



Technical and Vocational Education and Training (TVET) Council



**Occupational Standards  
of Competence**

**Motor Vehicle Operations**

**Level 2**

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**Qualification Overview**

**NVQB**

**in**

**Motor Vehicle Operations**

**Level 2**

## **NVQB in Motor Vehicle Operations Level 2**

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### **Who is the qualification for?**

The NVQB in Motor Vehicle Operations Level 2 is aimed at persons who drive or operate a vehicle either as part of their everyday work duties to conduct work. The operator may self-employed or working for a large company that owns and maintains the vehicle. The term vehicle refers to any means of transportation used to facilitate travel or a special task during on or off road usage. Candidates should possess a local drivers' license at the required class and category to operate the specified vehicle. The organizational policies and procedures will determine the minimum length of time that an operator must possess the license.

Some units are likely to be assessed in conjunction with other mandatory units as defined by the technical definition and assessment specifications of the management activity.

### **Jobs within the occupational area**

Relevant occupations include:

- Driver Messengers
- Organizational personnel (required to drive a vehicle as part of their duties)
- Delivery personnel
- Technicians
- Taxi and/or bus operators

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

### **Where could it be used?**

These competencies are for persons who are likely to be in roles where for example their duties include:

- Driving persons as a means of obtaining an income
- Transporting goods from one place to another
- Delivery or collection of items on behalf of the organization
- Conducting a specified task during the carrying out duties that require a special vehicle
- Travelling from one place to another representing the organization whilst using a vehicle owned and maintained by the organization

## **A05902 - APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE**

### **MOTOR VEHICLE OPERATIONS - LEVEL 2**

To achieve the full qualification, candidates must complete nine (9) units in total made up of eight (8) mandatory units and one (1) optional unit.

<b><u>MANDATORY UNITS (ALL MUST BE COMPLETED)</u></b>	<b><u>CODE</u></b>
<b>1. Complete workplace documentation</b>	<b>U91102</b>
1.1 Select documentation	
1.2 Complete documentation	
<b>2. Manage stress and fatigue in the workplace</b>	<b>U91202</b>
2.1 Identify signs of stress and fatigue	
2.2 Implement strategies to minimize stress and fatigue	
<b>3. Check and assess the operating capabilities of a vehicle</b>	<b>U91302</b>
3.1 Inspect equipment and work area	
3.2 Check equipment operating capability	
3.3 Identify and assess the impact of faults on work requirements	
3.4 Record and report results of inspection and testing	
<b>4. Participate in basic workplace communication</b>	<b>U91402</b>
4.1 Communicate information	
4.2 Participate in team discussions	
4.3 Represent views of the group	
<b>5. Follow occupational health and safety procedures</b>	<b>U91502</b>
5.1 Follow health and safety procedures	
5.2 Contribute to the management of occupational health and safety	
<b>6. Coordinate breakdown and emergency procedures</b>	<b>U91602</b>
6.1 Evaluate breakdown and emergency situation	
6.2 Report breakdown or emergency situation	
6.3 Follow breakdown or emergency procedures	
6.4 Complete and review documentation	

## **NVQ in Vehicle Operations Level 2 cont'd**

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### **Qualification Overview**

#### **Mandatory Units (All must be completed)**

**CODE**

#### **7. Apply defensive driving techniques**

**U91702**

- 7.1 Drive the vehicle
- 7.2 Monitor traffic and road conditions
- 7.3 Monitor and maintain vehicle performance

#### **8. Communicate with customers and with others**

**U47403**

- 8.1 Contribute to determining work roles
- 8.2 Contribute to planning activities
- 8.3 Work with others

#### **OPTIONAL UNITS (ONE MUST BE COMPLETED)**

#### **9. Prepare to transport dangerous goods and materials**

**U91802**

- 9.1 Check dangerous goods load
- 9.2 Assess vehicle suitability
- 9.3 Follow safety procedures
- 9.4 Evaluate route
- 9.5 Complete documentation

#### **10. Drive a light rigid vehicle**

**U91902**

- 10.1 Drive vehicle
- 10.2 Monitor traffic and road conditions
- 10.3 Monitor and maintain vehicle performance

#### **11. Drive medium rigid vehicle**

**U92002**

- 11.1 Drive vehicle
- 11.2 Monitor traffic and road conditions
- 11.3 Monitor and maintain vehicle performance

- 12. Drive heavy rigid vehicle** **U92102**
- 12.1 Drive vehicle
  - 12.2 Monitor traffic and road conditions
  - 12.3 Monitor and maintain vehicle performance
- 13 Transport passengers** **U92202**
- 13.1 Conduct pre-operational checks
  - 13.2 Assist passengers
  - 13.3 Drive vehicle
- 14 Tow equipment** **U92302**
- 14.1 Assess safe towing weight
  - 14.2 Prepare for tow
  - 14.3 Tow equipment



