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# Community Driver Mentor Programme development guide

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The Community Driver Mentor Programme was originally developed to run in selected communities which had been identified with particular needs. Acknowledging that the programme was needed in many more communities than they could provide for, the NZ Transport Agency and New Zealand Automobile Association (AA) developed this guide to share with those who want to run the programme independently.

The guide describes the reasons for setting up the programme, provides an overview of how the programme can work and suggests the tools and resources you need to get it running. It also shares some of the lessons and ideas learned in the initial programmes, so you can tailor your programme to suit your needs and create the most successful environment for all of your participants.



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## OUR PURPOSE

# CREATING TRANSPORT SOLUTIONS FOR A THRIVING NEW ZEALAND



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### **NZ Transport Agency**

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If you have further queries, call our contact centre on 0800 699 000 or write to us:

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# INTRODUCTION

New Zealand's driver licence testing standards have changed in recent years to improve learner driving and increase road safety. The need for this was reinforced by 2014 crash statistics that showed 29% of all fatal crashes between 2011 and 2013 involved a 15–24 year-old driver. The restricted driving test now assesses safe driving skills more thoroughly and involves a wide range of traffic situations. As a result, learners need much more practice to pass the test and gain their restricted licence.

## MORE EXPERIENCE MAKES LEARNER DRIVERS SAFER

Overseas research suggests that learner drivers should practice driving as much as possible before they start to drive alone. They should also practice driving in a wide range of driving conditions and situations.

The research compared drivers with 120 hours of varied driving practice in a wide range of driving conditions and situations to drivers with 50 hours or fewer of supervised practice. The drivers with more practice had crash rates 40% lower than the drivers with less.

## SOME LEARNER DRIVERS NEED SUPPORT TO GET THIS EXTRA PRACTICE

The extra practice needed to pass the test may be a barrier for some learner drivers, such as:

- learner drivers in rural areas
- learner drivers without access to a suitable vehicle
- learner drivers without access to an appropriate experienced driver to supervise their practice.

As a result, some learner drivers are not progressing through the driver licensing system and are taking to our roads without the legal requirements or experience they need.

## THE COMMUNITY DRIVER MENTOR PROGRAMME (CDMP)

The Transport Agency and the AA developed the CDMP to address the barriers disadvantaged learner drivers in the 16–24 age group were facing. The programme is designed to enable local communities to help these young learners who have already completed the learner phase of their licence independently to gain their restricted licence and improve their levels of safe driving. It does this by providing experience:

- in a wide range of driving situations
- with an experienced, licensed driving mentor
- in a registered and warranted vehicle.

For many, the programme also puts an end to driving related fines and opens the doors to further education, training and employment opportunities.

## WHO IS INVOLVED

The CDMP can include a number of people and organisations but there are four key groups of people involved:

The **community programme provider** sets up and runs the programme, and coordinates all of the participants and timetables.

The **mentors** are volunteers who act as coaches supervising a range of practice driving experiences. They help the learner drivers to think about their driving and how they need to manage the vehicle, and keep their focus on what they need to practice.

A **driving instructor** undertakes professional driving lessons for each learner driver at useful points in the programme, identifying areas the learner needs to focus on. The driving instructor also delivers a training session for the mentors before they start the programme.

But ultimately it is the **learner drivers** who are the most important people in the whole programme. For them, this programme is a life-changing event.

## HOW THE PROGRAMME WORKS

Exactly how the programme will work in your community is up to you. This guide will walk you through what you need to consider and what might influence your decisions. But at its core, the programme follows the same structure.

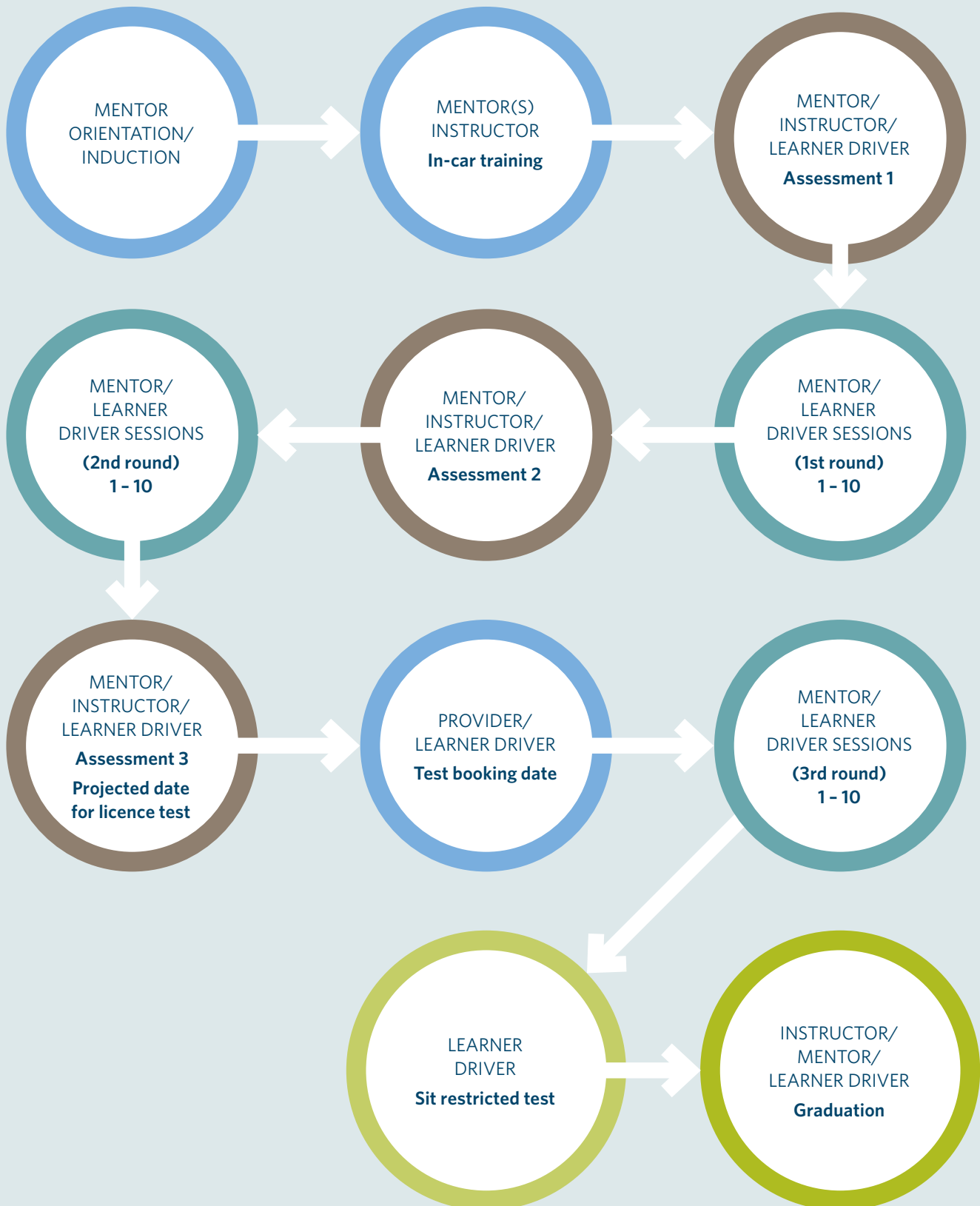
- The community programme provider will manage a number of learner drivers through a 12-week cycle.
- Each driver will be allocated a volunteer mentor who is trained and supported by a professional driving instructor. The mentor will supervise the learner driver while they practice in a car provided by the programme.
- Each learner driver will also have three professional driving lessons with a qualified driving instructor, which their volunteer mentor will attend with them. The professional lessons occur at the beginning, middle and end of the cycle, and are used to assess the learner's progress and readiness to sit their restricted licence test. The first of these lessons will include an assessment of the learner driver, identifying their individual development needs.
- Following this first lesson, the learner driver will complete 10 hours of practice driving, supervised by their mentor.
- The driving instructor will then provide the second lesson to check the learner driver's progress and advise them on next steps.
- In the final stage of the programme, after 30 hours of practice driving, the learner driver will have a third lesson with the instructor. The instructor will reassess the learner driver's progress. They will advise the learner driver and mentor how to focus any further driving practice hours before the restricted driving licence test.
- Ideally each learner driver should aim to have 120 hours of supervised driving practice before sitting the test. Learner drivers need to arrange some supervised practice with their family to build up to the total of 120 hours.

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'I HAD TO REALLY COMMIT TO IT AND SHOW UP TO ALL THE LESSONS. AS LONG AS YOU CAN MAKE EACH LESSON, YOU KNOW THAT YOU'RE DOING SOMETHING GOOD FOR YOURSELF AND... THAT IT WAS GOING TO COME OUT WITH A GREAT OUTCOME.'

