



Occupational Standards for Caribbean Vocational Qualifications (CVQ)

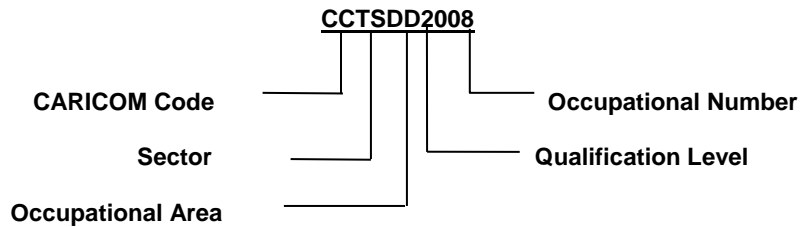
CCTSDD2008 CVQ Level 2 – Advanced Driving Operations (Light Motor Vehicle)

Unit Number	Unit Title	Requirement
TS00060	Prepare occupants of a light motor vehicle for a journey	Mandatory
TS00061	Prepare light motor vehicle for journey	Mandatory
TS00062	Drive the vehicle	Mandatory
TS00043	Negotiate the road	Mandatory
TS00044	Interact with other road users	Mandatory
TS00045	Minimize risk when driving	Mandatory
TS00046	Manage incidents	Mandatory
TS00059	Maintain health and safety in the driving environment	Mandatory

To obtain a Caribbean Vocational Qualification (CVQ) all Mandatory Units must be achieved.

Legend to Occupational Standard code

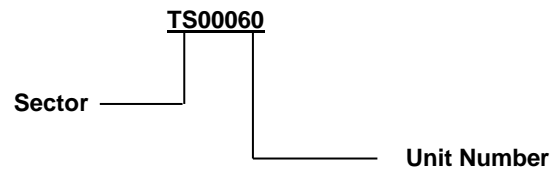
Example: CCTSDD2008



Key: CC-CARICOM; TS – Transport Sector; DD - Advanced Driving; 2 - Level 2; 008 - Numerical sequence

Legend to Unit Code

Example: TS00060



Key: TS– Transport Sector; 00039– unit #

Country of Origin: Trinidad and Tobago

Qualification Overview

Occupational Standards can also be used to:

- Prepare job descriptions and specifications
- Determine recruitment criteria
- Appraise staff performance objectively
- Identify skill and training gaps and needs
- Conduct labour market analyses
- Develop curriculum
- Assess the effectiveness of training programmes
- Determine compensation and rewards

The benefits of acquiring the CVQ to Candidates

- Provide a basis for articulation and accreditation
- Provides a broad-based preparation for employment
- Is an alternative route to further / higher education
- Complements and has parallel standing with academic qualifications
- Provides enhanced employability and higher earning potential
- Facilitates an apprenticeship with actual work experience
- Equips candidates with the knowledge, skills and attitudes for the workplace
- Past work experience and skills can count towards achieving the CVQ
- Allows for continuity whereby if a candidate cannot complete the CVQ at a centre or school, they can continue at another approved centre
- CVQ's are recognized qualifications and facilitates free movement of labour throughout CARICOM

The benefits of the CVQ to Employers

- Provides a larger cadre of skilled employees/candidates to choose from
- Reduces cost of recruiting and selecting the ideal job candidate
- Reduces cost for training workers
- Ensures higher levels of productivity

The benefits of the CVQ to the Caribbean region:

- Produces a higher skilled workforce that is ready to adapt to ever-changing global demands
- Provides greater access for persons to achieve higher qualifications
- Contributes to the region's human resource capacity development

TS00060: Prepare Occupants of a Light Motor Vehicle for a Journey

Unit Descriptor:

This unit deals with the skills and knowledge required to effectively select the appropriate light motor vehicle, identify factors affecting driving ability and control risks associated with transporting individuals, loads and animals.

ELEMENTS

PERFORMANCE CRITERIA

Candidates must be able to:

- | | | | |
|---|--|-----|--|
| 1 | Select mode of transport | 1.1 | Select vehicle according to the physical and emotional needs of all individuals involved in the journey to ensure safe and responsible driving |
| | | 1.2 | Use a vehicle for the journey according to the environmental and economic implications of alternative modes of transport |
| 2 | Assess personal fitness to drive | 2.1 | Identify factors affecting ability to drive safely and legally and make alternative travel arrangements if necessary |
| | | 2.2 | Make adjustments to enable safe and responsible driving due to long term physical condition |
| 3 | Control risks associated with transporting passengers, loads and animals | 3.1 | Make sure passengers are seated correctly and securely according to the legislative requirements |
| | | 3.2 | Secure and distribute loads according to the manufacturer's guidelines and vehicle's handling characteristics |
| | | 3.3 | Secure and restrain animals within the vehicle according to the legislative requirements |

RANGE STATEMENT

All range statements must be assessed.

