



Occupational Standards for Caribbean Vocational Qualifications (CVQ)

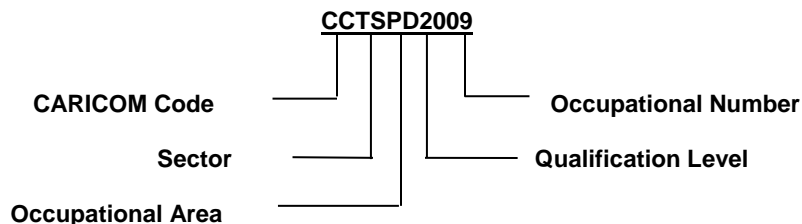
CCTSPD2009 CVQ Level 2 – Public Transport Vehicle Driving Operations (Buses)

Unit Number	Unit Title	Requirement
TS00048	Prepare occupants of vehicle for a journey	Mandatory
TS00049	Provide a roadworthy vehicle for use	Mandatory
TS00050	Plan a journey	Mandatory
TS00063	Drive a commercial vehicle	Mandatory
TS00053	Negotiate the road	Mandatory
TS00054	Interact with other road users	Mandatory
TS00055	Minimise risk when driving	Mandatory
TS00056	Manage incidents	Mandatory
TS00065	Undertake interactive workplace communication	Mandatory
TS00059	Maintain health and safety in the driving environment	Mandatory
TS00064	Apply fatigue management techniques	Mandatory

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

Legend to Occupational Standard code

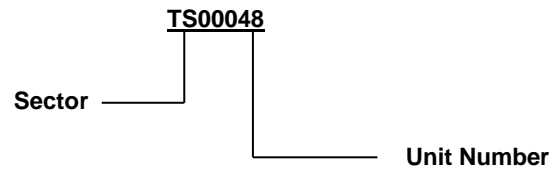
Example: CCTSPD2009



Key: **CC** – CARICOM; **TS** – Transport Sector; **PD** – Public Transport Vehicle Driving; **2** - Level 2; **009** - Numerical sequence

Legend to Unit Code

Example: TS00048



Key: TS– Transport Sector; 00048 – 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

TS00048

Prepare Occupants of Vehicle for a Journey

Unit Descriptor:

This unit deals with the skills and knowledge required to effectively select the appropriate mode of transport, identify factors affecting driving ability and controlling risks associated with transporting passengers, loads and animals.

ELEMENTS**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | | | |
|---|--|-----|---|
| 1 | Assess personal fitness to drive | 1.1 | Identify and assess factors affecting one's ability to drive safely and legally and make alternative travel arrangements if necessary |
| | | 1.2 | Seek support and make adjustments necessary to enable safe and responsible driving due to a long-term physical condition |
| | | 1.3 | Assess whether drivers' hours regulations permit you to drive and take corrective action if necessary |
| | | 1.4 | Follow the organization's procedures when you are legally unable to drive |
| | | 1.5 | Manage diet and fluid intake to ensure fitness for driving and to minimize tiredness |
| | | 1.6 | Manage alcohol and medication intake to ensure that you do not exceed legal limits or increase chances of falling asleep while driving |
| | | 1.7 | Monitor whether you are tired while driving and implement corrective action |
| | | 1.8 | Cease driving where you have reached the limits set by drivers' hours regulations |
| 2 | Control the risks associated with transporting passengers, loads and animals | 2.1 | Manage the effect passengers and distractions may have on your ability to drive safely |
| | | 2.2 | Enforce regulations that apply to passengers and their behavior and make sure that you do not transport more passengers than the vehicle is designed for, or the law allows |
| | | 2.3 | Provide safety and comfort for passengers at all times in accordance with the organization's procedures |

- 2.4 Load and unload luggage using safe manual handling techniques and equipment
- 2.5 Respond to the use of the bell by passengers or a conductor according to motor vehicle rules and regulations
- 2.6 Take payment, issue and/or check tickets safely and according to organization's procedures
- 2.7 Be aware of and respond to possible threats to personal, passenger safety and load in accordance with safety procedures

RANGE STATEMENT

All range statements must be assessed.

1. Factors affecting ability to drive safely include:
 - use of over-the-counter medicines
 - prescription medicines
 - illegal or controlled substances or alcohol
 - one's emotional state
 - short or long term physical condition and tiredness
 - poor seating position and posture
 - poor diet/eating at the wrong time
2. Safety and comfort of passengers include:
 - perform security checks
 - apply parking brake before boarding or alighting from vehicle
 - doors are not opened while driving
 - emergency exits are accessible, operational and clearly marked inside and outside
 - minimise gaps from kerb when stopping
 - assistance for disabled persons (e.g. system or equipment for wheel chair users)
 - use of seat belts and lap belts
 - special or interior lighting for night use
3. Adjustments include:
 - use of eyewear
 - use of seatbelts
 - changes to vehicle for disability e.g. (wheelchair)
4. Loading and unloading luggage include:
 - distributing loads to minimize instability of the vehicle
 - loaded vehicle does not exceed the registered passenger capacity
5. Distractions include:
 - communicating with passengers while driving
 - use of hand held equipment such as cellphones
6. Regulations applicable to passengers include:
 - wearing seatbelts
 - use of interior lights to help passengers move safely
 - use of special lighting for night use

