit » maintain correct lane position.	

Learning notes

Lane markings: when overtaking without a passing lane, attention needs to be given to the road markings in the centre of the road. The following road markings on your side of the road mean:

» a dashed white centre line – overtaking is permitted

» a solid white centre line – overtaking is permitted with caution

» a dashed yellow centre line – overtaking restriction is ahead. Move back into lane or stay in lane (don't begin a passing manoeuvre)

» a solid yellow centre line – passing isn't permitted.

If passing can be done without crossing the centre line, the road markings aren't applicable.

General notes for overtaking

Legal overtaking: overtaking must only occur on the right with the exception that passing on the left is permitted when:

- in a separate lane, such as cycle lanes or turning lanes
- vehicles are turning right or stopped, for example, in a queue.

Gap selection:

- 100 metres of clear road ahead is required throughout the whole manoeuvre (including at the point the manoeuvre is completed). It takes approximately 12 seconds to overtake safely at 100km/h. This equates to about 320 metres plus the 100 metres required at the end of the passing task – a total of 420 metres (the length of 4–5 rugby fields). At 100km/h, the driver of a car would need nearly 80 metres of clear road to identify a problem and bring the vehicle to a stop. At 50km/h, the car driver would need about 25 metres to identify a problem and come to a stop.
- Vertical road marker posts (formally called edge marker posts) on the sides of straight roads are usually 100 metres apart and can provide a rough guide to distance.
- The faster the vehicle in front is going, or the longer the vehicle is, the more space you'll need to pass. Large trucks often have warning signs advising that they're 20 meters or more.
- If you need to stop overtaking, slow (brake) and safety pull back in behind the vehicle you were trying to pass. You can try passing again later when the space is right.
- If you're stuck behind a slow or large vehicle on the open road, don't pass unless you're confident and can see past it.

Pulling back into the lane: when ahead of the vehicle being overtaken, signalling left is required before pulling back into the lane. An appropriate gap should be selected so that there's a safe distance between vehicles. The drivers should aim to have a minimum of 2 seconds rear following distance when pulling back in front of the vehicle that was overtaken.

Being passed/overtaken: while not directly a part of this lesson, the instructor can use it to explain how to be overtaken safely. This includes not changing speed (especially speeding up) while another vehicle is attempting to pass/overtake, maintaining a consistent position in the lane and keeping as far left as safe. A driver should assess if the overtaking driver has given themselves sufficient space to perform overtaking. If not, keep left and cover the brake in case the other driver erratically pulls back into your lane. Once they're back in the lane, normal 2 or 4 second distance applies.

Other lane types such as slow vehicle and passing bays: learners need to know what these road spaces are, how to use them and react when other vehicles use them. Passing on the left isn't permitted. Learners should pass vehicles which enter a bay and reduce speed if it's safe to do so and assess if they should use a bay to allow other to pass safety.

Lane positioning: the correct road position under normal conditions will be the centre of the lane on multi-laned roads and slightly to the left on single laned roads (some exceptions to these are related to cornering and some challenging driving conditions).