- | | |
|---|--|
| <p>1. Factors affecting ability to drive include:</p> <ul style="list-style-type: none">• use of illegal or controlled substances• over-the-counter or prescription medicines• alcohol• emotional or psychological state• short or long-term physical condition• fatigue• poor seating position | <p>2. Adjustments include:</p> <ul style="list-style-type: none">• use of eyewear• use of seatbelts• changes to vehicle for disability eg (wheelchair) |
|---|--|

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. what are the advantages/disadvantages and environmental impact of different modes of transport
2. what the law says about driving under the influence of an illegal or controlled substance or alcohol
3. what are the penalties that apply on conviction for driving with illegal or controlled substances or alcohol in the bloodstream
4. how over-the-counter or prescription medicines impair driving ability
5. what are the range of potential solutions that are available to help drive safely and responsibly with long-term physical conditions
6. how fatigue, before or during the journey impairs driving ability
7. how particular emotional states such as anger, grief, depression and euphoria can impair driving ability
8. how can careless, thoughtless and reckless driving contribute to crashes
9. how temporary physical impairment, e.g. a sprained ankle, can impact on driving ability
10. how failure to recognise and respond to eyesight deterioration can impact on driving
11. why it is necessary to wear glasses/corrective lenses when driving if required to meet the licence requirements
12. what is the effect of changes to physical and psychological abilities, particularly because of the normal ageing process, can have on driving safely e.g. slower reaction times
13. what are the current legal requirements for the fitting and use of seatbelts
14. what are the current legal requirements for the fitting and use of booster seats and carry cots
15. what are the laws relating to the carriage of loads on the outside of the vehicle
16. what are the types of load-carrying and securing equipment available for use with the vehicle and how to fit and use them
17. how to restrain animals safely
18. how to ensure adequate visibility if windows or mirrors are obstructed by passengers or by a load
19. how to adjust driving behaviour to allow for additional weight or changed weight distribution

EVIDENCE GUIDE**(1) Critical Aspects of Evidence**

Evidence should include a demonstrated ability to:

- a. select appropriate transport mode
- b. identify factors which can affect driving ability
- c. make sure passengers are seated securely
- d. secure and restrain animals within the vehicle

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate

TS00061: Prepare Light Motor Vehicle for Journey

Unit Descriptor:

This unit deals with the skills and knowledge required to effectively perform routine checks on a light motor vehicle, conduct pre-journey checks and ensure all required and valid documentation are available for the vehicle.

ELEMENTS		PERFORMANCE CRITERIA	
Candidates must be able to:			
1	Perform routine checks on the vehicle	1.1	Check fluid levels in the vehicle according to manufacturer's instructions
		1.2	Check horn to ensure it is working and can be heard by other road users
		1.3	Inspect lights and reflectors for cleanliness and good working order according to legal requirements
		1.4	Verify electrical equipment is in good working order according to manufacturer's instructions
		1.5	Inspect vehicle for damage that would impair driving ability, make the vehicle illegal or have an adverse effect on the environment
		1.6	Check tyres are inflated and meets legal requirements and any associated equipment are in good working order
		1.7	Verify controls are in good working order according to manufacturer's requirements
		1.8	Inspect windscreen, mirrors and other viewing devices are clear and adjusted to give the best view
		1.9	Confirm registration plates are fitted and visible according to legal requirements
2	Check the vehicle before the journey	2.1	Familiarize yourself with the vehicle if it is the first time you have driven it
		2.2	Conduct first use walk-around and pre-journey checks and configure the vehicle according to the manufacturer's instructions
		2.3	Make adjustments to your driving position to ensure safety, comfort, good all-round visibility, control of the vehicle and to minimise fatigue

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|---|-----------------------------|-----|---|
| | | 2.4 | Select and use fuel of the right type according to the manufacturer's instructions and ensure it is sufficient for the journey |
| 3 | Check vehicle documentation | 3.1 | Use a valid licence/permit for the category of vehicle being driven and according to the licensing authority requirements |
| | | 3.2 | Check that the vehicle is registered and inspected according to the legal requirements |
| | | 3.3 | Check that the vehicle has valid insurance for the intended use of the vehicle |
| | | 3.4 | Verify that the vehicle has the required documentation in place even if you do not own the vehicle |
| 4 | Prepare for the trip | 4.1 | Plan an appropriate route taking into account road and weather conditions, traffic, driving experience and vehicle characteristics |
| | | 4.2 | Calculate the time required to complete the journey safely and legally, including sufficient time for rest breaks and refueling stops |
| | | 4.3 | Determine alternative routes if the planned route is blocked or congested |

RANGE STATEMENT

All range statements must be assessed.