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. what the law says about driving while you have illegal or controlled substances or alcohol in your system
2. how illegal or controlled substances or alcohol affect one's ability to drive safely
3. what is the desirable level of alcohol to have in one's system, regardless of any legal limits
4. how the body processes drugs and alcohol and the rate at which they are removed from your system
5. how over-the-counter or prescription medicines can affect your ability to drive safely
6. what are the risks linked to any combination of over-the-counter medicines, prescription drugs, illegal or controlled substances and alcohol
7. what are the range of possible solutions that exists to help those with long-term physical conditions to drive safely and responsibly
8. how being tired, before or during the journey affects your ability to drive safely
9. what are the principles of drivers' hours legislation
10. why the driver has personal responsibility under the law even if the employers cause employees to drive for so long that they become dangerously tired and are guilty of an offence
11. how emotional states such as anger, grief, sadness and joy can affect your ability to drive safely
12. how a short-term injury, such as a sprained ankle, can affect your ability to drive safely
13. how failure to recognise and respond to eyesight deterioration can affect your ability to drive safely and legally
14. how often should you have an eye examination
15. why it is necessary to wear glasses or contact lenses if needed, to meet the licence requirements when driving
16. how different sorts of tinted and light-sensitive lenses or visors react in different driving conditions
17. what effect changes to your physical and mental abilities can have on one's ability to drive safely, such as slower reaction times and reduced muscle strength
18. how to make other arrangements when your ability to drive safely or legally is impaired
19. why it is necessary to have regular medicals or make medical declarations to keep your licence valid
20. what are the current legal requirements for fitting and using seatbelts
21. how to deal with the effects of social pressure and distractions caused by passengers
22. what are the regulations that apply to passengers and their behaviour
23. how to adjust the vehicle and driving behaviour to allow for load distribution and changed weight distribution
24. what are the bell codes and their meanings
25. what to check for during a vehicle safety and security check and where to find any applicable check lists

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

Evidence should include a demonstrated ability to:

- a. identify factors which can affect your ability to drive safely and legally
- b. manage the effect passengers and distractions will have on your ability to drive
- c. provide safety and comfort of passengers at all times

(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

TS00049

Provide a Roadworthy Vehicle for Use

Unit Descriptor:

This unit deals with the skills and knowledge required to effectively perform routine checks on the 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 of 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 condition according to legal requirements
		1.4	Verify electrical equipment and systems are in good working order according to the manufacturer's instructions
		1.5	Inspect the vehicle for damage that would impair driving ability, make the vehicle illegal or have an adverse effect on the environment
		1.6	Check that tyres, including spare are inflated and meets legal requirements
		1.7	Verify controls are in good working order according to manufacturer's requirements
		1.8	Check 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 for fitness for the journey	2.1	Familiarize yourself with the vehicle if it is first time you have driven it
		2.2	Conduct first use walk-round and pre-journey checks and configure the vehicle according to the manufacturer's instructions
		2.3	Make changes to your driving position to ensure you are safely and comfortably seated, have good all-round visibility, have control of the vehicle and to minimize tiredness

- 2.4 Select and use fuel of the right type according to the manufacturer's instructions and ensure it is sufficient for the journey
- 2.5 Select and use fuel additive of the right type where applicable according to the manufacturer's instructions and ensure it is sufficient for the journey
- 3 Check vehicle documentation
 - 3.1 Use a valid licence for the category of the vehicle being driven and according to the licencing authority requirements
 - 3.2 Check that the vehicle is registered and inspected according to legal requirements
 - 3.3 Check 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
 - 3.5 Follow the rules if you enter an area where different rules apply
 - 3.6 Carry required documentation in accordance with legal requirements

RANGE STATEMENT

All range statements must be assessed.

1. Fluid levels include:

- oil
- coolant
- windscreen washer reservoir

2. Checks include:

- tyres
- lights
- oil
- horn
- indicators
- coolant
- P.O.W.E.R. (petrol, oil, water, electrical and rubber) checks
- fire extinguisher
- bells

3. Corrective action includes:

- remove vehicle from service (if critical checks do not meet pre-driving checklists where applicable)
- report vehicle defects