ALEINA, GRADUATE

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## PHASE ONE: SETTING UP THE PROGRAMME

The first phase of the programme involves setting up the resources and participants, ready for the first 12-week cycle. This process will often take the community provider 6–8 weeks to complete.

The resources that you'll need to run the programme will be determined by your needs and the budget you have available. At a minimum, the following resources are required to implement a programme based on this model:

- A community-based coordinator and budget to pay their salary.
- Office space and equipment for the coordinator.
- A warranted, registered, insured and ideally 5-star ANCAP (Australasian New Car Assessment Programme) rated practice vehicle, plus a secure place to store it.
- Budget for petrol, professional driving lessons and mentor training.

The key steps for the community programme provider and coordinator when setting up the programme include the following:

- Identifying and understanding the needs of your community.
- Setting up a project plan.
- Preparing a budget.
- Using this model.
- Identifying potential stakeholders and partners.
- Securing a vehicle.
- Meeting insurance and legal requirements.
- Involving driving instructors.
- Recruiting mentors and learners.

### IDENTIFYING AND UNDERSTANDING YOUR COMMUNITY'S NEEDS

Before making any decisions, your first task should be to assess what your community needs. There are a number of factors that may influence this, including socio-economic situations and location (for example, whether you're close to a city or in a rural community).

Some of the background questions you should consider include whether your learners:

- have problems obtaining their drivers licence
- lack access to a vehicle or a suitable mentor
- struggle with English or literacy
- have cultural considerations that may need to be addressed
- lack access to a licensed driver
- need a licence to gain employment.

You'll also need to consider details such as proximity to a testing station and the range of road environments your learners are using and need more practice on.

Local schools, youth workers, employment agencies, local police and those who work with young people in your community will all be able to help you identify these answers and advise on any other needs that may be present.

The information you gather will help you to determine whether you need a fully integrated training programme and how it is best structured. It may also help you to engage other partners in the programme as it demonstrates the real need for the programme in your area and how funds will be best invested.

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'A LOT OF THE YOUNG PEOPLE THAT WE WORK WITH DON'T HAVE ACCESS TO A VEHICLE OR A QUALIFIED DRIVER WHO CAN TAKE THEM OUT FOR PRACTICE – AND THEY NEED A LOT OF PRACTICE. IF THEY DON'T HAVE THEIR LICENCE THEY'RE DRIVING ILLEGALLY OR THEY'RE NOT BEING A SAFE DRIVER ON OUR ROADS.'

MICHELLE ROBINSON, PARTNERS PORIRUA

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## SETTING UP A PROJECT PLAN

A project plan will help you to clearly outline what you aim to achieve and how you're going to set about doing it. This will help you to map out measurable objectives, form strategies to reach them, allocate responsibility and understand what timeline you'll be working to.

You'll find a sample project plan in appendix 1.

## PREPARING A BUDGET

Your budget will be determined by a number of costs – equally, the size and duration of your programme will be determined by the funds you have available. Some key factors you'll need to weigh up include:

- Whether you use a new or used car, and whether you buy or lease it.
- The number of learners you'll be mentoring at each stage.
- Whether your learners will contribute financially, including the cost of sitting their licence.
- If your coordinator will be funded through an existing role or a new role will be created.

Overall costs to consider may include:

- coordinators role (approximately 24 hours a week, spread over seven days, is a good estimate for a programme of 15 learners)
- office and general administration costs, including phone and laptop
- recruitment of mentors
- a car and related vehicle expenses, including fuel – this will vary considerably depending on where you're located and how close to the programme your mentors and drivers are
- a qualified driving instructor to provide mentor training, initial learner assessments and ongoing lessons and assessments
- events and ceremonies: for example, location costs, refreshments, certificates and potentially small gifts to acknowledge your mentors.

## USING THIS MODEL

The model suggested in this programme is based on enabling learner drivers to get more supervised practice. Exactly how you achieve this is up to you. For example, the number of hours you facilitate and how you deliver them may change:

- Most community programme providers rely heavily on volunteers, while others channel more – and in some cases, all – of the lessons through the qualified driving instructor.
- For rural communities, the areas driven and the way assessments are booked may need to be more flexible, or booked together to allow a qualified instructor to travel to the area.

Another practical question to consider is whether you want to run a continuous programme or have a clear start date with only one intake of learners. For example, if a learner passes their test only a few weeks into the programme, will you start a new learner in their place or wait until the next course starts to take on a new person? This is worth considering to make sure you maximise the use of the car, but will require some flexibility in your planning and the ongoing support of your mentors.

All of these options have operational and cost implications, which you will need to measure against the needs of your community and your available resources, before deciding how to best manage the programme to meet them.

## POTENTIAL STAKEHOLDERS AND PARTNERS

Whether you choose to manage the project through your own organisation or form a collaborative committee, the success of your programme will rely largely on the help you're able to attract in delivering it.

Local community service groups and clubs, driving instructors, police and teachers are all potential sources of support as their priorities are closely aligned with the goals of this programme.

Support could come in the form of organisational help, service provision or funding. Funding sources could potentially include community grants from your council or local government, or other bodies that return funds to the community. You might also consider working in partnership with other groups, organisations, government departments or businesses.

Engaging the local media can also be an effective way of raising interest in the programme. You might also think about hosting an event to share information with those who may be interested in learning more.

If you're hoping to gain funding, you should develop a sponsorship proposal that outlines what's involved and how your sponsors could benefit. The project plan you've already developed will provide a good starting point.

## YOUR FUNDRAISING PLAN

Having set your budget and your objectives, you are ready to investigate potential individuals, businesses and community funders who may support your programme.

The first consideration is your existing supporters and the obligations you may have with them. Your mentors are donating their time, and a local business may have already leased a vehicle for you. Make sure you recognise all your existing supporters by referring to their brand names, using their logos appropriately and thanking them at all your public events.

Secondly, make a list of people and businesses who have an interest in young people and in safe driving – potential employers of young drivers, people who are often on the road, businesses connected with cars and driving. Start with those that your organisation or your board members already have a relationship with. For new prospects, research them first to identify whether they have the interest in your programme, and then whether they have the financial ability to support you. For the new prospects, make time to have an initial discussion and start building a relationship with them – invite them to your graduation ceremonies or invite them to become mentor drivers.

Before you talk to anyone about supporting you, make sure you have prepared your case for support. The case for support will describe the purpose of the programme, why your community needs this programme, what might happen if you don't provide the programme, who benefits from it and why you are passionate about resolving the problem. Include your success stories and endorsements from community leaders.

### Funders

Grant funders provide you with cash because they have an interest in the work you do, and they want to resolve community issues. Examples of grant funders are gaming trusts, community trusts, family charitable trusts and the Lottery Grants Board. When you apply to these trusts you will probably fill in an application form and at the end of your project you will likely have to account for the expenditure of the grant. Some

fundes prefer a report on the outcomes achieved by the funding. You will need to supply quotes for your expenditures if you are seeking funding from a gaming trust and you must use the funds for exactly the purpose you provided in your application.

Local councils may also provide funding – check out their criteria and the application process. You may need to make a submission to the council's annual plan so check the timeline very carefully.

### **Business supporters**

In your local community, a business owner may be supportive of your programme because they see an opportunity to promote their business or their service. When approaching a local business owner you will need to demonstrate how their name or their brand will be promoted to the community. Offer to put their brand name on your promotional material, write a media release announcing their involvement, display their banner at your events, hold a function at their venue and invite them to all your programme milestones. You do not need to supply quotes for a business supporter. The value of the partnership will depend on how much recognition the business will get, and how much the business owner thinks this relationship is worth. You will need to supply a GST invoice for the partnership fee.

### **Individuals**

Individual community-minded people may support your programme with donations. Donations are freely given, with no strings attached. If a business owner does not want to support you as a partner, they may simply give you a donation. You can find potential donors by talking to service clubs and by reminding everyone you talk to that your programme is being run by a charitable organisation. You might ask your business supporters to put a collection box on their counter or you may sell a small item like a key ring. If you receive a donation of more than \$5.00 you may be asked to provide a tax receipt so the donor can claim a tax rebate. Individuals may be interested in sponsoring individual learner drivers. If so, make sure you know exactly how much it really costs to train a young driver.