1. Fluid levels include:

- oil
- coolant
- windscreen washer reservoir levels

2. Associated equipment includes:

- carjack
- handle
- spare tyre

4. Factors influencing planning the route include:

- road conditions
- weather conditions
- traffic
- driving experience
- vehicle characteristics

5. Documentation include:

- insurance
- vehicle manual

3. Checks include:
- tyres
 - lights
 - oil
 - horn
 - indicators
 - coolant
 - P.O.W.E.R. (petrol, oil, water, electrical and rubber) checks

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. how to check and maintain fluid levels using the vehicle handbook
2. what are the effects of using oil which does not comply with the manufacturer's specification
3. what fluids to add to the vehicle coolant system and why it is necessary to maintain the level of coolant additive
4. how to check that tyres are correctly fitted and inflated
5. how to ensure that tyres meet legal requirements for tread depth and are free of defects
6. why the windscreen and other windows should be clean and free from obstructions
7. why lights, indicators, reflectors and number plates must be cleaned at all times
8. how to check the electrical equipment
9. what is the impact of filling a vehicle with the wrong fuel
10. why it is important to have a valid driving licence/permit for the vehicle
11. why it is necessary to comply with any restrictions associated with the licence/permit
12. why it is important that the vehicle must be registered with the licencing authority
13. why it is necessary to notify the licencing authority if you change your name or address or you have or develop a medical condition that will affect your ability to drive
14. why you must have a minimum of third party insurance for the intended use of the vehicle, and what insurance companies require you to do to meet your obligations under that insurance
15. why it is important to hold a valid motor vehicle inspection certificate for the vehicle in accordance with territory legal requirements
16. why it is important to produce the driving licence/permit, a valid certificate of insurance, and a current motor vehicle inspection certificate if required by an authorized person
17. why it is important that if you borrow, lend or rent a vehicle there is still an obligation on you to ensure that the correct documentation is in place
18. why it is important that if you drive outside the jurisdiction there may be different requirements in relation to documentation
19. why it is important that checks are carried out by a competent person where you are unable or unwilling to carry them out yourself
20. what are the principles of mapping and the technologies available for route planning and for monitoring road traffic conditions
21. what is the relationship between the level of skill and experience and whether you should choose a particular route

EVIDENCE GUIDE**(1) Critical Aspects of Evidence**

Evidence should include a demonstrated ability to:

- a. perform pre-inspection tests on the vehicle
- b. inspect vehicle documentation
- c. plan an appropriate route
- d. calculate the time required to complete a trip
- e. determine alternative routes

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate

TS00062: Drive the Vehicle

Unit Descriptor:

This unit deals with the skills and knowledge required to start the vehicle, monitor and respond to information from instrumentation and gauges, use gears, and manoeuvre the vehicle in various road traffic conditions.

ELEMENTS

PERFORMANCE CRITERIA

Candidates must be able to:

1	Start the vehicle	1.1	Perform pre-start checks according to manufacturer's instructions
		1.2	Make sure the vehicle's gears are disengaged to ensure the vehicle remains stationary
		1.3	Start the engine taking into consideration the effect on other road users, particularly vulnerable road users in order to prevent an incident or accident from occurring
		1.4	Monitor vehicle instrumentation and gauges throughout start up to ensure vehicle is safe for driving
		1.5	Respond to information provided by instrumentation and gauges according to manufacturer's instructions
		1.6	Switch lights on when driving at night and depending on the weather conditions
2	Move off safely and smoothly	2.1	Perform all-round visual checks to ensure that it is safe to move-off
		2.2	Signal intention to move off if necessary to other road users according to legal requirements
		2.3	Move off straight-ahead, on the level and on gradients, safely and smoothly to maintain control of the vehicle
		2.4	Move off at an angle from behind a parked vehicle or obstruction, safely and smoothly to maintain control of the vehicle
3	Monitor and respond to information	3.1	Monitor and respond to information from instrumentation, driving aids and the environment when driving
		3.2	Use mirrors and other aids effectively to monitor other road users and hazards

- 3.3 Judge speed and distance using the three second following distance method
- 3.4 Signal intentions to other road users within a safe, systematic routine according to legal requirements
- 3.5 Operate the vehicle's lights, indicators and horn according to the manufacturer's instructions
- 3.6 Operate the vehicle's windows, wipers, demisters and climate and ventilation controls to ensure maximum ability to monitor the environment
- 3.7 Use the accelerator smoothly to achieve and maintain a safe speed
- 4 Use gears
 - 4.1 Change gear smoothly according to the speed of the vehicle
 - 4.2 Select the gear for the road speed of the vehicle according to the prevailing road and traffic conditions
 - 4.3 Coordinate the use of gears with braking and acceleration to ensure safe, smooth stopping and to prevent damage to the vehicle
 - 4.4 Use an automatic or automated gear box when fitted according to the manufacturer's instructions
- 5 Steer the vehicle
 - 5.1 Steer the vehicle safely and responsibly according to the road and traffic conditions
 - 5.2 Hold and control the steering wheel to steer the vehicle accurately and safely using approved driving hand positions
 - 5.3 Steer the vehicle safely and responsibly while operating other controls to prevent accidents and incidents
- 6 Manoeuvre the vehicle
 - 6.1 Coordinate the operation of controls to manoeuvre the vehicle safely and responsibly in road and weather conditions in forward and reverse gear
 - 6.2 Observe checks of blind spots, while manoeuvring the vehicle to prevent accidents or incidents