4. Documentation include:

- insurance
- vehicle manual

- entry and exit doors

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. why some checks or maintenance on some vehicles should be carried out by a qualified mechanic
2. how to use the vehicle handbook to identify which checks should be carried out by the owner and how and when to carry them out either directly or using the vehicle's instrumentation
3. what are the problems which can arise by overfilling with engine oil
4. what are the consequences of using oil that is not to the manufacturer's specifications
5. what fluids should be added to the vehicle's coolant system and why it is necessary to maintain the level of coolant additive
6. what rules apply to fitting of different types of tyres
7. what is the manufacturer's requirement for tread depth
8. why it is essential that wheel fixings are tightened to the torque set by the vehicle manufacturer
9. why it is necessary that all tyres (new and used) should be approved by the appropriate authority
10. how to spot signs of abnormal tyre wear
11. why it is necessary to ensure that the windscreen and other windows should be clean and free from obstructions and damage
12. what is the legal specification for tints on vehicles
13. why it is necessary to clean lights, indicators, reflectors and number plates
14. what are the requirements for the disposal of oil, batteries and tyres where this is your responsibility
15. what is the effect of filling a vehicle with the wrong sort of fuel
16. how to check what sort of fuel your vehicle uses
17. how to read all gauges and indicators and how to respond to them appropriately
18. why it is necessary for service buses and scheduled coach services to have the correct identification and destination displayed on the vehicle
19. why it is necessary to display a temporary sign for temporary service bus routes
20. why all passenger carrying vehicle should carry a fire extinguisher
21. why it is important to have a valid driving licence for the vehicle and meet any restrictions on the licence
22. why it is necessary for any vehicle driven by a learner to clearly display legally compliant red L plates (for buses)
23. what it is necessary for the vehicle to be registered with the Licencing Authority
24. why it is necessary to notify the Licensing Authority if you have a change of name or address, develop a medical condition that will affect your ability to drive, buy or sell a vehicle or make substantive changes to the vehicle
25. why it is necessary that you must have a minimum of third party insurance covering you for the intended use of the vehicle, and what insurance companies require you to do to meet your obligations under that insurance
26. why it is necessary that you must hold a valid inspection certificate for the vehicle
27. why it is necessary, you must be able to produce your driving licence, a valid insurance certificate, a current inspection certificate and other relevant documentation on demand if required by an authorised person
28. why it is important if you borrow or rent a vehicle you need to make sure that the correct documentation is in place

29. why it is important when you lend somebody your vehicle you still need to make sure that they have the correct documentation
30. why it is important if you drive outside jurisdiction there may be different documentation rules, such as a need to have your documents with you at all times
31. what documentation you are required to carry by law locally or abroad

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- a. perform routine maintenance checks on the vehicle
- b. adjust driving position to ensure safe driving
- c. provide vehicle documentation at all times

(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

TS00050

Plan a Journey

Unit Descriptor:

This unit deals with the skills and knowledge required for planning a journey and determining the time required to complete the journey. It identified the skills required for planning a suitable route and determining alternative routes if the route is blocked or congested.

ELEMENTS**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | | | |
|---|-----------------------|-----|--|
| 1 | Prepare for a journey | 1.1 | Plan a suitable route taking into account factors that would affect the journey |
| | | 1.2 | Calculate the time required to complete the journey safely and legally, including sufficient time for rest breaks and refuelling stops |
| | | 1.3 | Determine alternative routes if the planned route is blocked or congested in order to complete the journey |
| 2 | Plan the route | 2.1 | Plan the route taking into account the location of any height, width, length, weight or access restrictions that apply to the vehicle being driven |
| | | 2.2 | Plan the route taking into account road user charging schemes that apply to the vehicle being driven |
| | | 2.3 | Plan the route to include rest breaks and overnight parking locations, where appropriate |

RANGE STATEMENT

All range statements must be assessed.

1. Factors affecting the journey include:
 - road conditions
 - weather conditions
 - traffic
 - driving experience
 - vehicle characteristics

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. what are the principles of mapping, the technologies available for route planning and for monitoring road traffic conditions, and the limitations of these technologies
2. why it is necessary to include extra time to allow for unforeseen delays
3. how the risks involved in travelling on some routes can change at different times, such as heavier traffic at rush hour or in the holiday season, lower stability on exposed routes in adverse weather conditions
4. what is the link between your level of competency and experience and whether you should choose a particular route
5. what are the methods for following routes
6. what is the height, width, length and weight of the vehicle you are driving (taking into account its likely load)
7. how to find out the location of height, width, length and weight restricted routes and any access restrictions
8. how to find out whether the vehicle is subject to any road user charging when entering restricted areas

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

Evidence should include a demonstrated ability to:

- a. prepare for a journey
- b. plan a suitable route for the journey
- c. determine alternative routes
- d. plan a route to include rest breaks and overnight parking where applicable

(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.

TS00063

Drive a Commercial Vehicle

Unit Descriptor:

This unit deals with the skills and knowledge required to effectively monitor and respond to information from instrumentation and gauges and to use gears effectively. It also describes the skills and knowledge to steer and manoeuvre a commercial 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 the manufacturer's specifications |
| | | 1.2 | Check that the vehicle's transmission is disengaged to ensure the vehicle remains stationary |
| | | 1.3 | Plan the start-up to minimize excessive engine idling and the consequent waste of fuel |
| | | 1.4 | Start the engine according to manufacturer's instructions taking into consideration the effect on other road users, particularly vulnerable road users in order to prevent an accident from occurring |
| | | 1.5 | Monitor vehicle instrumentation and gauges during engine start up to ensure vehicle is safe for driving |
| | | 1.6 | Respond to information provided by instrumentation and gauges during engine start up and according to manufacturer's instructions |
| | | 1.7 | Switch lights on at night and depending on the weather conditions |
| 2 | Move off safely | 2.1 | Close all doors and ensure that all passengers are prepared for the vehicle to move off |
| | | 2.2 | Perform all-round visual checks, including blind spots, to make sure that it is safe to move off |
| | | 2.3 | Signal intention to other road users to move off according to legal requirements |
| | | 2.4 | Move off straight-ahead, on the level and on gradients, safely and smoothly, keeping control of the vehicle at all times |
| | | 2.5 | Move off at an angle from behind a parked vehicle or obstruction, safely and smoothly, keeping control of the vehicle at all times |