### **HINTS AND TIPS**

- Keep your funding and business partnerships local. Gaming trusts will only provide funding for activities in the area where they have outlets, so check which trusts are associated with your local hotels. Large national corporates tend to put their sponsorship funds into national programmes.
- Make all your proposals very personal and tailored to the business or the individual you are asking for support. For example, a local garage would be interested in gaining new business so you and your driver mentors might offer to bring in your own cars for servicing.
- When you talk to service clubs, make sure you ask them for a donation towards the programme or to sponsor an individual student.
- When talking to people, remind them of their personal self-interest: 'Safer drivers on the road'; 'Job opportunities for young people'; 'Associate your business with an important cause!'
- If you are nervous about asking for donations or support, make your own donation first. When you are asking someone to support your programme, you can then start with the words 'Let me tell you why I've made my own donation to this programme'.
- Remember that volunteer time also has a significant value, so don't forget to acknowledge your driver mentors.

## SECURING A VEHICLE

Having at least one safe and reliable vehicle available is a crucial requirement. How you source that vehicle will depend largely on the level of funding and support you have available. For example, you might:

- buy a new or used vehicle outright
- ask a local dealer to provide a sponsored vehicle
- arrange to borrow a vehicle from a local community group
- use one of the fleet vehicles from your local council or your own community group
- lease a vehicle for the duration of the programme.

What vehicle you use is equally important. There are a number of considerations involved with choosing, including:

- manual or automatic transmission – learners will often have more success over the 12-week programme when they're able to practice in an automatic – some learner drivers will only have experience driving in one. It's important to note that if a learner driver sits the restricted test in an automatic vehicle, a condition of their restricted licence will be that they can only drive automatic vehicles unless accompanied by a supervisor. Once a driver has their full licence, they are legally entitled to drive both automatic and manual vehicles.
- safety rating – ideally you should seek a car with a 5-star ANCAP safety rating. You can view recommended cars at [www.rightcar.govt.nz](http://www.rightcar.govt.nz)
- size and handling – smaller cars are often easier for young drivers to handle, and they offer a number of handling and cost efficiencies too.

Be aware of the ongoing need for car maintenance. Things like tyres – which can wear down very quickly with learners spending 300 hours on the road each week – will need to be monitored and serviced regularly.

Important things to have in the car:

- Logbook for recording odometer readings and overall usage.
- Workbook for the learners and mentors to complete after each session (you'll find more information regarding this on page 19 and a sample workbook in appendix 10).
- Map.
- Copy of the road code.
- First aid kit.
- Procedures to follow in case of accident or emergency.

Note: it's important for your mentor to see what speed the learner is doing. If the mentor can't see the speedo, installing a GPS system can provide a cost-efficient solution.

### IDEAS TO CONSIDER

Fuelcards offer a convenient way for mentors to keep the car fuelled. They are only useable on the vehicle they're registered against and all purchases can be easily tracked on a statement.

If the vehicle is going to be stored at a private address or an office that's not always staffed, consider using a lockbox for the keys. That way mentors can access the car at any hour without relying on the coordinator being available.

Think about what else you can carry in the car that may be helpful. For example, collapsible cones are a great tool for learning parallel parking without risking damage to parked cars. Suction based interior mirrors allow the mentor to see what is going on behind the car while the learner is driving.

## INSURANCE AND LEGAL REQUIREMENTS

Insurance is a common barrier for learner drivers. The cost of insuring under 25-year olds is one reason many potential mentors do not want to use their cars for driver practice.

Talk to your insurance provider to make sure both the car and the participants in the programme are covered with appropriate and adequate insurance.

Establishing a relationship that will help provide the insurance cover can be valuable.

You will be required to do background police checks on your volunteers and learners to ensure the safety of all participants. This process is covered more in the mentor and learner section.

If your community organisation is not already registered as an approved agency to request these checks, you will need to submit an application. You can find all the information relating to this at [www.police.govt.nz/advice/businesses-and-organisations/police-vetting/ask-police-vetting](http://www.police.govt.nz/advice/businesses-and-organisations/police-vetting/ask-police-vetting).

## DRIVING INSTRUCTORS

The benefits of bringing outside expertise on board go well beyond helping the learner drivers to develop safe habits and gain their restricted licence.

As well as the initial mentor training, many professional driving instructors are happy to provide ongoing support and information. This can sometimes include contact between the organised assessments.

Their ongoing involvement provides a sense of stability to the programming and helps to build an increasing depth of knowledge.

### IDEAS TO CONSIDER

If you're working with one company, there may be an opportunity to negotiate a fixed rate for training sessions, lessons and assessments.

## RECRUITING MENTORS AND LEARNERS

All the things you need to consider when dealing with your mentors and learners are covered fully in the following section but essentially the key tasks for your community programme coordinator will be:

- checking that each mentor and learner driver meets the community programme requirements
- ensuring the mentors and learner drivers selected are compatible with each other
- setting up a booking system and attendance monitoring system for the driving practice sessions and the driving lessons
- running the booking system for the practice sessions and professional driving lessons, making appointments for learner drivers and mentors and monitoring their attendance
- ensuring the mentor and learner driver sign up to the ground rules of the programme
- ensuring the learner drivers are aware of and have access to the resources which are listed at the end of this guide
- available to answer questions about the programme from learner drivers or the mentors
- having a thorough knowledge of the road code and be ready to share that knowledge with mentors and learners when needed or requested.

The next section will guide you through the details of what you'll need to consider.



## MENTORS

Mentors are the most valuable part of your programme. Their role is not so much technical; they're more like a buddy. While they should ideally consider themselves to be good drivers, they aren't tested themselves and are always in the passenger seat.

More important than being a good driver is that the mentor needs to be a good coach. The best mentors will be those who are enthusiastic and engaged. They are likely to have a caring and understanding disposition, who are open to listening and focused on encouragement.

Retirees often make excellent mentors, especially those who have been involved in teaching or working with young or disadvantaged people in the past.

Most importantly, your mentors will need to be willing to give their spare time and commit to helping a young person achieve a life-changing goal.

Community-based groups and organisations are a good place to start looking for mentors. It is likely that most community programme providers will already know people who would be appropriate.

### IDEAS TO CONSIDER

Find a key person in your community who could refer you to others. For example, Rotary leaders are often well-connected and excellent networkers.

Put an ad in your local paper or in the newsletter of your local school.

Media coverage can also raise your profile and result in local interest, especially in smaller or rural communities.

It helps to have an individual story in mind when you approach people to become involved, as it helps to demonstrate exactly what this programme can achieve.

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'AFTER BEING A MENTOR, I CAN UNEQUIVOCALLY SAY THAT IT MAKES A DIFFERENCE. THE DRIVER BECOMES BETTER INFORMED AND BETTER SKILLED ON THE ROAD. WE ARE MAKING SAFER DRIVERS'

*DENYS, MENTOR*

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## SELECTING MENTORS

We appreciate the commitment people will make when they volunteer to be a mentor. However, you should expect anyone who will be a mentor to meet some basic requirements.

## DRIVING EXPERIENCE AND BACKGROUND CHECKS

Mentors need to be at least 25 years old and have held a current full car driver licence for at least two years. Ideally they will have much more driving experience than this.

Mentors must also pass a police 'fit and proper person' assessment. The assessment will be against the same criteria currently used for an instructor (I) licence endorsement. The assessment includes traffic and criminal offence history checks.

When you first meet your potential mentor, they'll need to complete the police request and consent form allowing this check to happen. The community provider also needs to take a photocopy of the mentor's drivers licence (front and back) or other photo identification, verify all of the information to be correct, and then submit the request to police to begin the vetting process.

In some cases, you may need to make a judgement call as to whether the volunteer is suitable for the programme.

### IDEAS TO CONSIDER

If you're running a programme with 15 learners, aim to engage 18–20 mentors as some will drop out or want a break.

Having two mentors to one learner can be a good option if your mentor's time is limited. It also gives the learner experience driving with more than just one person. Keep the relationships consistent though, as this is what will have the most positive impact for your learners.

### AVAILABILITY AND COMMITMENT TO THE PROGRAMME

Mentors need to be available to supervise their learner drivers for the duration of the programme. This includes attending:

- an initial classroom-based mentor training workshop
- a practical in-car training session with a professional instructor
- three professional driving lessons with their learner driver.

By sitting in on the professional driving lessons, the mentor will be able to:

- understand the instructor's approach and priorities
- help their learner driver to identify their strengths and weaknesses with the instructor.

Mentors must commit to providing each learner driver with enough of their personal time to supervise them through at least 30 hours of driving practice. These practice sessions can often be at irregular hours such as after school or work, in the evenings and during weekends.

Mentors should also be familiar with the rules of the road. While they're not expected to memorise it completely, they should commit to using the road code as a reference and double-checking details for learners.

You'll find a sample mentor application form in appendix 2.

### IDEAS TO CONSIDER

Invite your mentors to contact you via text or phone if they come across a scenario they're not entirely sure about and don't want to carry a road code with them.

### MENTOR TRAINING AND INDUCTION

Once your mentor has committed to the programme, they'll be looking for practical detail on what's expected of them and how to best fulfil their role. This is the purpose of the mentor workshop and practical in-car driving session.