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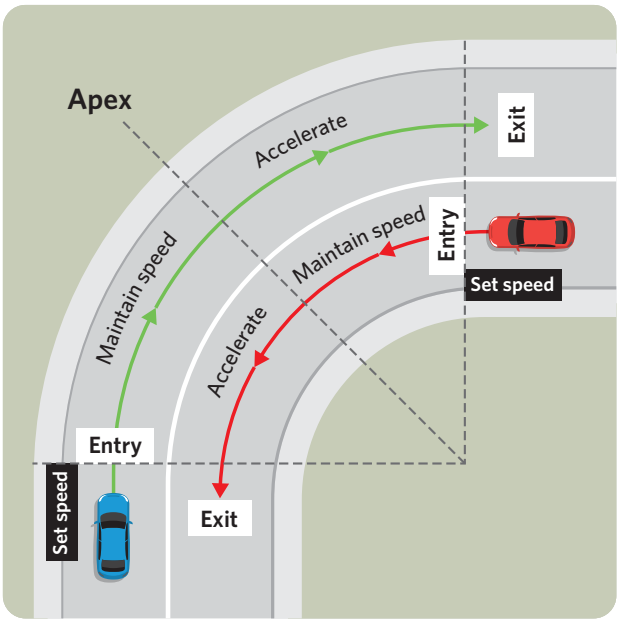
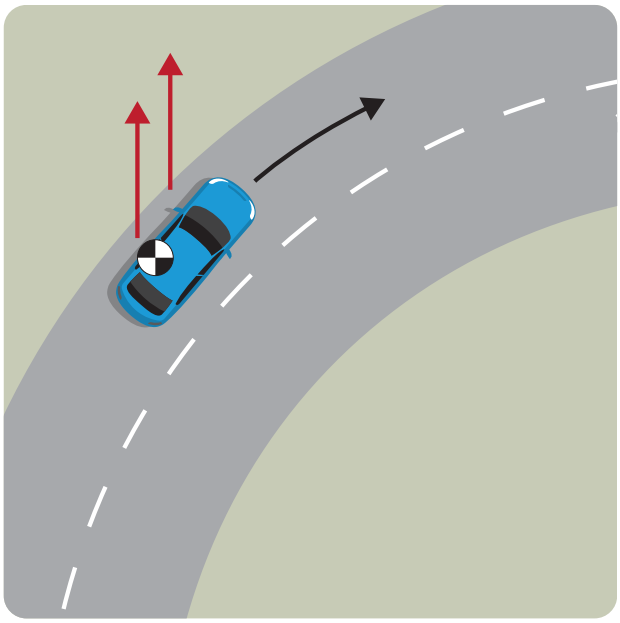
5.4 Driving around a corner (curve) at higher speeds





Lesson overview: driving around a corner or curve (referred to as a corner in this section) at higher speeds requires correct steering and sometimes, positioning on the road. Driving around corners below 70km/h generally allows the driver to safely stay in a consistent position on the road while making some speed adjustments depending on the severity of the corner. Driving at higher speeds will require greater adjustment to speed and likely a change to positioning of the vehicle on the road (visibility maximising position). Learners need to understand and demonstrate safe driving through corners of varying severity.

First attempts should involve open corners before progressing to tighter/closed corners.

Performance required: on a consistent basis, the learner can legally and safely drive at higher speeds through a left or right corner.

Standard: over repeated attempts, driving around the corner safely and legally includes correct:

- observational hazard management considerations (scanning and mirrors)
- speed – adjustments for varying corners and conditions before, during and after leaving the corner
- using corner advisory signage to help guide speed and vehicle position adjustments
- positioning the vehicle correctly in relation to the road, the corner ahead and other road users
- steering and use of the pedals (includes clutch coordination for a manual)
- application of the system of vehicle control.

Conditions: in a 70–110km/h zone on a 2-way road with a left or right corner that requires the learner to adjust their speed.

Learning points for driving around a corner at speed	Comments
1. Search well ahead (12 seconds) to the sides to identify potential hazards and warning signs. related to the upcoming corner. **Note**: corner advisory signs will help guide the driver on the speed adjustment (reduction) needed and the shape of the corner ahead.	

Learning points for driving around a corner at speed	Comments
2. Check mirrors (sides and rear view).	
3. Select the appropriate position before the corner starts based on available seeing distance ahead and corner advisory signs available. **Note**: see notes on open and closed corners and visibility maximising position below.	
4. Adjust to an appropriate speed for the conditions and the corner severity before entering the corner, paying attention to any signs. **Note**: see task notes on speed reduction required for open and closed corners below.	
5. Keep the vehicle within the marked lane and a safe distance from kerbside hazards and oncoming vehicles.	
6. Keep a correct position in the traffic flow staying at a safe following distance behind the vehicle in front (at least 2 seconds).	
7. Stay at an appropriate speed for the conditions throughout the corner. This may mean accelerating out of the corner when safe.	
8. After leaving the corner: » check the mirrors (sides and rear view) and surroundings » adjust speed for the conditions and traffic flow without exceeding the speed limit » maintain correct lane position – slightly left on single laned roads.	