- 2.6 Check that controls are operating according to manufacturer's instructions
 - 2.7 Restart quickly and safely if the vehicle stalls in accordance with manufacturer's instructions
- 3 Monitor and respond to information
 - 3.1 Monitor and respond to information from instrumentation, gauges, warning lights and other aids when driving
 - 3.2 Use mirrors and other aids to vision to identify and 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 Use the vehicle's lights, indicators and horn according to legal and safety requirements
 - 3.6 Use the windows, wipers, demisters and climate and ventilation controls to monitor the environment
- 4 Control the acceleration of the vehicle
 - 4.1 Use the accelerator smoothly to achieve and maintain a safe speed
 - 4.2 Drive smoothly and in a controlled and progressive way to maximise the safety and comfort of passengers
- 5 Use gears
 - 5.1 Change gears smoothly according to the speed of the vehicle
 - 5.2 Select the gear for the speed of the vehicle according to the prevailing road and traffic conditions
 - 5.3 Coordinate the use of gears with braking and acceleration to ensure safe, smooth stopping and to prevent damage to the vehicle
 - 5.4 Use an automatic or automated gear box when fitted according to manufacturer's instructions
- 6 Steer the vehicle
 - 6.1 Steer the vehicle safely and responsibly according to road and traffic conditions, paying attention to weight, height, width, length and ground clearance restrictions
 - 6.2 Hold and control the steering wheel to steer the vehicle accurately and safely using approved driving hand positions
 - 6.3 Steer the vehicle safely and responsibly while operating other controls to prevent accidents and incidents
- 7 Manoeuvre the vehicle
 - 7.1 Coordinate the operation of all controls to manoeuvre the vehicle safely and responsibly in road and weather conditions, and forward and reverse gear

- 7.2 Observe checks of blind spots, while manoeuvring the vehicle to prevent accidents or incidents
 - 7.3 Position the vehicle to perform manoeuvres safely
 - 7.4 Use a safe, systematic approach throughout to maintain the safety of all road users
 - 7.5 Use audible reversing warning systems if fitted, only when it is legal to do so
 - 7.6 Use reversing camera systems or proximity sensors effectively, where fitted to assist with manoeuvring the vehicle
- 8 Decelerate and bring the vehicle to a stop
- 8.1 Use the accelerator and brakes to regulate speed and bring the vehicle to a stop safely, taking passengers' comfort and safety into consideration
 - 8.2 Stop the vehicle safely and under control in an emergency to avoid accidents and injury to passengers
 - 8.3 Use the parking brake when stationary, where needed to prevent the vehicle from moving
 - 8.4 Use braking systems safely and effectively to regulate speed and stop the vehicle
 - 8.5 Use the vehicle's endurance braking system (retarder) when needed to safely regulate speed and stop
 - 8.6 Open doors only when the vehicle is stationary and has come to a stop at the various stop signs
- 9 Park the vehicle
- 9.1 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
 - 9.2 Use the parking brake to hold the vehicle according to the manufacturer's instructions
 - 9.3 Select a gear to hold the vehicle safely when parked if necessary and switch the engine off according to safety requirements
 - 9.4 Check that vehicles fitted with automatic transmission are left with the lever in the park position to prevent vehicle from moving
 - 9.5 Check that lights are left on where required to ensure vehicle is visible to other road users
 - 9.6 Check for oncoming cyclists, pedestrians and other traffic before opening doors

- 9.7 Use best practice techniques to maximise the security of the vehicle and its load/contents against theft or illegal access

RANGE STATEMENT

All range statements must be assessed.

1. Systematic approach includes:
 - mirrors
 - signal
 - manoeuvre
 - position
 - speed
 - look
2. Types of vehicles:
 - automatic
 - manual
3. Vulnerable road users include:
 - cyclists
 - pedestrians
4. Instrumentation includes:
 - gauges
 - indicators
 - warning lights
 - on-board diagnostic systems
5. Pre-start checks include:
 - doors
 - parking brake
 - seat
 - steering
 - seatbelt
 - mirrors
 - fan belts
 - disengage anti-theft device

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 safely, if fitted
5. why moving off and sudden acceleration can cause danger or discomfort for passengers, particularly if they are standing or moving on the vehicle
6. what is the use of selective gear changing (sometimes known as block changing)
7. what are the benefits of timely gear selection when ascending and descending gradients, particularly when loaded
8. why coasting is particularly dangerous in vehicles fitted with air brakes as the engine-driven compressor won't replace air being exhausted as the brakes are applied
9. what is the use of 'kick down' and 'lock up' when using an automatic vehicle
10. what is the difference between automatic and automated gearboxes
11. what is the effect that the vehicle's turning circle has on steering the vehicle
12. what are the dimensions of the vehicle and how they affect its handling
13. what is the amount of space you need to turn, the way that your vehicle overhangs kerbs and verges and the potential impact of street furniture especially at bus stops
14. where to find the dimensions of the vehicle, for example Maximum Gross Weight (MGW) and Tare
15. how to locate and check the blind spots for the vehicle
16. what is the correct procedure for reversing into a side road on the left; reversing into a side road on the right; to carry out a turn-in-the-road or U-turn manoeuvre and for carrying out any reverse parking exercise on and off road
17. why a skid may occur, how to avoid skids and how to correct them if they do occur
18. how to work with a signaller when reversing, where applicable
19. what clearances are necessary for the vehicle during different manoeuvres or activities
20. why it is important to know that the use and restrictions of reversing aids, such as camera systems, proximity sensors and audible reversing warning systems, does not replace the need to practise good, all-round, effective observation
21. why it is important to use the vehicle handbook to find out how mechanisms, instrumentation and aids work in different vehicles
22. what are the risks of passengers trying to enter or leave the vehicle when it is moving if the doors are open
23. what is the relevance of the 'biting point', that is the point at which the clutch plate and the flywheel come into firm contact and start to transmit drive
24. what are the effects of 'dry steering' on the tyres etc., that is turning the wheels when the vehicle is not moving
25. what is the distance a larger vehicle requires to stop when travelling at different speeds and in different road and weather conditions
26. what are the two parts of a vehicle's overall stopping distance: thinking distance and the braking distance
27. how air-brakes, which are used by most large vehicles, differ from hydraulic brakes
28. why articulated vehicles (e.g. buses) may jack-knife or experience trailer swing under severe braking
29. what are the principles of the various endurance braking systems (retarders) that may be fitted to large vehicles, for example: electric, engine-driven, exhaust brakes
30. what are the rules in the Highway Code that apply when leaving a vehicle on different roads and in different lighting and weather conditions
31. why is it important when parking a vehicle with manual transmission on a gradient, selecting a gear will help to hold the vehicle if the parking brake should fail