The workshop should be inspiring, helpful and engaging. By the end of the workshop your mentors should have a clear idea of what a coach might say or do, what the basic skills are they'll be covering, and how to progress the learners. They'll understand the fundamentals they'll need to start with and the big picture of where they'll end up.

The initial mentor workshop should be run by your professional driving instructor. The workshop will:

- discuss the programme's objectives and the value of the commitment mentors are making
- describe the general roles and responsibilities of mentors and learner drivers on the programme and show them how to complete the logbook and journal
- clarify the role of a mentor and how it is different from a professional driving instructor
- suggest ideas for developing a coaching approach to raise learner awareness and personal responsibility
- define goals for mentors to maximise the effectiveness of their role
- clarify what's expected of learners when they sit their restricted licence, including the safe behaviours that most need to be developed
- help the mentors understand how to set a series of goals for the 30 hours with each driver
- introduce the Drive website ([www.drive.govt.nz](http://www.drive.govt.nz)) and give some 'hands-on' experience of using it
- explain the support available from the community programme coordinator and how to contact them with any questions
- explain how to manage any crashes or other incidents.

A copy of the mentor workshop material developed by AA can be found at [www.nzta.govt.nz/community-driver-mentor-programme](http://www.nzta.govt.nz/community-driver-mentor-programme).

Preferably, use a venue with computer access so you can access the online Practice programme.

New mentors are often keen to brush up their understanding of the road rules, and this is an important aspect of their role. Each mentor should be given a current copy of the *Official New Zealand road code* as a reference.

New mentors are also keen to understand the restricted licence practical driving test and what their learner drivers will be tested on. There is a lot of information available online, including videos that take viewers through the key skills that learner drivers are tested on. Our recommendation is to print out the most up to date *Restricted licence test guide* ([www.nzta.govt.nz/assets/Driver-Licences/docs/restricted-test-guide.pdf](http://www.nzta.govt.nz/assets/Driver-Licences/docs/restricted-test-guide.pdf)) and hand this out to mentors at the first meeting, and to provide website links for the instructional videos for the mentors to watch at their leisure (eg [www.drive.govt.nz](http://www.drive.govt.nz)).

It's recommended that you follow the initial training session up with a practical one-hour session including the driving instructor and three mentors, which can be booked at the class training session. This practical session will allow the mentors to experience and observe what the learners will be doing, what the driving instructor is looking for, and how feedback and encouragement is given to the learner.

It also gives mentors an insight into what the learner may be feeling as they're learning to drive while being observed by someone more experienced.

## REMOVING UNSUITABLE MENTORS FROM THE PROGRAMME

If any of the following problems happen, a mentor may be asked to leave the programme:

- Any complaint made about the mentor's behaviour on the programme – including by the programme driving instructors.
- Any driving offence or infringement, even if outside practice sessions.
- Any criminal offending.
- Any pattern of unavailability for mentor training, for professional driving lessons or for supervising learner drivers.

Complaints should be checked before acting on them to ensure it's not simply a case of a different perspective.

Once you've got quality mentors – make sure you keep them.

Putting strategies in place to keep your mentors can save you a great deal of work finding, screening and training new ones. So it's worth putting some plans in place to make sure your mentors stay happy and engaged.

In addition to choosing passionate people, giving them the right training and matching them as well as possible with your learners, think about how you can:

- support your mentors with plenty of guidance and keep their confidence up
- reassure them that they are on track, and
- recognise the valuable work they do.

## IDEAS TO CONSIDER

Encourage mentors to listen to the instructor when they're doing the assessments and emulate how they're speaking. Also, ask the instructors questions.

Provide avenues for mentors to get tips from more experienced mentors or driving instructors. Many instructors are happy to provide ongoing advice so it's worth asking if they'll be available.

You may notice an ebb in your mentors' enthusiasm at around week 9. It can be useful to organise a get together and potentially invite learners too.

A quiz night can be a fun and practical way to reinforce relationships and learning. Remember, keep it focused on practical skills not theory.

Invite feedback and encourage mentors to help with future planning and bringing new mentors on board.

Recognise their efforts whenever you have the opportunity by thanking them personally or publicly, or at any meetings you hold.

Demonstrate how much you value their experience by inviting mentors to participate at inductions.



## LEARNERS

Referrals for your programme will most likely come from schools, youth programmes and the police community justice system. The reasons these young drivers have been referred may vary but the intent is the same – to teach them safe driving behaviours and help them move through the system and pass their restricted licence test.

It's likely that you will have many more referrals for the programme than you will have spaces available. It will be your responsibility to determine the criteria for who will come on the programme, screen the learners and decide who will participate at each intake.

There are a number of factors to weigh up when deciding which learners will be suitable. Some of the factors you will need to consider include:

- timing and readiness
- driving history
- background checks
- attitude
- circumstance.

## TIMING AND READINESS

To qualify for the programme, the learner driver must:

- have a current learner licence to drive a car and bring it to show their programme organiser (we recommend having had the licence for at least four months to ensure they are able to sit the test as soon as they complete the programme)
- have achieved basic driving skills as described in steps 1–5 on the [www.drive.govt.nz](http://www.drive.govt.nz) website: vehicle controls, moving forward, moving in reverse, simple driving, and turning
- commit to the 'ground rules' of the programme (see page 15).

You'll find a self assessment from that can help with the process in appendix 4.

## DRIVING HISTORY

The learner driver needs to declare their driving history to the community programme provider. Some will have been referred through a police diversion programme and have minor driving-related offences. Whether or not this history prevents them coming on your programme will be determined by the criteria your community group develops.

Checking demerit points is also important as some drivers may have lost their licence but be unaware due to a delay in notice being served. If the learner has had their learner licence suspended, they must stand down until their licence is reinstated. The Transport Agency is able to provide a demerit point and suspension history report for a small fee. The report takes up to five working days to be processed and can be applied for over the phone or in writing.

## Background checks

The community provider should check the background of each learner driver using the police 'fit and proper person' assessment. The assessment includes traffic and criminal offence history checks. It will also help you to understand the learners and match them with the most suitable mentor.

Once you've explained the vetting process to the learner, they need to complete the police request and consent form allowing this to happen. The community provider also needs to take a photocopy of the learners licence (front and back), verify all of the information to be correct, and then submit the request to police for the vetting process.

## COMMITMENT TO PASSING THE TEST

The programme includes 30 hours of practice supervised by the mentor. Where possible, it's expected that drivers will arrange some supervised practice with their own family members to reach the required standard for passing the restricted driving licence test.

Once you've eliminated the learners who don't meet the criteria, those who could progress independently, aren't currently available or don't have their learner licence, and those who aren't willing to make the required effort or commitment, you should identify a much smaller group of potential participants with a genuine need and desire to be involved.

## IDEAS TO CONSIDER

Involve local police in your programme to help you identify potential learners

If a learner has only just got their learner licence and has access to a car but lacks a confident mentor, they may be able to take advantage of the AA Ignition programme. The programme provides three free driving lessons to eligible members who have had their learner licence for less than two months. Family members are able to attend these lessons with the learner. This is dependent on AA Driver Training have an instructor in the area.

## WORKING WITH THE LEARNERS

Young people are often exposed to a number of risk factors, including peer pressure, fatigue and stress. They may be struggling with work, study or home situations. They're also in a period of their life where they might be experimenting with drugs or alcohol.

At the same time, this may be the first time many of the learners have been expected to keep their commitments and been held responsible for their actions if they don't. In some cases, it can also be the first opportunity they feel they've had to achieve. It goes without saying that most learners will be very nervous when sitting their test.

The biggest difference you and your mentors will often make is turning lives around through listening, consistency and concentrated support. This means taking on a nurturing role, but also being firm.

Learners can be forgetful and disorganised, and it helps to be prepared for this. Having firm boundaries around processes, behaviours, restrictions and time commitments is important, as well as clear expectations of the consequences if they choose not to follow them.

Community programme providers should be prepared to deal with excuses and be aware that some issues may need the coordinator and mentor on board to resolve. Dealing with problems as they come up is key.

Some ways that you can help learners through the programme include:

- Create 'mini-milestones' that break the process into smaller, achievable steps and highlight their progress.
- Acknowledge their progress directly when you're talking with them, or during group gatherings.
- Giving the learners an opportunity to provide feedback.
- Encouraging and enabling learners to meet with each other as a group, without mentors, to support each other and talk through their experience.
- Sending text reminders the day before each session or when you're gathering the group together for a meeting or occasion.

### IDEAS TO CONSIDER

It's useful to have a texting system in place to keep in constant and easy contact with your learners.