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| 7 | Decelerate and stop the vehicle | 7.1 | Use the accelerator and brakes to regulate speed and bring the vehicle to a stop safely using a systematic approach |
| | | 7.2 | Stop the vehicle safely and under control in an emergency to avoid accidents |
| | | 7.3 | Use the parking brake when stationary according to safety requirements |
| 8 | Park the vehicle | 8.1 | Select a safe, legal and convenient place to stop and park and, once stationary, secure the vehicle on gradients, facing both up and down slope, as well as on the level |
| | | 8.2 | Select a gear to hold the vehicle safely when parked if necessary according to safety requirements |
| | | 8.3 | Use the parking brake to hold the vehicle according to manufacturer's instructions and switch off engine |
| | | 8.4 | Check that vehicles fitted with automatic transmission are left with the lever in the park position to prevent vehicle from moving |
| | | 8.5 | Leave appropriate lights on where required at nights to ensure vehicle is visible to other road users |

RANGE STATEMENT

All range statements must be assessed.

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|--|---|
| 1. Pre-start checks include: | 4. Driving aids include: |
| <ul style="list-style-type: none">• doors• parking brake• seat• steering• seatbelt• mirrors• disengage anti-theft devices• insurance certificate• driver/vehicle log book (where applicable) | <ul style="list-style-type: none">• mirrors• lights• indicators |
| | 5. Hand positions include: |
| | <ul style="list-style-type: none">• 3-9 position• 2-10 position |

2. All-round checks include:
 - 5 point check
 - blind spot

3. Instrumentation include:
 - gauges
 - warning lights
 - indicators
 - on-board diagnostic systems
 - aids (ABS)

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. when and how to use dipped headlights
2. what are the rules that apply to the use of fog lights
3. how to identify and respond to changes in road surfaces and weather conditions
4. how to operate cruise control systems if fitted
5. what impact inappropriate gear selection can have on the performance of the vehicle, on the driver's ability to drive safely and responsibly and on the environment
6. what are the benefits of timely gear selection when ascending and descending gradients, particularly when carrying a load
7. what is 'kick down' and 'lock up' when using an automatic transmission
8. what are the techniques that can be used to ensure safe and effective control of the steering wheel
9. what is the correct procedure for reversing into a side road on the left and on the right
10. what is the correct procedure and rules for performing a turn-in- the-road / U-turn manoeuvre
11. what is the correct procedure for carrying out any reverse parking exercise on and off road
12. how vehicles react differently in a skid situation depending on their configuration, e.g. front-wheel or rear-wheel drive and on the technologies which have been fitted e.g. ABS, ESP
13. how to avoid skids and correct them if they do occur
14. what are the risks associated with 'coasting'
15. why it is necessary to use the vehicle hand book to check the operation of the vehicle
16. how to start the engine when it is cold according to the type of vehicle
17. what are the benefits of using anti-theft devices and how to apply and disengage them
18. what is the importance and location of blind spots and how to carry out blind spot checks before moving away
19. what is the relevance of the 'biting point' i.e. the point at which the clutch plate and the flywheel come into firm contact and start to transmit drive
20. what is the operation of electronic parking brake release mechanisms, where fitted
21. what are the effects of "dry steering", i.e. turning the wheels when the vehicle is not moving, on tyres

22. what is the distance a vehicle requires to stop from varying speeds and in different road and weather conditions
23. what is the vehicle's overall stopping distance, thinking distance and braking distance
24. what factors to take into consideration when identifying a safe, legal and convenient place to stop or park
25. what are the rules in the Highway Code which apply to leaving the vehicle on different roads, in different lighting and weather conditions
26. how and when to set the position of the steering wheels of the vehicle to increase its security when parked on a gradient
27. how to correctly adjust all mirrors (rear-view, door, fender etc.)

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- a. start the vehicle
- b. perform pre-start checks on the vehicle
- c. move the vehicle
- d. steer and manoeuvre the vehicle
- e. use the accelerator appropriately to achieve and maintain a safe speed
- f. select and use appropriate gears
- g. monitor and respond to information from instrumentation and driving aids
- h. decelerate and stop the vehicle
- i. park the vehicle

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

(3) Context of Assessment

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TS00043: Negotiate the Road

Unit Descriptor:

This unit deals with the skills and knowledge required to effectively select an appropriate position on the road and change lanes safely to avoid collisions. It also describes the skills and knowledge required to negotiate bends, junctions, roundabouts and crossings.