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

Evidence should include a demonstrated ability to:

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

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

TS00053

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 legal requirements
2	Negotiate bends	2.1	Assess bends on approach to determine required position for maximum visibility
		2.2	Select a safe position and speed on entering the bend, throughout the bend and on exiting the bend to ensure the safety of road users
		2.3	Take into account the effect of the road camber on the position of the vehicle so as to avoid street furniture and other potential impact sources
3	Negotiate junctions, roundabouts and crossings	3.1	Negotiate junctions, roundabouts and crossings safely and responsibly using a safe, systematic approach
		3.2	Scan for more vulnerable road users at junctions, roundabouts and crossings
		3.3	Manoeuvre the vehicle left and right and proceed safely and responsibly
		3.4	Emerge safely and responsibly into streams of traffic to prevent collisions
		3.5	Cross the path of traffic safely when turning right
4	Drive on highways and dual carriageways	4.1	Join a highway or dual carriageway safely and responsibly from the left or the right
		4.2	Leave a highway or dual carriageway safely and responsibly to the left or the right

- | | | |
|---|--|---|
| | 4.3 | Drive in the most suitable lane and change lanes safely and responsibly in accordance with motor vehicle and road rules and regulations |
| | 4.4 | Allow for other road users joining or leaving the highway or dual carriageway |
| 5 | Comply with signals, signs and road markings | 5.1 Respond to all permanent and temporary traffic signals, signs and road markings |
| | 5.2 | Respond to signals given by authorised persons |
| | 5.3 | Respond safely and responsibly to signals given by other road users |

RANGE STATEMENT

All range statements must be assessed.

1. Factors affecting negotiating bends include:
 - adverse camber
 - banking
 - uneven or slippery surfaces
 - weather conditions
 - visibility
 - road junctions
 - other road users
 - different vehicles will perform and handle differently through bends
2. Factors affecting position on the road include:
 - weather conditions
 - road conditions
 - traffic conditions
 - road works
3. Vulnerable road users include:
 - cyclists
 - motorcyclists

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. how to select a suitable position on the road
2. why it is important to know where not to drive, for example on the pavement, hard shoulder or in cycle lanes
3. what lane discipline is and why it is important

4. how your position on the road may be affected by a range of factors including the weather, road and traffic conditions
5. what is the importance of scanning the road ahead for reasons to change your position, such as roadworks, and taking timely action to reposition yourself
6. how to use a safe, systematic routine in time to change position safely and responsibly
7. what are the dimensions of the vehicle and how they may affect its handling
8. why on roads with a severe camber, the top of a large vehicle can lean up to 250mm (around 10 inches)
9. how the performance and handling of your vehicle will affect your ability to overtake safely and responsibly
10. why it is important to know where you may and may not overtake
11. how to use various methods such as 'limit point analysis' to judge the severity of a bend
12. what factors should be taken into account when deciding on the line to take and the speed at which it is possible to negotiate a bend safely
13. what are the dimensions of the vehicle and how they may affect its handling
14. what is the importance of coordinating the use of gears, accelerator, brakes and steering to negotiate a bend safely and responsibly
15. how the use of a safe, systematic routine will support the safe negotiation of bends
16. what is the effect that loads and passengers may have on the handling of the vehicle through bends
17. what are the rules that apply to particular junctions and roundabouts, such as priority rules
18. how to turn left and right safely and responsibly
19. what are the issues that apply to turning right at crossroads
20. what are the rules that apply to merging into a stream of traffic, crossing the path of an approaching stream of traffic and all types of pedestrian crossing
21. what is the meaning of warning lights used at pedestrian crossings and how to respond correctly
22. how the use of a safe, systematic routine, including effective observations, will support the safe negotiation of junctions, roundabouts and crossings
23. what are the rules that apply to other road users, particularly drivers of other large vehicles or vulnerable road users such as cyclists and motorcyclists, and the position that they may select on the road as a result
24. what are the dimensions of the vehicle and how they may affect its handling
25. how to join a highway or dual carriageway, safely and responsibly, from traffic light controlled or uncontrolled slip roads
26. how to leave a highway or dual carriageway safely and responsibly, including the need to position yourself well in advance to allow other road users enough time to react
27. how the use of a safe, systematic routine will help you to join or leave a highway or dual carriageway safely
28. why not stop on a highway except in an emergency
29. when and for what purposes you are allowed to use the hard-shoulder
30. why not to pick up or set down anybody, or walk on a highway, except in an emergency
31. why not to cross the central reservation, or drive against the traffic flow on a highway or dual carriageway unless directed to do so by an authorised person or traffic signs
32. what are the rules that apply when using a highway or dual carriageway
33. why some stretches of highway may have local, active traffic management (or managed highways) control systems installed, which will change speed limits or the direction of flow in particular lanes, and why it is vital to obey the instructions given by such systems
34. why it is important to scan well ahead on the approach to junctions to make sure you are aware of other road users joining or leaving and queuing traffic
35. what is the correct use of hazard warning lights
36. what are the risks posed by drivers of left-hand-drive vehicles
37. what is the meaning of and how to respond to mandatory traffic signs, warning signs and road markings
38. what is the meaning of the particular signs that apply to the vehicle you are driving