Get your driving instructor to replicate the test scenario so learners get used to it and know what to expect.

Create a tradition around how you mark the event. For example, go with your learner to sit the test.

It can be valuable to take your learner for a half hour drive before they're due in the testing office.



## GROUND RULES

Having a clear expectation of what's involved from your mentors and learners before they start will help to keep the programme running smoothly and protect the interests of all involved. The ground rules below should provide a solid platform, but you may wish to incorporate others:

- Consent to relevant checks and the sharing of this information with the community programme providers.
  - Follow the requirements for contacting other people involved in the programme as specified by the programme coordinator.
  - Expect to participate in the programme at appropriate times of day for driving and follow the length of practice sessions arranged by the programme coordinator.
  - Be on time for appointments and reliable in following instructions from the coordinator.
  - Respect each other's time – notify the coordinator or learner driver/mentor in good time if unable to make an appointment.
  - Respect the vehicle and use it with care, ensuring it is returned to its secure storage at the end of a session.
- Follow the complaints procedure if there is a problem. The procedure involves always contacting the programme coordinator first.
  - Protect confidentiality – keep confidential any personal details learned about other people participating in the programme.
  - Adhere to current legal requirements surrounding drug and alcohol consumption when driving. If anyone is in doubt about a prescription medication possibly affecting their driving, they should ask their doctor for advice.
  - Both the mentor and the learner driver must take responsibility for not participating in lessons if at any time they believe they, or the person they are driving with, is impaired and unable to drive safely, for example, the mentor or learner is tired, stressed or unwell.

It is recommended that both mentors and learner drivers should sign a copy of the ground rules before starting the programme. A sample sheet you could use is available in appendix 5.



## PHASE TWO: THE 12-WEEK CYCLE

Once your programme is set up and you've sourced your first mentors and learners, you'll progress into the 12-week cycle.

The task of managing 15 learners, 15 mentors, 30 different timetables and one car can be a complex one and may take some time

The following guidelines will enable you to run your community programme smoothly and help learners to be better prepared to pass their restricted driving test.

The day-to-day tasks for the community provider include:

- running the booking system for the driving practice sessions and professional driving lessons
- making appointments for learner drivers and mentors and monitoring their attendance
- being available to answer questions about the programme from learner drivers or the mentors
- ensuring the learner drivers stick to programme arrangements made on their behalf and the 'ground rules' of the programme.
- ensuring the vehicle provided for use in the programme is used only for this purpose and is stored securely, and that it is properly maintained
- providing a contact point for the programme in your community.

### MATCHING MENTORS WITH LEARNERS

Success often relies on the relationships between learners and their mentors and you should invest some time in doing this.

Matching them is not an exact science. However, these are some useful points to keep in mind:

- Personality and lifestyle choices – an obvious difference in outlook or personality can create friction.
- Gender – matching learners with mentors of the same gender can be advantageous
- Proximity – the time it takes the mentor to get from the car's location to the learner driver can cut into valuable driving time, extend the mentor's commitment and increase fuel costs.
- Experience – if driver is at lower end of skill level and you anticipate they'll take longer to complete the programme, match with someone who won't need to opt out at the end of strict time period.

In some cases, availability will dictate some partnerships as a mentor and/or learner may only be available at set times. However, you will still need to take these factors into account and put plans in place to accommodate any potential challenges.

The people who referred your learners may be able to give you some background information on their personality, skill, confidence and perhaps any personal history that may be relevant. You should also be looking for cues when you interview your learner.

A template to help create the roster for mentor and learner drivers, highlighting when your car will be in use, is attached in appendix 6.

### BOOKING THE SESSIONS

It's important to keep track of the schedule and stick closely to it, as there are so many people and commitments involved. You should expect sickness and other disruptions to occur and may need to work with the learners and mentors to accommodate these.

Once you've worked out the schedule, confirm the time with the mentor and then tell the driver what that time will be.

Remember, the learner cannot drive unaccompanied so mentors may need to travel to the learner's address.

### IDEAS TO CONSIDER

Refer to the programme steps on page 5 of this guide to see how you can map progress for each of your learners, to anticipate where they're at in the programme and when they're likely to need assessments and/or to sit their restricted licence.

Lay all of your learner and mentor application forms out on a large table and begin to pair them up, starting with those who have the least flexible timetables. Some will only have one pairing option.

## MANAGING RISKS

Completing a risk assessment will highlight the areas that may pose a concern for your programme, and help you to develop procedures for minimising and handling those events.

Some of the most common risks you may face include:

- A learner driver being involved in an accident.
- The car being off the road due to a breakdown or accident.
- Conflict between the learner and their mentor.

## REPORTING AN ACCIDENT

One risk is that the learner driver may be involved in a crash during a lesson or practice session.

Community providers and mentors must help the learner driver to deal with any crash as required by the road code:

- If the learner and mentor are involved in a crash while driving and are not badly injured, the first thing they must do is stop and check to see if anyone is hurt, and provide assistance.
- If someone is hurt, the learner must tell a police officer as soon as possible and no later than 24 hours after the crash.
- If no one is hurt, the learner must give their name, address and vehicle registration (and, if asked, the name and address of the owner of the vehicle they are driving, if it is leased or borrowed) as soon as possible but no later than 48 hours after the crash to:
  - › the owner or driver of any other vehicle that has been damaged
  - › the owner of any property that has been damaged
  - › If you can't find these people, you must tell a police officer as soon as possible and no later than 60 hours after the crash.

After following this procedure, the learner must immediately advise the programme coordinator. The programme coordinator will need to have a procedure in place to deal with this situation.

## DEALING WITH A BREAKDOWN

In the event of a breakdown, the programme coordinator needs to be advised immediately. The programme coordinator will need to have a procedure in place to deal with this situation.

## HANDLING CONFLICT AND/OR COMPLAINTS

Disagreements can arise for a number of reasons. Quite often, it may be a simple misunderstanding that's easily set straight. Regardless of the cause, you need robust procedures in place to handle and resolve the situation.

These procedures should be explained to participants when they first join the programme and made available in writing. You may also wish to keep a copy in the car for easy reference.

If a complaint is received, you should acknowledge it immediately and prioritise action. How urgently you act will be driven by factors such as whether it concerns any participants safety and/or security. Regardless, the person who lodged the complaint should be kept informed and their expectations for follow up carefully managed.

## RECORD KEEPING AND PRIVACY

### Learner driver workbook

Talking with learner drivers about where they're at in the process and how they're progressing can form an important part of the learning process. Getting them to identify and talk about their achievements and challenges helps them to focus on what they need to pay attention to.

Providing mentors with a workbook that can be completed at the end of the session encourages these conversations and provides a clear record of how they're developing.

A sample workbook is available in appendix 10.

### Car log

It can be a good idea to keep a record of each practice session that includes:

- Name of mentor and learner.
- Date and time.
- Odometer reading.
- Checkbox to show licences are being carried.
- Petrol purchases (if relevant).
- Any comments relating to the session, such as problems or incidents, or any maintenance issues with the car.

### Weekly progress

You should expect some changes to the scheduled sessions due to unexpected events, illness or family commitments, or when you're booking restricted tests. It's important to track these changes so you know how your learners are progressing.

Example templates to help you record the weekly activity is can be found in appendix 7. The template in appendix 8 will help you track key dates for each of your students and schedule professional appointments.

### Contact details

Ideally, all contact between mentors and learners should happen through your programme coordinator. This is especially important if the learner is under 18, in which case the learner's parent(s) should be included in the booking arrangements.

If consent is given (and the learner is over 18), you can enable direct contact by giving paired mentors and learners each other's mobile phone numbers.

The contact details and any other personal information you have should be kept secure at all times and must never be shared with other participants or third parties. This includes application forms, copies of their driver's licence, the signed copy of the ground rules, personal references, police checks and driving records.

### BEING THE COMMUNITY'S POINT OF CONTACT FOR THE PROGRAMME

The coordinator will be responsible for developing and maintaining relationships with the wider community, including any communication about the programme and acknowledgement of mentor participation. There is quite likely to be media interest in any programme your community develops.

Anyone talking to the media or publically about the programme should be prepared to answer the following questions:

- How many drivers are taking part?
- When did the programme start?
- Why is your community group involved?
- How well is it working?
- What benefits will young people get out of the programme?
- Is there an issue with young drivers struggling to get their licences in your area?

The following messages may be useful as a guide for answering the questions most likely to be asked about the programme.