ELEMENTS

PERFORMANCE CRITERIA

Candidates must be able to:

1	Maintain position on the road	1.1	Select and maintain a safe position on the road to ensure line of vision is not obscured
		1.2	Change lanes safely and responsibly to prevent collisions
		1.3	Overtake other road users safely and responsibly according to the legal requirements
2	Negotiate bends	2.1	Assess bends on approach to determine correct position for maximum visibility
		2.2	Select a safe speed and position on entering the bend, throughout the bend and on exiting the bend to ensure the safety of road users
3	Negotiate junctions, roundabouts and crossings	3.1	Negotiate junctions, roundabouts and crossings safely and responsibly using a safe, systematic approach
		3.2	Manoeuvre the vehicle left or right and proceed safely and responsibly
		3.3	Emerge safely and responsibly into streams of traffic to prevent collisions
		3.4	Cross the path of traffic safely when turning right
		3.5	Enter and exit roundabouts using a safe, systematic approach to ensure the safety of road users
4	Drive on highways and dual carriageways	4.1	Enter and exit the highway or dual carriageway safely and responsibly to ensure the safety of road users

- 4.2 Drive in the appropriate lane according to legal requirements
- 4.3 Drive safely to allow other road users to enter or exit the highway or dual carriageway in order to prevent collisions
- 5 Comply with signals, signs and road markings
 - 5.1 Respond to permanent and temporary traffic signals, signs and road markings according to traffic laws
 - 5.2 Respond to signals given by authorised persons and other road users

RANGE STATEMENT

All range statements must be assessed.

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|--|--|
| <p>1. Factors affecting position on the road include:</p> <ul style="list-style-type: none">• weather conditions• road conditions• traffic conditions• road works | <p>2. Factors affecting negotiating a bend include:</p> <ul style="list-style-type: none">• adverse camber• banking• uneven or slippery surfaces• weather conditions• visibility• road junctions• other road users |
|--|--|

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. how to select an appropriate position on the road
2. why it is important to scan the road ahead for factors that may require a change in position
3. how to apply a safe, systematic routine in a manner to enable a change in position safely and responsibly
4. where and when to overtake
5. how to use various methods such as 'limit point analysis' to judge the severity of a bend
6. what factors should be considered when deciding on the line to take and the speed at which it is possible to negotiate a bend safely
7. what is the importance of coordinating the use of gears, accelerator, brakes and steering to negotiate a bend safely and responsibly
8. what is the effect of loads and passengers on the handling characteristics of the vehicle when negotiating bends
9. what are the rules that apply to particular junctions and roundabouts e.g. priority rules
10. what are the issues that apply to turning right at a cross road
11. what the rules that apply to merging into a stream of traffic
12. what are the rules that apply to crossing the path of an approaching stream of traffic

13. what are the rules that apply to all types of pedestrian crossing,
14. what is the meaning of warning lights used at pedestrian crossings and how to respond correctly
15. how the use of a safe, systematic routine to support the safe negotiation of junctions and roundabouts
16. why it is necessary to actively scan for more vulnerable road users at junctions, roundabouts and crossings – e.g. cyclists and motorcyclists.
17. how to enter and exit the highway or dual carriageway
18. what action should be taken in the event of an emergency on the highway
19. when to use the shoulder and for what purposes
20. what are the rules for picking up or setting down persons or walking on a highway
21. what are the rules for crossing the central reservation, or driving against the traffic flow on a highway or dual carriageway
22. why it is important to obey the instructions of local, active traffic management control systems for particular stretches
23. what is the correct use of hazard warning lights
24. what are the risks posed by drivers of left-hand drive vehicles, in particular large goods vehicles

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- a. negotiate bends
- b. negotiate junctions, roundabouts and crossings
- c. enter and exit bends, roundabouts and highways safely
- d. respond to traffic signals, signs and road markings

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate

TS00044: Interact With Other Road Users**Unit Descriptor:**

This unit deals with the skills and knowledge required to effectively communicate with other road users using indicators and arm signals. It describes the skills and knowledge required to cooperate with other road users and to respond to emergency vehicles according to legislation

ELEMENTS**PERFORMANCE CRITERIA**

Candidates must be able to:

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|---|-----------------------------------|-----|---|
| 1 | Communicate with other road users | 1.1 | Use indicators and arm signals to signal intentions according to the manufacturer's instructions and legal requirements |
| | | 1.2 | Reinforce the use of signals given by positioning the vehicle safely to prevent accidents and hazards |
| | | 1.3 | Use horn and lights as a means of communication to other road users adhering to legal requirements |
| 2 | Cooperate with road users | 2.1 | Be aware of and anticipate the likely actions of road users including vulnerable road users and allow for sufficient time to perform manoeuvres |
| | | 2.2 | Respond to emergency vehicles according to legal requirements |
| | | 2.3 | Progress in the traffic stream and overtake with due consideration for other road users according to traffic regulations |

RANGE STATEMENT

All range statements must be assessed.