39. how to work out the speed limit when you are unable to see speed limit signs
40. what are the speed limits on different classes of road for the vehicle being driven
41. what is the meaning of and how to respond to signals given by police officers, crossing patrols and others authorised to control traffic
42. who are authorised to control traffic
43. what are the signals that other road users are likely to use and how to respond safely and responsibly to them

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- a. change lanes safely and responsibly
- b. negotiate bends, junctions, roundabouts and crossings
- c. manoeuvre the vehicle
- d. join or leave a highway or dual carriageway safely and responsibly

(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

TS00054

Interact with Other Road Users

Unit Descriptor:

This unit deals with the skills and knowledge 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:			
1	Communicate with other road users	1.1	Use indicators and arm signals to signal intentions according to 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 to communicate with other road users where necessary and adhering to legal requirements
2	Cooperate with road users	2.1	Be aware of and anticipate the likely actions of other road users
		2.2	Give other road users enough time and space to perform manoeuvres
		2.3	Monitor and manage your own reaction to other road users
		2.4	Respond to emergency vehicles according to legal requirements
		2.5	Progress in the traffic stream and overtake with due consideration for other road users according to traffic regulations
		2.6	Manage the risk involved when other road users may not give you enough space to manoeuvre
		2.7	Prepare for the end of the lane where other traffic may be changing position, when using a bus lane
		2.8	Use extra caution when undertaking slow- moving or stationary traffic, when using a bus lane

RANGE STATEMENT

All range statements must be assessed.

- | | |
|---|---|
| <p>1. Emergency vehicle includes:</p> <ul style="list-style-type: none">• police• fire-service• ambulance | <p>3. Communicate includes:</p> <ul style="list-style-type: none">• use of indicators• use of lights• arm signals• horns |
| <p>2. Other road users include:</p> <ul style="list-style-type: none">• cyclists• motorcyclists• children• elderly persons• differently-abled | |

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. when signals must be given and when it is acceptable not to use them
6. what is the law governing the use of the horn
7. when to use the flashing of headlights as a warning of approach or instead of the horn
8. what are the risks linked to incorrect use of headlights or the horn as a signal
9. how and when to use hazard warning lights
10. how to scan the road ahead to gather useful information
11. what are the rules that apply to other road users and drivers of other large vehicles, and the position that they may select on the road as a result
12. what is the importance of predicting the likely actions of other road users
13. why other road users may not appreciate that your vehicle needs more space to manoeuvre, particularly when cornering, at junctions and on roundabouts
14. why large vehicles travelling at speed can create a vacuum effect and draw cyclists or pedestrians under the wheels of the vehicle
15. what is the importance of maintaining a safe stopping distance between the vehicle and other road users
16. how traffic and weather conditions affects other road users, such as by reducing visibility, and how to make suitable allowances
17. how to act safely and responsibly when emergency vehicles are responding to incidents
18. what are the rules that apply to overtaking on the left
19. why driving without due care and attention and reasonable consideration for other road users is an offence

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

TS00055

Minimise Risk when Driving

Unit Descriptor:

This unit deals with the skills and knowledge required to effectively identify and respond to hazards. It also describes the skills and knowledge required to drive defensively and 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 into the distance to prevent possible hazards
		1.2	Use visual clues to predict possible hazards and prepare for situations that may arise
		1.3	Judge the significance of possible hazards and prioritize 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 maximise visibility to other road users and prevent accidents
		2.4	Use dipped headlights when necessary during daylight hours
		2.5	Manage physical and emotional state to ensure effective management of risks to safety
		2.6	Drive at a speed that allows stopping safely in the distance according to the rules and regulations
		2.7	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 and use aids such as cruise control to maintain momentum
		3.2	Stop the vehicle using timely and 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 extra load from the vehicle when not needed to prevent excess use of gas and power
- 3.5 Turn off the engine when you are likely to be stationary for some time

RANGE STATEMENT

All range statements must be assessed.