- Far too many young New Zealand drivers die or are hurt on our roads. Between 2011-13, 29% of all fatal crashes involved a driver between the ages of 15 and 24.
- Some learner drivers are not progressing through the driver licensing system because they have limited access to suitable supervisors, suitable vehicles and/or suitable driving environments.
- The participants in this programme will gain valuable driving experience, with the aim of helping them to develop safer driving behaviours and pass their restricted licence test.
- Achieving a restricted driver licence improves a person's employment and training opportunities as well as giving them greater ability to contribute to their family and community.
- Learner drivers who complete the programme will receive up to 30 hours of mentored lessons and three professional lessons from a driving instructor.
- This programme has been developed using a model created by the Transport Agency and AA, which was run successfully in six locations around New Zealand.

### REMEMBER

If someone from your group is talking to the media about the programme, remind them to acknowledge the names of the sponsors who are supporting your programme.

A reporter may ask to talk to one of the drivers involved in the programme. Check that the driver or drivers would be comfortable talking to a reporter. If they are, arrange a time for the reporter to contact them and let them know the types of things the reporter will ask, so they can be prepared.

## GRADUATION AND PARTICIPANT RECOGNITION

Taking the opportunity to celebrate at the end of your programme is a good opportunity to formally:

- recognise and thank your driver mentors for their contribution
- acknowledge the achievements of your learner drivers
- recognise supporting sponsors
- involve the wider community
- gain support and recognition for your programme.

A graduation event also serves as an opportunity to recruit new mentors, as many people are motivated to be involved when they see what has been achieved over the course of the programme.

### IDEAS TO CONSIDER

Not all of your students will graduate at the same time, so some groups approach the ceremony as one of achievement and/or appreciation.

Expecting everyone to turn up, regardless of where they're at in the process, is a great way to acknowledge the efforts put in by others.

## EVALUATING YOUR CDMP

An evaluation of your programme could be useful to help you with long term planning.

Firstly, determine what you want to evaluate and what success looks like to your community. By examining each stage of the programme with these factors in mind, you can see what's worked well and what may require changes.

Some of the things you might want to evaluate include:

- Pass rates.
- Delivery costs.
- Achievements beyond gaining restricted licence (for example, employment).

There are a number of methods you can employ to do this evaluation. For example,

- **Surveys and questionnaires** – a simple and inexpensive way to gather feedback and opinions.
- **Data gathering** – straightforward capture of the numbers and details that make up your programme.
- **Interviews with participants** – interviews provide personal and indepth understandings of issues and outcomes.
- **Focus groups** – an efficient way to explore a topic from a range of angles and identify common thoughts and/or potential obstacles.

Informal feedback can also provide valuable insights into how the programme is running and whether it's achieving the desired outcomes.

This can be as simple as listening to comments made casually at training sessions, meetings and graduations.



## CHECKLIST

Use this checklist as a quick reference to ensure you've covered all the important factors at each stage of your programme.

### PHASE ONE: SETTING UP THE PROGRAMME

Have you:

- identified and assessed your community need
- prepared a budget
- developed a programme objective
- developed a project plan
- identified funding sources
- secured an appropriate vehicle
- ensured legislative and insurance requirements are met
- thought about how you will work with stakeholders
- developed a code of practice and/or mutual responsibility agreement
- identified source for mentors
- determined mentor selection criteria
- selected mentors
- organised mentor training
- selected learners
- identified and selected professional driving instructors
- conducted a risk assessment
- established ground rules.

### PHASE TWO: RUNNING THE PROGRAMME

Have you:

- matched learners with mentors
- created a timetable for use of the car
- planned the practice session times
- identified the projected driving instructor times
- arranged a log book and other documents
- created a support plan for your learners
- created a support plan for your mentors
- met with stakeholders
- put risk management strategies in place
- organised record keeping and privacy management
- considered media information
- thought about participant recognition
- developed a plan to evaluate the programme.



## FREQUENTLY ASKED QUESTIONS

**Q: Do the learners need to have 20 or 30 hours of practice with their mentors? Would 10 hours be enough?**

**A:** Ideally, learners need closer to 120 hours of practice using safe driving behaviours before they can confidently take their test. The more you can provide, the better, but 20 hours has often proven to be sufficient for helping a good number of learners take to the road safely and pass their restricted licence. The addition of three professional driving lessons for each learner driver contributes significantly to their experience.

**Q: How will I know what each learner needs to practice and when they're ready to sit their restricted licence?**

**A:** Each learner is assessed by a professional driving instructor who will guide the mentor to focus on certain skills and scenarios. The driving instructor will follow their progress and advise the community provider when the learner is ready to sit their restricted licence test.

**Q: What happens if we get to the end of the 30 hours and my learner isn't ready?**

**A:** Because everybody has different circumstances and progresses at different speeds, it's quite possible that some learners will need extra hours before they sit their licence. If their mentor is unable to commit this extra time, you'll need to find another mentor who is available.

**Q: What happens if a learner is ready after just a few sessions?**

**A:** Occasionally, you'll find a learner only needs a few sessions to brush up their skills and correct a few driving behaviours. This is something that should be considered in the selection process and an assessment made whether the learner could independently achieve the test without assistance from the programme. If they have entered the programme and the driving instructor assesses them to be ready, there is no need to complete the full 12-week programme and you can arrange for them to sit their test.

**Q: Can I start another learner if someone passes their test early?**

**A:** Once a learner has achieved their restricted licence you may consider starting another driver on the programme in their place, to make full use of the car and other resources. This will depend on the availability of your mentor, whether you have another mentor willing to step in, and how you have set up your community programme.

Again, if this happens quite early in the programme, you may need to revisit your selection process.

**Q: I have volunteers that can only commit to one lesson a week – can they share the mentor role with someone else?**

**A:** Sharing the role has worked in a number of community programmes and enabled willing mentors who are short on time to participate in the programme. However, a big part of the programme is developing a relationship so you should take care to maintain some consistency.

**Q: There's a delay between my learner being ready and the date booked for the test. What should I do?**

**A:** Ideally, you'll have a strategy in place to anticipate and pre-book the restricted test but sometimes this is not possible. In that case, you might consider a few extra mentor sessions to keep momentum going.

**Q: Is it better to have a manual or an automatic car for the programme?**

**A:** Automatic is preferred by many learner drivers, and greater success has been achieved over the 12-week programme when using one. If a learner driver sits the restricted test in an automatic vehicle, a condition of their restricted licence will be that they can only drive automatic vehicles unless accompanied by a supervisor. Once a driver has their full licence, they are legally entitled to drive both automatic and manual vehicles.

---

## FURTHER RESOURCES

The programme can access resources that are available to all learner drivers. These include:

- the Transport Agency driving skills syllabus [www.nzta.govt.nz/resources/roadcode/driving-skill-syllabus/](http://www.nzta.govt.nz/resources/roadcode/driving-skill-syllabus/)
- the Drive website [www.drive.govt.nz](http://www.drive.govt.nz)
- the Transport Agency factsheet *Learning to drive: getting your car licence* [www.nzta.govt.nz/resources/factsheets/45/learning-to-drive.html](http://www.nzta.govt.nz/resources/factsheets/45/learning-to-drive.html)
- *The official New Zealand road code* [www.nzta.govt.nz/resources/roadcode/index.html](http://www.nzta.govt.nz/resources/roadcode/index.html)
- information from the AA on the safety ratings of used cars [www.aa.co.nz/about/safety-on-the-roads/safer-vehicles/safety-ratings-of-used-cars/](http://www.aa.co.nz/about/safety-on-the-roads/safer-vehicles/safety-ratings-of-used-cars/)
- key things you can do to keep young learner drivers safe [www.nzta.govt.nz/safety/driving-safely/young-drivers/safe-teen-driver/](http://www.nzta.govt.nz/safety/driving-safely/young-drivers/safe-teen-driver/)
- guidance on choosing a safe car [rightcar.govt.nz/](http://rightcar.govt.nz/)
- resources to support and develop road code specific literacy and numeracy skills [www.pathwaysawarua.com](http://www.pathwaysawarua.com)

# APPENDICES

## APPENDIX 1: SAMPLE PROJECT PLAN

### SAMPLE COMMUNITY DRIVER MENTOR PROGRAMME PLAN

Project aim: to help disadvantaged learner drivers in the 16–24 age group to develop safer driving behaviours and have a better chance of achieving their restricted licence