Learning notes

An open corner/curve: the driver has an uninterrupted view through the entire corner to the exit. Speed may not need to be reduced when approaching an open corner or reduced only minimally. Some driving conditions may require reduced speed when approaching an open corner, such as poor road surfaces, rain, reduced visibility or when other vehicles ahead become view blockers, partially obscuring the view ahead.

A closed/blind corner/curve: the driver has an interrupted view and cannot see the exit ahead. These corners often feature various advisory road signs showing the recommended speed and possibly the shape of the corner. The danger of closed corners is that the driver cannot assess the whole corner shape or see any hazards through the corner as they approach. Drivers should adjust their speed and position their vehicle within the lane to maintain good visibility and so they can stop safely within the distance of road they can see ahead.

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5.5 Driving in poor visibility and other adverse conditions

Lesson overview: when driving conditions are challenging, a driver needs to adjust how they drive to compensate for the shortened distance they can see ahead, shorter stopping distances and any associated potential hazards. Linked to lesson 2.6 Hazard management, this is an advanced lesson that includes managing and minimising hazards through adjusting to 6 specific adverse driving conditions. Learners need to understand and demonstrate the extra precautions and skills required when driving in these conditions.

Performance required: on a consistent basis, the learner can safely and legally drive in challenging driving conditions including in darkness/night and in rain, fog, sunstrike, dust and winter conditions.

Standard: over repeated attempts, safe and legal driving in adverse conditions includes:

- speed – driving to the conditions and adjusting speed (reduction) to increase seeing distance ahead, and to compensate for reduced grip on the road
- observational hazard management considerations (scanning, mirrors and blind spot checks)
- positioning of the vehicle correctly in relation to the road and other road users
- steering and use of the pedals (includes clutch coordination for a manual)
- ensuring the vehicle is well maintained
- using the vehicle's lights or other adaptive features in the most effective way
- application of the system of vehicle control.

Conditions: in a 50km/h–70km/h zone in any of the specified driving conditions (darkness/night, rain, fog, sunstrike, dust and winter conditions). Conditions can include a combination of more than one condition at a time).

Learning points for driving at night	Comments
1. The windscreen is clean.	
2. Mirrors (sides and rear view) are checked regularly.	
3. Vehicle position is to the left of the road on a single laned road or in the centre on a multi-laned road.	
4. Speed is adjusted for seeing distance and conditions to allow searching of the road ahead (at least 12 seconds).	
5. Following distance is adjusted as necessary.	
6. Headlights are switched on early when darkness starts to affect visibility.	
7. Headlights are dipped when required.	
8. Windscreen washers, wipers and demisters are used appropriately as necessary.	
9. Mirrors are switched to anti-dazzle/glare mode if required and available.	
10. Edge marker posts and guideposts are used where available.	

Learning notes

- Many vehicles have sensors that will automatically turn on the vehicle's lights when visibility is low. Explore any technology of this kind with the learner making sure that they're aware of how and when to manually apply appropriate lighting for different low visibility conditions.
- Some vehicles will have automatic high beam (AHB) sensors which automatically dip lights in response to oncoming traffic. If the vehicle has this technology, the learner should practice using the function as well as dipping the headlight's manually in response to changing conditions.

Learning points for driving in the rain	Comments
1. Following distance is increased to at least 4 seconds.	
2. Speed is adjusted for seeing distance and conditions to allow searching the road ahead (at least 12 seconds).	
3. Mirrors (sides and rear view) are checked regularly.	
4. Vehicle position is to the left of the road on a single laned road or in the centre on a multi-laned road.	
5. Headlights are switched on early when visibility starts to decrease.	
6. Windscreen wipers and demisters are turned on if required. Wiper speed is appropriately managed.	
7. Looking again at intersections.	