1. Emergency vehicles include:
 - police
 - fire-service
 - ambulance
2. Vulnerable road users include:
 - cyclists
 - motorcyclists
 - children
 - elderly persons
 - differently-abled
3. Communication methods include:
 - use of indicators
 - use of lights
 - arm signals
 - horns

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. what are the arm signals shown in the highway code and when to use them
2. when and how to use indicators
3. what is the importance of ensuring signals are given in good time and cancelled as soon as is appropriate
4. how to employ a safe, systematic routine to ensure the best use of signals
5. what is the law governing the use of the horn
6. what are the risks associated with incorrect use of headlights or the horn as a signal
7. how and when to use hazard warning lights
8. how and when to use road positioning to confirm intentions
9. how to scan the road ahead effectively to gather information
10. what is the importance of anticipating the actions of other road users, with particular reference to vulnerable road users
11. what is the importance of maintaining a safe stopping distance between the vehicle and other road users
12. how traffic and weather conditions affects other road users and how to make suitable allowances
13. how to act safely and responsibly when emergency vehicles are responding to incidents
14. how to progress safely and responsibly in the traffic stream
15. what are the rules which apply in exceptional circumstances to overtaking on the left
16. what are the effects of driving without due care and attention and reasonable consideration of other road users
17. why large vehicles require more space to manoeuvre at corners, junctions and roundabouts

EVIDENCE GUIDE**(1) Critical Aspects of Evidence**

Evidence should include a demonstrated ability to:

- a. use indicators and arm signals to indicate intentions
- b. use horns and lights as a means of communication
- c. cooperate with other road users
- d. respond to emergency vehicles

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate

TS00045: Minimise Risk When Driving

Unit Descriptor:

This unit deals with the skills and knowledge required to effectively identify and respond to hazards and to drive defensively. It also describes the skills and knowledge required to accelerate and decelerate appropriately to prevent wear and tear on the vehicle.

ELEMENTS

PERFORMANCE CRITERIA

Candidates must be able to:

- | | | | |
|---|---------------------------------|-----|---|
| 1 | Identify and respond to hazards | 1.1 | Use techniques to continually scan the driving space close to the vehicle and in the distance to prevent possible hazards |
| | | 1.2 | Use visual clues and awareness to predict possible hazards and prepare for situations which may arise |
| | | 1.3 | Judge the significance of potential hazards and prioritise responses to ensure the safety of all road users |
| | | 1.4 | Respond to hazards using a safe and systematic approach |
| 2 | Drive defensively | 2.1 | Create and maintain a safe driving space according to the type of road in order to prevent accidents |
| | | 2.2 | Scan and check the surroundings with particular reference to blind spots to maintain safe driving |
| | | 2.3 | Position vehicle to maximize visibility to other road users and prevent accidents |
| | | 2.4 | Manage physical and psychological state to ensure effective management of risks to safety |
| | | 2.5 | Drive at a speed that allows stopping safely in the distance according to the rules and regulations |
| | | 2.6 | Assess driving behaviour and identify areas needing improvement |

- | | | | |
|---|--|-----|---|
| 3 | Follow the principles of ecologically responsible driving (Eco-safe) | 3.1 | Accelerate and decelerate smoothly and progressively to maintain momentum |
| | | 3.2 | Stop vehicle using smooth deceleration to reduce fuel consumption and general vehicle wear and tear |
| | | 3.3 | Drive in the highest responsive gear to maintain full control and avoid labouring the engine |
| | | 3.4 | Remove excess load from the vehicle to prevent excess use of gas and power |

RANGE STATEMENT

All range statements must be assessed.

- | | |
|---|---|
| 1. Techniques include: | 4. Responses include: |
| <ul style="list-style-type: none">• glancing• 360° scan using mirrors | <ul style="list-style-type: none">• braking• stopping• slowing down |
| 2. Factors affecting drivers include: | 5. Hazards include: |
| <ul style="list-style-type: none">• using mobile phones• talking to passengers• using satellite navigation system | <ul style="list-style-type: none">• accidents• skids |
| 3. Factors affecting fuel consumption include: | |
| <ul style="list-style-type: none">• accelerating• decelerating• carrying luggage• incorrectly inflated tyres | |

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. what techniques can be used to scan the driving space effectively, both close to and into the distance
2. what factors can limit zone of vision and how to allow for those limitations
3. how the design of the vehicle may affect the field of vision and driving skills
4. what is meant by aquaplaning/hydroplaning and the conditions in which it might occur
5. what factors or road conditions might cause skidding
6. how to read the road ahead and be prepared for the unexpected
7. who are vulnerable road users and how to allow for them
8. what are the factors that can distract the driver and how to manage them to ensure continued awareness of the driving space and potential hazards
9. what is the law relating to the use of mobile phones whilst driving
10. what is the importance of using a safe, systematic routine to ensure control of the vehicle, traveling at the right speed with the right gear engaged and in the correct position on the road for all prevailing conditions
11. what is the importance of maintaining an appropriate separation distance in weather and traffic conditions
12. what factors affect a vehicle's fuel consumption
13. how effective scanning and planning aids smooth acceleration or deceleration to maintain momentum
14. how fuel consumption is increased by unnecessary load or wind resistance
15. how to select the most appropriate gear to avoid engine labour and maximize the effects of engine braking