PHASE ONE				
SAMPLE STRATEGY	SAMPLE TASKS	PRIORITY	RESPONSIBILITY	TIME FRAME
Sample objective 1: Establish funding and a budget for the first 12 months of the programme				
Identify potential funding	<ul style="list-style-type: none"> <li>Check government, community and business websites to identify possible sponsors</li> <li>Complete funding applications</li> <li>Develop sponsorship proposal</li> </ul>	High	Coordinator	End of January
Manage budget	<ul style="list-style-type: none"> <li>Create detailed budget showing all related costs</li> <li>File all records of income and expenses</li> <li>Report to stakeholders at key points in the programme</li> </ul>	Medium	Coordinator	Ongoing
Sample objective 2: Recruit and train 20 mentors in the first six months				
Create a list of potential mentors	<ul style="list-style-type: none"> <li>Contact key community organisations</li> <li>Arrange to speak at local Lions or Rotary club</li> <li>Determine selection criteria</li> </ul>	High	Coordinator	End of January
Select mentors	<ul style="list-style-type: none"> <li>Arrange interviews with volunteers</li> <li>Complete police checks</li> </ul>	High	Coordinator	End of February
Train mentors	<ul style="list-style-type: none"> <li>Engage professional driving instructor/s</li> <li>Identify possible times for group training</li> <li>Invite mentors to attend</li> <li>Run class-based training sessions</li> <li>Book in-car training sessions</li> </ul>	High	Coordinator	End of March

PHASE TWO			
SAMPLE STRATEGY	SAMPLE TASKS	PRIORITY	RESPONSIBILITY
Sample objective 1: Acknowledge the participants			
Host a graduation event	<ul style="list-style-type: none"> <li>Arrange a venue and catering if required</li> <li>Print certificates</li> <li>Send media release</li> </ul>	Medium	Coordinator
Formally recognise sponsors	<ul style="list-style-type: none"> <li>Create collateral using sponsor logos</li> <li>Send media release to announce launch, including the role played by sponsors</li> <li>Invite sponsors to launch and graduation events</li> </ul>	High	Coordinator
Sample objective 2: Evaluate the success of the programme			
Process	<ul style="list-style-type: none"> <li>Hold informal group gathering half way through the programme</li> <li>Ask learners and mentors to complete a survey at the end of each programme</li> </ul>	Medium	Coordinator
Cost	<ul style="list-style-type: none"> <li>Review all records of income and expenses</li> </ul>	Medium	Coordinator
Outcome	<ul style="list-style-type: none"> <li>Record pass rates</li> <li>Interview learners six months afterwards to gauge effect</li> </ul>	Low	Coordinator

## APPENDIX 2: MENTOR APPLICATION

### MENTOR APPLICATION

The wonderful opportunity the mentor role has is to offer an inexperienced driver support and experience on how to be a safer driver through the right attitude and behaviour. This comes from years of your experience. The mentor is the 'safer driver' coach not the technical instructor.

The Community Driver Mentor Programme (CDMP) provides classroom instruction and in-car practical training session to every new mentor. There is continuous support and contact with the CDMP Coordinator, and great resources for both mentor and learner driver.

NAME:

ADDRESS:

PHONE NO: M

HM/WRK

EMAIL:

LICENCE NO.

DOB:

YEARS YOU HAVE HELD A FULL LICENCE:

(PLEASE NOTE MINIMUM OF 2YRS IS REQUIRED)

AFFILIATED GROUP/ORGANISATION:

#### REQUIREMENTS

- Minimum age 25 years.
- Full car licence, minimum two years.
- Pass a 'fit and proper person' assessment by the police. This is the same criteria used for licenced instructors including assessment for traffic and criminal offence history.
- Consent to relevant checks and sharing of this information with the community programme provider.
- Be available to supervise your learner driver for the duration of the programme, 30 hours over 12 weeks.
- Attend a 2 ½ hour induction mentor training session and in-car training.
- To commit to, follow and sign the CDMP ground rules.
- Would enjoy making a difference in someone's life through giving your invaluable experience and time.

'I HAD SO MANY APPREHENSIONS WHEN I OFFERED TO BE A MENTOR - I AM NOW UP TO MY THIRD STUDENT. WHAT HAS SURPRISED ME THE MOST IS HOW IT IMPROVED MY DRIVING.'

WENDY, MENTOR

### TIMES YOU CAN COACH

With many mentors and drivers on a programme it is imperative we create a roster that works for everyone.

Driving times with your learner will be for **one hour** each session.

Using the table below mark as many one hour blocks you may be available to coach your learner.

**Remember** you will be only rostered for one to two one hour sessions per week, unless you indicate an availability to offer more to the coordinator.

The schedule allows for the car to be returned 15 minutes after finish time allowing then 15 minutes for collection time before the next driver teams.

	MON	TUE	WED	THU	FRI	SAT	SUN
8:00-9:00am							
9:30-10:30am							
11:00-12:00pm							
12:30-1:30pm							
2:00-3:00pm							
3:30-4:30pm							
5:00-6:00pm							
6:30-7:30pm							

## APPENDIX 3: LEARNER QUESTIONNAIRE AND CHECKLIST

### LEARNER DRIVER APPLICATION AND CHECKLIST

NAME:

---

ADDRESS:

---

PHONE NO: M

HM/WRK

---

EMAIL:

---

LICENCE NO.

DOB:

---

### ALTERNATIVE CONTACT

NAME:

---

PHONE NO: M

HM/WRK

---

RELATIONSHIP TO YOU:

---

#### QUESTIONNAIRE:

- How much driving have you done?  
Hours?                      Days?
- Please rank your driving ability on the scale below.  
BEGINNER 1 2 3 4 5 6 7 8 9 10 EXCELLENT DRIVER
- What difference will having a restricted licence make to you?  
Eg Job / Future / Family
- How many people over the age of 16 in your household?  
  
How many of you have a restricted or full licence?
- What do you do in your spare time?

#### CHECKLIST:

- Self assessment
- Ground rules  
(parent's signature if under 18 years)
- Learner driver pack
- E Drive log in
- Copy of licence

## APPENDIX 4: LEARNER DRIVER SELF ASSESSMENT

### CDMP - LEARNER DRIVER SELF ASSESSMENT

NAME:

DATE 1:					
ITEM	KEY DRIVING SKILLS	1 CAN'T DO THIS	2 NOT CONFIDENT NEEDS LOTS OF PRACTICE	3 OK BUT NEEDS IMPROVEMENT	4 CONFIDENT AT THIS
1	Pre-driving checks				
2	Instruments/gauges/ vehicle controls				
3	Moving off				
4	Stopping - planned/ emergency				
5	Steering - style/vehicle path				
6	Lane positioning/ gap selection				
7	Intersection safety - approach/check decisions				
8	Hazards - search/ assess/react				
9	Mirrors - regular checking/ blind spots/situational awareness				
10	Reversing - straight/ turns/90 degrees				
11	Hill starting - up/down				
12	Lane - choice/ changing/merging				
13	Overtaking				
14	Roundabouts - search/signals				
15	Three-point turns				
16	U turns				
17	Parking - angle/parallel				
18	Town/rural safety 2 4 12 rules				
19	Highway/motorway 2 4 12 rules				
20	Speed control - appropriate?				
21	Decision making				
22	Night driving				
23	Commentary driving				
24	Your knowledge of road rules				
25	Ability to drive in traffic				



DATE 2:

ITEM	KEY DRIVING SKILLS	1 CAN'T DO THIS	2 NOT CONFIDENT NEEDS LOTS OF PRACTICE	3 OK BUT NEEDS IMPROVEMENT	4 CONFIDENT AT THIS
1	Pre-driving checks				
2	Instruments/gauges/ vehicle controls				
3	Moving off				
4	Stopping - planned/ emergency				
5	Steering - style/vehicle path				
6	Lane positioning/ gap selection				
7	Intersection safety - approach/check decisions				
8	Hazards - search/ assess/react				
9	Mirrors - regular checking/ blind spots/situational awareness				
10	Reversing - straight/ turns/90 degrees				
11	Hill starting - up/down				
12	Lane - choice/ changing/merging				
13	Overtaking				
14	Roundabouts - search/signals				
15	Three-point turns				
16	U turns				
17	Parking - angle/parallel				
18	Town/rural safety 2 4 12 rules				
19	Highway/motorway 2 4 12 rules				
20	Speed control - appropriate?				
21	Decision making				
22	Night driving				
23	Commentary driving				
24	Your knowledge of road rules				
25	Ability to drive in traffic				

## APPENDIX 5: GROUND RULES

### GROUND RULES FOR THE COMMUNITY DRIVER MENTOR PROGRAMME

Below is a list of ground rules for the programme. These have been created so that as a learner driver or mentor you know what your responsibilities are. Sticking to the ground rules will help your mentoring sessions run smoothly.

By signing this form you agree to do the following:

- Consent to relevant checks and the sharing of this information with the community programme provider.
- Follow the rules for contacting other people involved in the programme.
- Expect to participate in the programme at appropriate times of day for driving and follow the length of practice sessions arranged by the programme coordinator.
- Be on time for appointments and reliable in following instructions from the programme coordinator.
- Respect each other's time – notify the programme coordinator or learner driver/mentor in good time if unable to make an appointment.
- Respect the vehicle and use it with care – ensuring it is returned to its secure storage at the end of a session.
- Contact the programme coordinator if there are any problems.
- Protect confidentiality – keep confidential any personal details learned about other people participating in the programme.