Learning notes

- The first 20 minutes of drizzle or rain after a long dry spell can be hazardous because of substances like, grease, rubber, oil and dirt on the road making it slippery until it's washed away.
- This lesson shouldn't be carried out at times of possible flooding conditions as unpredictable driving conditions can occur.
- Observation of the road needs to be increased for early identification of standing water and flooding with sufficient time to safely react. Suitable reduction of speed and in extreme cases stopping to reroute may be necessary.
- Tyres with good tread will lessen the risks associated with driving in the rain. See section 5.3.6 for guidance around vehicle handling and performance in wet conditions.
- Heavy rain can severely reduce visibility.
- In conditions of reduced visibility, activating lights (head and tail) can assist other drivers. Learners should know how to manually activate their headlights even if the vehicle is fitted with an automatic headlight function.

Learning points for driving in fog	Comments
1. Speed is adjusted for seeing distance and conditions to allow searching the road ahead (at least 12 seconds).	
2. Following distance is increased to at least 4 seconds.	
3. Mirrors (sides and rear view) are checked regularly.	
4. Vehicle position is to the left of the road or in the centre of the lane if on a multi-lane road.	

Learning points for driving in fog	Comments
5. The windscreen is clean.	
6. Vehicle headlights are turned onto dip (low beam) as well as fog lights (if available).	
7. Windscreen wipers and demisters are turned on if required.	
8. Close attention is given to driving avoiding any distractions.	
9. Attention is given to road markings.	
10. Stopping on the roadside during areas of fog should be avoided unless it's the safest option.	
11. Looking again at intersections.	

Learning notes

- Fog in cold conditions can turn to ice, making the road additionally slippery. Extra caution in cold conditions should be applied.
- Lights from oncoming vehicles can additionally reduce visibility.
- Full beam lights shouldn't be used in fog conditions as the fog reflects light directly back into the driver's eyes further reducing visibility.
- In conditions of reduced visibility, activating lights (head and tail) can assist other drivers. Learners should know how to manually activate their headlights even if the vehicle is fitted with an automatic headlight function.

Learning points for driving in sunstrike/glare	Comments
1. Speed is adjusted for seeing distance and conditions to allow searching the road ahead (at least 12 seconds).	
2. Following distance is increased to at least 4 seconds.	
3. Vehicle position is to the left of the road or in the centre of the lane if on a multi-lane road.	
4. Mirrors (sides and rear view) are checked regularly.	
5. The windscreen is clean.	
6. Sun visors or sunglasses are used.	
7. Looking again at intersections.	
8. If necessary and safe, pull over to the side of the road and wait until conditions improve. **Note**: if stopping on the roadside in reduced visibility it's recommended to increase the vehicle's visibility by switching the lights on.	

Learning notes

- In conditions of reduced visibility, activating lights (head and tail) can assist other drivers. Learners should know how to manually activate their headlights even if the vehicle is fitted with an automatic headlight function.

Learning points for driving in dust	Comments
1. Speed is adjusted for seeing distance and conditions to allow searching the road ahead (at least 12 seconds).	
2. Speed is adjusted to lessen the amount of dust surrounding the vehicle.	
3. Following distance is increased to at least 4 seconds. On still days, and when other traffic is around, dust may require the following distance to be increased further.	
4. Vehicle position is to the left of the road.	
5. Mirrors (sides and rear view) are checked regularly.	
6. The windscreen is clean.	
7. Windscreen wipers are used appropriately (and washers if necessary).	
8. Looking again at intersections.	
9. If necessary and safe, pulling over to the side of the road and wait until conditions improve. **Note**: if stopping on the roadside in reduced visibility it's recommended to increase the vehicle's visibility by switching the lights on.	
Learning notes » In conditions of reduced visibility, activating lights (head and tail) can assist other drivers. Learners should know how to manually activate their headlights (even if the vehicle is fitted with an automatic headlight function). » Dust roads are usually shingle roads. Increasing following distances will avoid stones flicking up from the vehicle in front, chipping or breaking your windscreen.	