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- a. identify and respond to hazards
- b. scan and check the surroundings whilst driving
- c. drive at a speed that allows safe stopping
- d. accelerate and decelerate smoothly
- e. stop vehicle using smooth deceleration

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate

TS00046: Manage Incidents

Unit Descriptor:

This unit deals with the skills and knowledge required to manage passengers, animals and loads in the event of a vehicular breakdown and/or accident. It highlights the skills and knowledge required to assess the incident scene and casualties and record information according to legal requirements

ELEMENTS

PERFORMANCE CRITERIA

Candidates must be able to:

- | | | | |
|---|-----------------------------|-----|--|
| 1 | Attend to vehicle breakdown | 1.1 | Bring the vehicle to a stop, in a safe place if possible, switch off engine and secure the vehicle before seeking assistance |
| | | 1.2 | Manage passengers, animals and loads in the event of a vehicle breakdown to ensure adequate safety |
| | | 1.3 | Give adequate warning to other road users according to traffic regulations |
| 2 | Attend to vehicle accidents | 2.1 | Stop and park the vehicle in a safe place if possible according to traffic regulations |
| | | 2.2 | Manage passengers, animals and loads safely to prevent injury and damage and provide appropriate assistance at the scene if required |
| | | 2.3 | Give adequate warning to other road users to ensure safety and to prevent further collisions |
| | | 2.4 | Assess the incident scene, personal safety and casualties and give clear and accurate information to emergency services |
| | | 2.5 | Record information at the scene using approved methods and according to legal requirements |

RANGE STATEMENT

All range statements must be assessed.

1. Approved methods include:
 - photographs
 - drawing sketch plans
 - reports
2. Warning signs include:
 - hazard lights
 - reflective signs

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. how to maintain control of the vehicle should a breakdown occur
2. what are the legal requirements for using the shoulder and guidance on waiting for breakdown services
3. how to identify the precise location of the vehicle breakdown
4. how and when to use a warning triangle
5. how and when to use hazard warning lights
6. what is the importance of managing passengers, animals and passers-by and by giving warning to other road users as quickly as possible
7. how to contact the emergency services and the vital importance of giving them accurate information
8. why it is important to give the ambulance service information about the condition of casualties
9. what are the benefits of gathering and recording information about an accident as soon as possible after the event
10. what are the legal requirements for stopping, providing details, giving statements and producing documents, if involved in an incident which causes damage or injury to other persons, vehicles, animals or property

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- a. manage passengers, animals and loads in the event of a vehicle breakdown or accident
- b. give adequate warning to other road users if vehicle breaks down or an accident occurs
- c. assess the incident scene, personal safety and casualties
- d. record information at the scene

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate

TS00059

Maintain Health and Safety in the Driving Environment

Unit Descriptor:

This unit deals with the skills and knowledge required to ensure the health and safety of personnel in the driving environment. It involves identifying potential hazards, assessing the risks, limiting the danger to individuals and damage to property when performing a task. It identifies the steps required to minimize the risk of harassment or attack from individuals and other road users.

The emphasis of this unit is on avoidance of risks to the health and safety of individuals, personal harassment and attack and how to deal legally with such issues. It involves providing individuals with risk avoidance skills to help them maintain their personal safety whilst driving and the ability to prepare reports of incidents as required

ELEMENTS		PERFORMANCE CRITERIA	
Candidates must be able to:			
1	Identify health and safety risks	1.1	Identify risks to health and safety of individuals and property in the driving environment
		1.2	Determine the degree of risk, using prescribed guidelines
		1.3	Identify preventative action that minimizes the effects of the risk
		1.4	Obtain assistance from a knowledgeable person when uncertain of the degree of the risk
		1.5	Record the details of the risks to enable appropriate action to be taken
2	Protect oneself and individuals	2.1	Provide feedback to individuals in a constructive and non-threatening way
		2.2	Deal with unexpected situations in a manner that limits danger and damage whilst taking account of personal safety and the safety of others
		2.3	Maintain a calm, reassuring and professional attitude towards individuals presenting an unacceptable behaviour
		2.4	Communicate with individuals presenting unacceptable behaviour in a way that aims to avoid confrontation and possible violence
		2.5	End contact with those presenting unacceptable behaviour and leave the situation if the threat to personal safety and the safety of others cannot be effectively managed

- | | | | |
|---|--------------------------|------|---|
| 3 | Maintain personal safety | 2.6 | Complete reports of incidents involving threats to personal safety and the safety of others |
| | | 3.1 | Plan journey to avoid if at all possible, the need to stop and ask for direction |
| | | 3.2 | Carry the right equipment to ensure personal health and safety |
| | | 3.3 | Make the vehicle secure by locking doors and not giving lifts to strangers |
| | | 3.4 | Secure and keep all valuables out of sight from outside the vehicle |
| | | 3.5 | Park the vehicle in a safe area and when returning to it have entry keys ready and check for any factor that might affect personal safety |
| | | 3.6 | Deal with vehicle breakdowns and involvement in road accidents in a manner that takes account of personal safety |
| | | 3.7 | Drive the vehicle in a way that minimises the possibility of "road rage" by other road users |
| | | 3.8 | Implement appropriate action to ensure personal safety if harassed or threatened by other road users |
| | | 3.9 | End contact with those presenting unacceptable behaviour and leave the situation if the threat to personal safety cannot be effectively managed |
| | | 3.10 | Discuss with individuals the need to be aware of, and ways to minimise risks to, personal safety when driving alone |

RANGE STATEMENT

All range statements must be assessed.