- Inform us if you have ever been, or are currently, (a) the subject of a police investigation in NZ or overseas regarding violence or sexual offences, drugs or firearms or driving offences, or (b) charged in NZ or overseas with violence or sexual offences, drugs or firearms or driving offences? Please give details below:

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- Understand that you must be fit and able to perform your role as a learner driver/mentor and that drugs and alcohol are strictly prohibited on any days involving practice sessions or driving lessons. Specifically:
  - › You will not take any prescription medicine or form of drug that may inhibit your ability to drive a motor vehicle safely.
  - › You will not consume any alcohol within 12 hours before driving.
  - › You will notify the programme coordinator of any physical injury or condition that may inhibit your ability to drive a vehicle safely.
  - › You agree to notify the programme coordinator if these conditions change at any time while you are attending this course.
  - › You will be mentally and physically fit to undertake driver training/mentoring.
- Consent to participate in the programme evaluation.

#### MENTOR

NAME:

DATE:

SIGNATURE:

#### LEARNER DRIVER

NAME:

DATE:

SIGNATURE:

Parent/guardian to complete if learner driver is under 18 years of age.

I, (please print name)

give consent for above named learner driver to be a participant in the community driver programme.

DATE:

SIGNATURE:

## APPENDIX 6: DRIVING HOURS SCHEDULE TEMPLATE

This example for a template can be used to create your roster and highlight when your car will be available.

	MON	TUE	WED	THU	FRI	SAT	SUN
8:00-9:00am							
9:30-10:30am							
11:00-12:00pm							
12:30-1:30pm							
2:00-3:00pm							
3:30-4:30pm							
5:00-6:00pm							
6:30-7:30pm							

COLOUR	LEARNER	TIMES	MENTOR	
	Zoe	Mon 11am	Tue 11am	Wendy
	Piripi	Tues 8am	Thu 8am	Sakirin
	Tiana	Tue 5pm	Fri 5pm	Maggie
	Matiu	Mon 5pm	Wednesday 6.30pm	Rob
	Ashley	Wednesday 2pm	Thursday 2pm	Kelly
	Zhang	Wednesday 11am	Thursday 11am	Henry
	Kiran	Tuesday 6.30pm	Thursday 3.30pm	Peter
	Steph	Thursday 5pm	Friday 3.30pm	Teresa
	Jared	Monday 2pm	Wednesday 12.30pm	Peter
	Alina	Wednesday 5pm	Friday 12.30pm	Carolyn
	Clouta	Monday 6.30pm	Thursday 6.30pm	Telessia
	Arania	Monday 12.30pm	Friday 11am	Dennis

## APPENDIX 7: WEEKLY ROSTER TEMPLATE

	MON	TUE	WED	THU	FRI	SUN	
	18 NOV	19 NOV	20 NOV	21 NOV	22 NOV	24 NOV	
8:00		Piripi		Piripi			Assessment
8:30		+ Sakirin		+ Sakirin			Drive
9:00							Did not go
9:30							Did not go
10:00				Zhang			Did not go
10:30				Assessment			Did not go
11:00	Zoe	Zoe	Zhang		Ariana		Did not go
11:30	+ Wendy	+ Wendy	+ Henry		+ Dennis		Did not go
12:00							
12:30	Ariana		Jarred		Aliena		
1:00	+ Dennis		+ Peter		+ Carolyn		
1:30							
2:00	Jarred		Ashley	Ashley			
2:30	+ Peter		+ Kelly	+ Kelly			
3:00							
3:30				Kiran	Steph		
4:00				+ Peter	+ Teresa		
4:30							
5:00	Matiu	Tiana	Aliena	Steph	Tiana		
5:30	+ Rob	+ Maggie	+ Carolyn	+ Teresa	+ Maggie		
6:00							
6:30	Clouta	Kiran	Matiu	Clouta			
7:00	+ Telessia	+ Peter	+ Rob	+ Telessia			
7:30							

## APPENDIX 8: DRIVER BOOKING TEMPLATE

Use this template to schedule the professional assessments ahead of time, and record how many are completed by each student.

STUDENT NAME	MENTOR	DRIVING TIME	ASSESSMENT ONE	ASSESSMENT TWO	ASSESSMENT THREE	COMMENTS	UPDATED INFORMATION	RESTRICTED TEST
Name Surname	Name Surname	Mon/Fri 9.30am	00/00/15	00/00/15	00/00/15	Low skill level. Very nervous and shy.		Passed 00/00/15
Name Surname	Name Surname	Mon 2pm, Wed 3.30pm	00/00/15	00/00/15	00/00/15	Low skill level. Quietly confident.		Passed 00/00/15
Name Surname	Name Surname	Mon/ Thur 3.30pm	00/00/15	00/00/15	00/00/15	Has not driven for 8 years.		Passed 00/00/15
Name Surname	Name Surname	Mon 12.30pm, Wed 1.30pm	00/00/15	00/00/15	00/00/15	Can drive reasonable well. Lacks confidence.		Passed 00/00/15
Name Surname	Name Surname	Thur 11.30am, Fri 1.30pm	00/00/15	00/00/15	00/00/15	Moved away, has not returned home.	no longer on programme	Away
Name Surname	Name Surname	Mon 4pm, Fri 3.30pm	00/00/15	00/00/15	00/00/15	Was disqualified due to accumulated demerit points.		Disqualified prior
Name Surname	Name Surname	Mon/ Thur 11.30am	00/00/15	00/00/15	00/00/15	Reasonable driving experience.		Passed 00/00/15
Name Surname	Name Surname	Mon 2pm, Wed 1.30pm	00/00/15	00/00/15	00/00/15	Missed first assessment, forgot license.	Requires eye test	Passed 00/00/15

## APPENDIX 10: SAMPLE WORKBOOK

DRIVING INSTRUCTOR:

DRIVER'S NAME:

LESSON 1 DATE:

LICENCE NUMBER:

ITEM	KEY DRIVING SKILLS	LEARNING	PROGRESSING	ACHIEVING	COMPETENT	DRIVING INSTRUCTOR (SPECIFIC PRACTICE TASKS)
1	Pre-driving checks					
2	Instruments/gauges/ vehicle controls					
3	Moving off					
4	Stopping - planned/emergency					
5	Steering - style/vehicle path					
6	Lane positioning/gap selection					
7	Intersection safety - approach/ check decisions					
8	Hazards - search/ assess/react					
9	Mirrors - regular checking/blind spots/situational awareness					
10	Reversing - straight/turns/90 degrees					
11	Hill starting - up/down					
12	Lane - choice/changing/merging					
13	Overtaking					
14	Roundabouts - search/signals					
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18	Town/rural safety 2 4 12 Rules					
19	Highway/motorway 2 4 12 rules					
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21	Decision making					
22	Night driving					
23	Commentary driving					
24	Your knowledge of road rules					
25	Ability to drive in traffic					

LESSON 1 - DRIVING INSTRUCTOR'S COMMENT

AGREED GOAL FOR NEXT LESSON

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## MENTOR COACHING

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Session 1 - mentor's comment	Agreed goal for next lesson
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Session 2 - mentor's comment	Agreed goal for next lesson
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Session 3 - mentor's comment	Agreed goal for next lesson
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Session 4 - mentor's comment	Agreed goal for next lesson
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Session 5 - mentor's comment	Agreed goal for next lesson
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Session 6 - mentor's comment	Agreed goal for next lesson
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Session 7 - mentor's comment	Agreed goal for next lesson
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Session 8 - mentor's comment	Agreed goal for next lesson
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Session 9 - mentor's comment	Agreed goal for next lesson
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Session 10 - mentor's comment	Agreed goal for next lesson
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## APPENDIX 11: SAMPLE CERTIFICATES

There are three certificates available:

- Congratulations – you passed
- Congratulations – you completed the programme
- Thank you for your support and commitment.

COMMUNITY DRIVER MENTOR PROGRAMME

NAME DATE

Congratulations –  
you completed the programme

PLACE PARTNER LOGOS HERE New Zealand Government

COMMUNITY DRIVER MENTOR PROGRAMME

NAME DATE

Congratulations – you passed

PLACE PARTNER LOGOS HERE New Zealand Government

COMMUNITY DRIVER MENTOR PROGRAMME

NAME DATE

Thank you for your support and commitment

PLACE PARTNER LOGOS HERE New Zealand Government





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If you have further queries, call our contact centre on 0800 699 000 or write to us:

NZ Transport Agency  
Private Bag 6995  
Wellington 6141

[www.nzta.govt.nz](http://www.nzta.govt.nz)



[New Zealand Government](http://www.govt.nz)