Learning points for driving in winter conditions (during snow fall or when driving on snow or icy roads)	Comments
1. The vehicle is suitable for the winter conditions. This will depend on the severity of the winter conditions and the following vehicle considerations: » In some winter conditions (when snowing or snow has settled or ice has formed on the road), a 2-wheel drive vehicle can be unsafe to drive (without chains). » Four-wheel drive vehicles are more suited to winter driving conditions but only when driven safely. » Snow chains can be fitted to a vehicle, but, to be effective, they must be correctly fitted to the vehicle's drive wheels. » Tyres fitted and snow/winter suitability.	

Learning points for driving in winter conditions (during snow fall or when driving on snow or icy roads)	Comments
2. Use the correct gear or driving mode: **Manual**: the correct gear is used, including lower gears to improve vehicle control and assist with speed management (natural engine braking). Where applicable, a suitable driving mode is selected, for example 4wd or snow mode. **Automatic**: a suitable driving mode (4wd or snow driving mode) is used, if available. Where appropriate and available, manual or gear hold functions are used to assist with vehicle control and speed management.	
3. Headlights are switched on to help with visibility and to ensure others see you. Headlights should be dipped when it's snowing, not on full beam (high beam). Fog lights can be used.	
4. Speed is adjusted to allow searching the road ahead (at least 12 seconds) and to the conditions. **Note**: when it's snowing (very poor visibility) and when driving on snow or ice (low grip surface), driving to the conditions will include a very low speed.	
5. Following distance is increased to at least 4 seconds to account for increased stopping distances on snow and ice, and poor visibility.	
6. Braking or steering movements should be smooth. Sudden braking or turning movements are avoided due to increased risk of sliding. **Note**: if speed and following distance is correct, the need to brake or steer suddenly should be unlikely.	
7. Caution is applied to areas or road which appear to be free of snow or ice, as black ice may be present.	
8. When starting to drive on ice or snow, acceleration is applied gently to avoid drive wheel spin.	
9. Road markings and signage are used especially where the road edge lines aren't visible.	
10. Windscreen washers, wipers and demisters are used, as necessary. **Note**: demister functions should be activated early when it's becoming cold or snow is likely as they take time to respond.	
11. Vehicle position is the centre of the lane.	
12. Passing or overtaking is avoided unless necessary.	
13. Mirrors (sides and rear view) are checked regularly. **Note**: where available, heated mirrors may need to be switched on by the driver. These can, in some cases, be part of the rear screen demister system.	
14. Sunglasses are used when sunny so help with the glare created by reflection from snow and ice.	

Learning points for driving in winter conditions (during snow fall or when driving on snow or icy roads)	Comments

Learning notes

- An instructor needs to assess if conditions are safe for the learner to carry out this lesson. Vehicle type and specifications may be part of this decision. Some winter conditions such as heavy snow or the hours/days after a snow fall and before the snow has melted from the road, can be very dangerous. This should be the message to learners.
- Grit/gravel may be applied to a road after a snow fall and remain on the road after the snow has melted. Extra care is required on gritted roads as it can be patchy and cause the vehicle to slide out of control if speed isn't sufficiently reduced. Grit can also become airborne and cause damage to other vehicles.
- See section 5.3.6 for notes for further information on operating a vehicle and vehicle dynamics related to driving in snow or icy conditions.

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5.6 Driving to the conditions on the open road and in rural setting

Lesson overview: this lesson covers the 6 driving conditions and the associated potential hazards that might exist when driving on open roads in rural settings. Linked to lesson 2.6. Hazard management, this is an advanced lesson that brings together many of the lessons covered in earlier lesson plans. Where possible, lessons should take place on both sealed and unsealed road surfaces as they provide contrasting challenges.

These steps will not occur in order. Instead, make a checklist of the various driving techniques and skills that need to be applied over the varying conditions. Many of the skills and techniques required could fit into more than one condition category, so have been placed where they're most closely associated.

Performance required: on a consistent basis, the learner can safely and legally drive on the open road and in a rural setting on a combination of sealed and unsealed roads.

Standard: over repeated attempts, safe and legal driving on open roads, in rural settings includes correct:

- driving to the conditions (adjusting speed and following distances)
- observational hazard management considerations (scanning, mirrors and blind spot checks)
- positioning of the vehicle correctly in relation to the road and other road users
- steering and use of the pedals (includes clutch coordination for a manual)
- signalling,
- giving way where required
- gap selection (when turning, overtaking or merging)
- vehicle maintenance
- application of the system of vehicle control.