1. Equipment includes:

- first aid kit
- fire extinguisher

2. Unexpected situations include:

- vehicle breakdowns
- road incidents-crash/collision

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. what are the relevant health and safety and legal guidance needed
2. what are the typical risks and hazards to health and safety of drivers and other road users
3. how to assess the degree of risks
4. what are the limits of personal responsibility and ability in identifying actions to minimise the effects of risks
5. where and how to obtain assistance when required
6. what are the details that should be recorded relating to risks and hazards
7. how to provide feedback to individuals in a manner that does not create an aggressive response
8. how to minimise risk to self and individuals in unexpected situations such as traffic accidents and vehicle breakdowns
9. how to recognise the signals including body language that indicate individuals are becoming aggressive and the importance of defusing such situations as quickly as possible
10. how to communicate in a way that calms down potential confrontation
11. what are the types of action and behaviour that can be taken to calm situations and resolve problems
12. when and how to exit from a situation threatening personal safety or the safety of others
13. when to seek assistance and how to obtain local sources of help e.g. police
14. how to write reports on actual or potential incidents posing a threat to the safety of individuals
15. what are the areas where driving will be taking place and what are the known “trouble spots” that could affect personal safety
16. what is the importance of carrying equipment to help ensure personal safety e.g. torch, personal alarm, breakdown service information
17. what is the importance of checking the credentials of persons claiming to have authority to stop the vehicle e.g. police
18. what are the factors that create a safe parking area and the need to be vigilant when returning to a parked vehicle, in particular to ensure that no unauthorised person has gained access
19. what is the importance of personal safety in case of vehicle breakdown or road accident, e.g. action required if vehicle cannot be moved from a blind bend
20. what type of driving behaviour can introduce road rage in others
21. what types of action and behaviour that can be taken to calm situations

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- a. identify risks to health and safety
- b. provide personal protection and protection to individuals during driver training
- c. request assistance when necessary

- d. park the vehicle safely
- e. deal with vehicle breakdowns appropriately
- f. adhere to safety rules and procedures

(2) Method of Assessment

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GLOSSARY OF TERMS

Occupational Standards

Occupational Standards of competence are industry-determined specifications of performance, which describe the knowledge, skills and attitudes required by a worker in the performance of a particular role in the workplace. They specify what a person should know and do in order to carry out the functions of a particular job in the work environment. They are the building blocks for all activities in a competency-based training and certification system. An Occupational Standard is made up of a qualification plan, a unit title, elements, performance criteria, range statements, underpinning knowledge and skills and evidence guide.

Qualification Plan – The Qualification Plan identifies the Mandatory units which are those units that are necessary to deem a candidate competent in the occupational area and provide flexibility in different work environments. It also contains the Title and Level of the qualification to be awarded.

Unit Title - The unit title is a succinct statement of the outcome of the unit of competency. It reflects the major activities or functions of an individual's work as well as the discrete units of work.

Unit Descriptor - The unit descriptor communicates the content of the unit of competency and the skill area it addresses.

Elements - These are the basic building blocks of the unit of competency. They describe the tasks in which competence should be demonstrated in order to carry out the specific function.

Performance Criteria - These are the descriptions of the outcomes of performance required for successful achievement of an element. They specify the required performance in relevant tasks, roles, skills and applied knowledge that enables competent performance.

Range Statement - This describes the essential operating conditions that should be present in training and assessment, depending on the work situation, needs of the candidate, accessibility of the item and local industry contexts. It lists the parameters in which candidates must demonstrate their competence.

Underpinning Knowledge and Skills – The knowledge identifies what a person needs to know to perform the work in an informed and effective manner. The skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Evidence Guide - The Evidence Guide is critical in assessment as it provides information to Training Providers and Assessors about how the described competency should be demonstrated. It provides a range of evidence for the Assessor to make a determination of competence and defines the assessment context. The Evidence Guide describes:

- Conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment

- Suitable methodologies for conducting assessment including the potential for workplace simulation
- Resource implications, for example access to particular equipment, infrastructure or situations
- How consistency in performance must be assessed over time, various contexts and with a range of evidence

Level 1 – Directly supervised worker

Recognizes competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 2 – Supervised skilled worker

Recognizes competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

Level 3 – Independent/autonomous skilled worker

Recognizes competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 – Supervisory specialist worker

Recognizes competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

Level 5 – Managerial professional worker

Recognizes the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognizes technical and management

competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.