1. Techniques include:
 - glancing
 - 360° scan using mirrors
2. Factors affecting drivers include:
 - using mobile phones
 - talking to passengers
 - using satellite navigation system
3. Factors affecting fuel consumption include:
 - accelerating
 - decelerating
 - carrying luggage
 - incorrectly inflated tyres
4. Responses include:
 - braking
 - stopping
 - slowing down
5. Hazards include:
 - accidents
 - skids

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. what are the methods used to scan the driving space effectively, both close to and into the distance
2. what factors can limit your field of vision, such as parked vehicles, and how to allow for those limitations
3. how the design of the vehicle may affect your field of vision, and how to overcome this
4. what is aquaplaning and when it might happen
5. what factors might cause you to skid, such as oil or gravel on the road
6. how to read the road ahead and prepare for the unexpected
7. which kinds of hazard to look for in different environments, such as tractors on rural roads
8. who are the other vulnerable road users and how to allow for them
9. what factors can distract the driver and how to manage them to ensure awareness of the driving space and potential hazards
10. what is the law relating to the use of mobile phones whilst driving

11. what is the importance of using a safe, systematic routine to ensure control of the vehicle, travelling at the right speed with the right gear engaged and in the correct position on the road for all conditions
12. what is the importance of keeping a safe separation distance in all weather and traffic conditions
13. why the stopping distance for larger vehicles is often farther than that for cars and therefore a larger separation distance is required to keep a safe driving space
14. how to assess your own ability to drive safely and responsibly against best practice
15. what affects a vehicle's fuel consumption
16. how effective scanning and planning can help you use smooth acceleration or deceleration to keep momentum
17. how fuel consumption is increased by extra loads, incorrectly inflated tyres, wind resistance, for example from carrying luggage on roof racks
18. how to select the most suitable gear will avoid engine labour and maximise the effects of engine braking
19. how the use of technologies can reduce exhaust pollution
20. what are the circumstances when it is necessary to turn off the engine when stationary, rather than leave it idling
21. why you should never reduce safety to improve economy
22. why it is important to focus when faced with distractions

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 the 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

TS00056

Manage Incidents

Unit Descriptor:

This unit deals with the skills and knowledge required to manage passengers 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 the 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 collisions | 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 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 condition of 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.

- | | |
|--|---|
| <p>1. Approved methods include:</p> <ul style="list-style-type: none">• photographs• drawing sketch plans• reports | <p>2. Adequate warning includes:</p> <ul style="list-style-type: none">• 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 on using the hard-shoulder on highways and the guidance on waiting for breakdown services
3. how to identify your precise location on highways, to allow breakdown services to reach quickly
4. why it is better to use an emergency roadside telephone, if available, rather than a mobile phone because it allows the operator to find your exact position
5. how and when to use a warning triangle
6. how and when to use hazard warning lights
7. what are the consequences of a tyre blow-out, especially if it is the front wheel, or if the rear wheel tyre blow-outs, on twin-wheeled or multi-axle vehicles
8. what is the organisation's procedures for breakdown recovery and for arranging onward transport for passengers
9. what are the benefits of wearing protective clothing such as a high-visibility jacket or protective footwear and your organisation's instructions on this
10. what are the various types of fire extinguisher and the fires they're intended to tackle
11. what is the importance of making sure further injury and damage are not caused, by first managing uninjured passengers, animals and passers-by, and giving warning to other road users as quickly as possible
12. how to contact the emergency services and the importance of giving them accurate information
13. what is the importance of being able to give information about the condition of casualties to the ambulance service
14. what are the benefits of gathering and recording information as soon as possible after the event
15. what are the legal requirements for stopping, providing details, giving statements, and producing documents if you are involved in an incident which causes damage or injury to any other person, vehicle, animal or property
16. what are the principles of first aid and the limits of personal first aid skills
17. what is the location of the first aid kit, if carried, how to access it, and how and when to use it
18. why is important to know for which fires your fire extinguisher is suitable and how to use it
19. why you should not open an engine housing wide to tackle a fire, as this will feed the fire

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 collision
- b. give adequate warning to other road users if the 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

TS00065:

Undertake Interactive Workplace Communication

Unit Descriptor:

This unit deals with the skills and knowledge required to effectively undertake interactive communication at the workplace, and applies to all individuals working in the transport sector (driving industry)

ELEMENTS		PERFORMANCE CRITERIA	
Candidates must be able to:			
1	Communicate information	1.1	Communicate Information about tasks, processes, events or skills according to workplace procedures
		1.2	Communicate multiple operations involving several topics/areas according to workplace procedures
		1.3	Undertake listening without continuous interruptions of the speaker
		1.4	Use questions to gain additional information from individuals
		1.5	Undertake verbal and written reporting where required to communicate information
		1.6	Demonstrate communication in both familiar and unfamiliar situations and to familiar and unfamiliar individuals and groups
2	Participate in group discussion	2.1	Obtain responses and provide to others in the group to encourage group participation
		2.2	Make constructive contributions in terms of the production process involved
		2.3	Communicate goals and objectives to others according to workplace procedures

RANGE STATEMENT

All range statements must be assessed.