Conditions: on open roads in a rural setting including a combination of sealed and unsealed surfaces.

Road conditions	Comments
1. Maintains an appropriate position on the road: » when travelling on straight roads and navigating gentle curves at lower speeds, the vehicle should be slightly to the left on single laned roads and in the centreof the lane on multi-laned roads. **Note**: On shingle roads, position to the left if safe, relative to the conditions. » When navigating curves/corners at higher speeds on single laned roads, the vehicle may be slightly to the left or the right if using a visibility maximising position (depends on the severity of the curve). See lesson 5.4.	
2. Adjustment of speed for seeing distance and conditions to allow searching of the road ahead (at least 12 seconds). **Notes**: unsealed/shingle roads will likely require greater speed management (reduction) due to the unstable surface. Closed corners, poor visibility (rain, fog, glare, dust and darkness), steep hills and other view blockers will lessen seeing distance ahead.	
3. Checks mirrors regularly and check blind spots, when necessary.	
4. Indicates for at least 3 seconds prior to any change in direction that causes the vehicle to cross the centre line.	

Road conditions	Comments
5. Observes all road markings and reacts early to all warning and advisory signs.	
6. Negotiates curves/corners in accordance with advisory speed signs and applies the correct cornering technique (see lesson 5.4) for the upcoming curve.	
7. Ascends and descends hills in an appropriate gear.	
8. Where appropriate, slows for narrow or one-lane bridges and obeys any right-of-way signs.	
9. Anticipates hidden driveways and the possibility of oversized vehicles such as farm trucks, machinery and milk tankers.	
10. Where appropriate, slows for rural road features like cattle stops, fords and culverts, and obeys any right-of-way signs.	
11. Observes all controls or applies the give way rule correctly.	
12. Reacts early to permanent and temporary warning signs.	
13. Observes and complies with any changes to the speed limit, including any temporary speed limits, and obeys all controls.	
14. Identifies unsealed roads by sign or road discolouration. Reduces speed on unsealed roads.	
15. Where necessary and safe, adjusts speed and pulls left to allow faster traffic to pass. **Note**: on shingle roads adjusts speed and position to ensure safe negotiating of other vehicles and minimisation of risk for airborne stone damage to either vehicle.	
16. Correctly uses vehicle visibility features for the driving environment – lights, demister, windscreen wipers and washers.	

Traffic conditions (and other road users)	Comments
1. Scanning ahead and to the sides (12 seconds).	
2. Appropriate following distance (2 or 4 seconds). Note: additional following distance is required on shingle roads due to dust and the risk of airborne stones causing vehicle damage.	
3. Checks mirrors regularly and checks blind spots, when necessary.	
4. Maintains correct lane position and speed – slightly left on single laned roads and in the centre of the lane on multi-laned roads.	
5. Overtakes safely and legally and monitors overtaking traffic.	
6. Reduces speed and applies correct overtaking procedures in response to cyclists and pedestrians.	
7. Adjusts speed to select appropriate gaps and avoid passing oncoming vehicles and cyclists/pedestrians at the same time.	
8. Reacts to any signs that might indicate stock on the road. If stock is encountered, slows down or covers brake and, if necessary, prepares to stop.	

Traffic conditions (and other road users)	Comments
9. Gives horses or livestock on the side of the road a wide berth, reduce speed and avoids using the horn or over revving the vehicle to prevent startling the animals.	
10. Does not exceed 20km/h when passing a stationary school bus (from either direction.	

Vehicles	Comments
1. Driving performance reflects an appreciation of the power and gear selection options of the vehicle.	
2. The vehicle meets warrant of fitness standard.	
3. The vehicle's controls and any ADAS being used is understood.	
4. The vehicle is appropriate for the road type.	

Learning notes

» Some vehicles are less suited to some rural roading conditions including shingle roads, frequent cattle stops or fords. Learners should understand their vehicle's abilities and adapt route choices to suit their driving and vehicle ability. Alternate routes may be a good option if not confident operating in conditions like shingle, and alternative sealed routes are available.

Weather and visibility	Comments
1. Driving reflects the prevailing weather conditions – adjusts speed and following distance as needed. See lesson 5.5 for further details on driving at night, in rain, fog, sunstrike, dust and winter conditions.	

Driver	Comments
1. Displays a courteous driving style.	
2. Displays an unrushed driving style.	
3. Applies knowledge and skills practically.	
4. Avoids internal and external distractions that might affect vehicle control and observation technique.	
5. Maintains 2-handed steering in a 1/4 to 3 position unless operating other controls.	

Part 6: Share the road situations – hazard management

Drivers are usually sharing the road with other road users including motorcycles and other vehicle types, cyclists, pedestrians, electric and mobility scooters and horses.

Pedestrian crossing and railway crossings are part of the roading network and require great care when navigating. The 2 following lessons set out the steps and safety considerations needed to ensure all road users remain safe during these road sharing situations.

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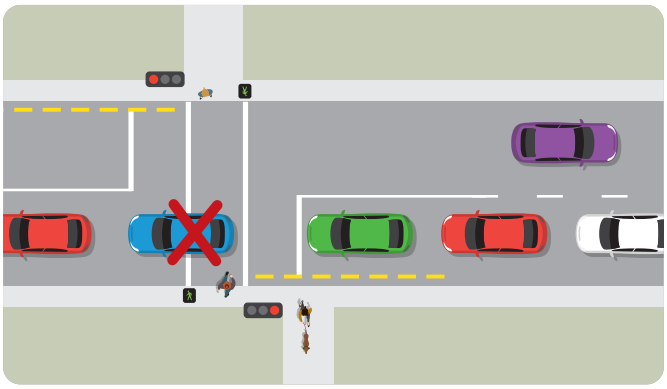
6.1 Driving across a pedestrian crossing

Lesson overview: vehicles must give way to pedestrians on pedestrian crossings. Drivers need to get into the habit of recognising pedestrian crossings and acting safely in response. Pedestrians are at high risk where drivers fail to stop or give way. Learners need to understand and demonstrate how to safely approach and drive across a pedestrian crossing.



Performance required: to legally and safely drive across a pedestrian crossing and stop if required.

Standard: over repeated attempts, safe and legal crossing of a pedestrian crossing includes:

- correct hazard management (checking mirrors and searching 12 seconds ahead for signs of a pedestrian crossing or an advisory sign)
- correct speed (adjustments and driving to the conditions)
- giving way to pedestrians (if required)
- stopping if required
- application of the system of vehicle control.

Conditions: on a road with a pedestrian crossing.

Learning points for driving over a crossing	Comments
1. Look ahead and check the mirrors (sides and rear view) for other road users and hazards.	
2. Observe road signage and road markings for upcoming pedestrian crossing.	
3. Look left and right of the crossing for pedestrians waiting to cross or those approaching the crossing with the intention of crossing.	
4. Reduce speed if required and be ready to stop.	
5. If required to stop: » stop behind the limit line (if present) where you have good visibility of both sides of the crossing, and » give way to any pedestrians who are crossing or are about to cross.	
6. Proceed when pedestrians are completely off the driver's lane and there are no pedestrians approaching on either side of the road with the intention of crossing.	

Learning points for driving over a crossing	Comments
Learning notes » Pedestrian crossings are often located where children are present. Extra vigilance for children is required as they can act unexpectedly. » Some roads have layouts or structures that help or encourage pedestrians to cross the road in certain locations without there being a standard pedestrian crossing. Here, the driver isn't legally obliged to stop, however great caution (hazard management) should be applied, as pedestrians are more likely to step out onto the road without looking.	

Name: _____

Licence no.: _____ Date: / / DI: _____

6.2 Driving across railway level crossings

Lesson overview: New Zealand has many railway level crossings that pose varying levels of risk. Railway crossings generally fall into 3 categories (outlined below) some of which require greater levels of hazard management and awareness than others. A learner needs to be competent and confident with all forms of railway level crossings and demonstrate how to safely cross these.