1. Techniques include:
 - sketches
 - drawings
 - charts and maps
 - telephone
 - sketches
 - written job instructions
 - client instructions
 - face to face
 - signage
 - memos
 - work schedules/work bulletins
 - written report

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. what are the workplace safety requirements
2. how to use work schedules, charts, work bulletins and memos
3. how to work safely according to instructions
4. how to write, read and understand workplace documents
5. how to convey information in simple English to invoke correct actions

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- a. demonstrate safe working practices at all times
- b. demonstrate the ability to undertake interactive workplace communication
- c. communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment
- d. adhere to safety rules and procedures
- e. perform all tasks according to established procedures
- f. report problems according to established procedures

(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 work 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 work area
		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
- 2.6 Request assistance when necessary according to organizational procedures
- 2.7 Complete reports of incidents involving threats to personal safety and the safety of others according to company approved procedures
- 3 Maintain personal safety
 - 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 safety according to the health and safety policy
 - 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 Request assistance when necessary according to organizational procedures
 - 3.11 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.

- | | |
|---|--|
| <p>1. Equipment includes:</p> <ul style="list-style-type: none">• first aid kit• fire extinguisher | <p>2. Unexpected situations include:</p> <ul style="list-style-type: none">• vehicle breakdowns• road incidents-crash/collision |
|---|--|

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. what is the guidance related to health and safety issued by the organization and relevant legal guidance
2. what are the typical risks and hazards to health and safety of workers likely to occur in the workplace
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 required by the organisation or others 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
- g. perform all tasks according to established procedures
- h. report problems according to established procedures

(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

TS00064

Apply Fatigue Management Techniques

Unit Descriptor:

This unit deals with the skills and knowledge required to apply fatigue management techniques, including identifying and acting upon signs of fatigue and implementing appropriate techniques to minimize fatigue. Registration, legislative, regulatory or certification requirements are applicable to this unit. Persons achieving competence in this unit will need to fulfil the applicable national legislation and relevant regulations covering the management of fatigue. It involves the application of the relevant regulations, codes and guidelines of national authorities concerning fatigue management.

ELEMENTS		PERFORMANCE CRITERIA	
Candidates must be able to:			
1	Act upon signs of fatigue	1.1	Identify potential causes of fatigue and take action to minimize the effects according to best practice
		1.2	Identify personal warning signs of fatigue and take necessary steps to ensure alertness is maintained according to national legislative requirements
2	Implement techniques to minimize fatigue	2.1	Plan routes and schedules to minimize fatigue according to organization's fatigue management policy and procedures
		2.2	Minimize factors contributing to fatigue to reduce the risk of fatigue-related accidents and incidents
		2.3	Use techniques to manage fatigue according to national legislative requirements
		2.4	Adopt and apply effective practices and counter measures to combat fatigue according to organization's fatigue management policy and procedures

RANGE STATEMENT

All range statements must be assessed.

1. Techniques, practices and counter measures include:
 - following the fatigue management policy and procedures
 - using time appropriately to rest and recover
 - checking and ensuring fitness
 - reporting symptoms of fatigue
 - taking action to minimise risk when symptoms of fatigue are recognized
2. Legislative requirements include:
 - national regulations and guidelines concerning fatigue management
 - instructions and procedures on fatigue management
 - OSH regulations and procedures
 - work schedules and shift rosters
 - emergency procedures
 - log book or record book (where required)
 - records and reports of fatigue-related errors and safety incidents
 - standards and certification requirements
 - quality assurance procedures
3. Factors contributing to fatigue include:
 - workload demand
 - work duration
 - shift pattern
 - time of day
 - frequency and duration of breaks
 - type of work
 - work environment
 - payment system
 - scheduling
 - sleep patterns
 - alcohol and drug use
 - quantity and timing of food and drink
 - opportunities for relaxation with family and friends
 - working multiple jobs
 - state of mental and/or physical health
 - inadequate sleep
 - sleep disorders
 - emotional stress
 - family responsibilities
 - relationship difficulties
 - inadequate competence to complete tasks
 - circadian rhythms
4. Regulations and codes include:
 - relevant regulations, codes and national regulatory authorities concerning fatigue management
 - national road rules
 - national permit regulations and requirements
 - OSH legislation

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. what are the health and safety regulations as they relate to fatigue
2. what are the policies, procedures codes, regulations and registration requirements related to fatigue management and the control of factors that can contribute to fatigue and fatigue-related accidents
3. what are the risks and hazards created by fatigue
4. how fatigue affects performance
5. how fatigue contributes to incidents
6. what are the ways of recognising fatigue
7. what are the techniques used to manage fatigue
8. what are the causes and effects of fatigue on drivers
9. what factors which increase fatigue-related accidents
10. what lifestyles promote the effective long-term management of fatigue
11. how to read and interpret instructions, procedures, regulations and signs related to fatigue management and how to apply them
12. how to recognise symptoms of fatigue and take appropriate action in accordance with fatigue management regulations and procedures
13. how to work collaboratively with others to manage and minimise the effects of fatigue
14. how to modify activities and take appropriate initiatives to manage fatigue depending on differing risk situations and environments
15. how to apply precautions and required action to minimise and control the effects of fatigue when carrying out functions
16. how to adapt to changes in rosters and standard operating procedures as they may relate to fatigue management

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include a demonstrated ability to:

- a. adhere to relevant legislation and workplace procedures
- b. identify causes of fatigue
- c. implement techniques to manage fatigue
- d. adopt and apply practices and measures to combat fatigue
- e. perform all tasks according to established procedures
- f. report problems according to established procedures

(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.

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 discreet 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.