Performance required: on a consistent basis, the learner can legally and safely drive across a railway level crossing and stop if required.

Standard: over repeated attempts, safe and legal crossing of a railway line includes:

- correct hazard management (checking mirrors and searching 12 seconds ahead for signs of a railway crossing and advisory signs)
- correct speed (adjustments and driving for the conditions),
- giving way (if required)
- stopping (if required)
- applying the system of vehicle control.

Conditions: on a road with a railway crossing that is:

- controlled by a stop sign or a give way sign
- controlled by barrier arms or signals
- uncontrolled.

Learning points for crossing a railway level crossing controlled by a stop or give way sign	Comments
1. Search ahead to identify the upcoming crossing and look for any related signage or road markings.	
2. Look ahead and check the mirrors (sides and rear view) for other road users and hazards.	
3. Look to the right and left along railway line for rail traffic.	
4. Assess the need to adjust speed, in order to stop if necessary or navigate the crossing. Changing down gears may be required in a manual vehicle. Note: rail crossings can be raised or of uneven surface. Drivers may need to slow the vehicle to maintain proper control and avoid damage to their vehicles.	

Learning points for crossing a railway level crossing controlled by a stop or give way sign	Comments
5. If there's a give way sign, slow down and be ready to stop. If stopping is needed: » stop behind the white limit line where visibility is good » if there's no limit line, stop at a safe distance from the crossing (at least 5 metres away) where visibility is good. OR 6. Stop if there's a stop sign: » Stop behind the yellow limit line (if present) where visibility is good. » If there's no yellow limit line, stop at a safe distance from the crossing (at least 5 metres away) where visibility is good.	
7. Stay stopped until the railway line and crossing is clear (well free from visible rail vehicles).	
8. When the railway line and crossing is clear, look ahead for free space to proceed and check the mirrors (sides and rear view) for other road users and hazards. **Note**: free space includes enough room on the other side of the railway line for your vehicle to be safe.	
9. If it's safe to go, drive over the railway lines.	
Task note: if you see or hear a rail vehicle approaching, you must stop. Trains or other rail vehicles travel at high speed, so safe gap selection cannot be measured accurately.	

Learning points for crossing a railway level crossing controlled by signals or barrier arms	Comments
1. Identify the upcoming railway crossing and look for any related signage or road markings. Look for barrier movement, flashing lights and listen for the signals.	
2. If signals are flashing or barrier arms are down, start slowing the vehicle in preparation for stopping. Changing down gears may be required (manual).	
3. Check the mirrors (sides and rear view) for other road users and hazards.	
4. Come to a complete stop behind the limit line where visibility is good. If there's no limit line, stop at a safe distance from the crossing (at least 5 metres away) where visibility is good. Stay stopped until the signals stop flashing, the barrier arms have completely lifted, and the railway line and crossing is free of rail vehicles.	
5. Look ahead for free space to proceed and check the mirrors (sides and rear view) for other road users and hazards.	
6. If it's safe to go, drive over the railway lines.	

Learning points for crossing an uncontrolled railway level crossing	Comments
1. Identify the upcoming railway crossing and look for any related signage or road markings.	
2. Look ahead and check the mirrors (sides and rear view) for other road users and hazards.	

Learning points for crossing an uncontrolled railway level crossing	Comments
3. Slow the vehicle enough to ensure the rail lines can be observed, any rail vehicles identified, their speed and direction of travel assessed. Changing down gears may be required (manual).	
4. Look to the right and left along railway line for rail traffic.	
5. If required to stop (rail vehicles are approaching): » stop behind the limit line where visibility is good. If there's no limit line, stop at a safe distance from the crossing (at least 5 metres away) where visibility is good » stay stopped until the railway line and crossing is free of rail vehicles.	
6. Look ahead for free space to proceed and check the mirrors (sides and rear view) for other road users and hazards.	
7. When it's safe to go, drive over the railway lines.	

Visual learning aids