## U91102

## Complete workplace documentation

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to complete workplace documentation including selecting and completing the correct documentation in accordance with organizational requirements.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                           |  |
|---------------------------|--|
| 1. Select documentation   | <ul style="list-style-type: none"> <li>1.1 Request the appropriate documentation to be used according to work instructions.</li> <li>1.2 Select and confirm with <b>appropriate persons</b> that <b>documentation</b> is correct for the purpose.</li> </ul>   |
| 2. Complete documentation | <ul style="list-style-type: none"> <li>2.1 Identify, collect, interpret, analyse and organise information required to complete workplace <b>documentation</b>.</li> <li>2.2 Prepare and complete required <b>documentation</b> in accordance with organizational policies and procedures.</li> <li>2.3 Update and maintain workplace <b>documentation</b> accurately and in a timely manner in accordance with organizational requirements.</li> </ul> |

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**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Appropriate persons:**

- Supervisor
- Assigned colleagues
- Clients/customers

**2. Documentation:**

- Hard copy
- Electronic
- Logs/diaries
- Maintenance schedules/checklists

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to select the appropriate documentation.  
What is the purpose of forms, logs diaries etc.
2. Who are the appropriate persons to confirm the completion of documentation.
3. What are the organizational policies and procedures for completing documentation and using technology.
4. What is the appropriate format for writing reports or completing forms, logs, diaries or checklists.
5. What are the typical challenges that may be encountered when completing documentation and how they can be rectified.
6. What are the sources of information for completing documentation.  
How to read, interpret and organize information needed to complete and process documentation.
7. How to write and/or enter information into computer based documentation systems.
8. What are the procedures and timelines for updating logs and diaries.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## U91202

## Manage stress and fatigue in the workplace

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to manage stress and fatigue in the workplace. This includes identifying and acting upon signs of stress and fatigue and implementing appropriate strategies to minimize it during work activities in accordance with organizational requirements.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |  |
|--|--|
| 1. Identify signs of stress and fatigue                | 1.1 Identify <b>potential causes of stress and fatigue</b> and take action to minimize their effects in accordance with organizational procedures.<br><br>1.2 Identify personal warning signs of stress and fatigue and take necessary steps to ensure that effective <b>work capability</b> and alertness are maintained in accordance with organizational procedures.  |
| 2. Implement strategies to minimize stress and fatigue | 2.1 Assess workplace procedures to minimize stress and fatigue.<br><br>2.2 Identify and minimize factors which increase the risk of stress and fatigue related accidents and safety incidents.<br><br>2.3 Implement <b>strategies</b> to manage stress and fatigue in accordance with organizational policies.<br><br>2.4 Select lifestyle choices which promote the effective long-term management of stress and fatigue.<br><br>2.5 Adopt and apply effective practices to combat stress and fatigue.<br><br>2.6 Communicate personal stress and fatigue management strategies to <b>appropriate persons</b> .<br><br>Plan appropriate counter measures to combat stress and fatigue where required. |

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Potential causes of stress and fatigue:**

- Work demands i.e. work load/duration/scheduling; shift pattern/duration; time of day; frequency and duration of breaks; type of work i.e. working in isolation; repetitive/boring/monotonous/under-challenging tasks; location of work; continual rhythmic vibrations
- Organizational factors i.e. conditions of pay, interpersonal relationships
- Environmental factors i.e. temperature, ventilation, lighting
- Lifestyle factors (multiple jobs, alcohol or drug use, lack of rest, eating habits)
- Personal/biological factors i.e. mental or physical health, sleep disorders, relationship difficulties

**2. Work capability:**

- Ability to:
  - drive a vehicle
  - operate machinery
- Communication with others

**3. Strategies:**

- Following organizational policy on stress and fatigue management
- Reporting stress and fatigue to appropriate persons
- Taking personal responsibility to manage fatigue and stress
- Recognizing personal signs of fatigue and stress
- Checking and ensuring fitness for work

**4. Appropriate persons:**

- Supervisor
- Assigned colleagues

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

- 1 What is fatigue and what are the potential causes and dangers of stress and fatigue in the workplace.
- 2 How to recognize personal stress and fatigue and what actions can be taken to deal with them.
- 3 What systems exist within the organization to manage stress and fatigue.
- 4 What sources of information are available on managing stress and fatigue.
- 5 What actions can be taken to minimize fatigue and the effects of fatigue on the organization.
- 6 What strategies can be implemented to manage fatigue in the organization.
- 7 What are the lifestyle, environmental and organizational strategies that can be used to implement fatigue management strategies.
- 8 How to make and adopt lifestyle choices that promote the long-term management of stress and fatigue.
- 9 How to communicate effectively with others regarding stress and fatigue.
- 10 Who are the appropriate persons that must be informed of stress and fatigue in the organization.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.



## U91302

## Check and assess operating capabilities of a vehicle

## Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to check and assess the operational capabilities of equipment in accordance with organizational requirements. This includes inspecting equipment and the work area; checking the operational capability of equipment and its safety devices; identifying and assessing the impact of faults on safety and work requirements and recording and reporting the results of inspection and testing.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Inspect equipment and work area                               | 1.1 <b>Inspect</b> the vehicle prior to start-up in accordance with organizational, pre-operational functional safety check procedures and manufacturers' specifications.         |
|  | 1.2 <b>Report</b> aspects of the equipment/work area found to be outside manufacturers' and/or organizational specifications to <b>designated persons</b> for appropriate action. |
| 2. Check equipment operating capability                          | 2.1 Test equipment and components after start-up in accordance with manufacturers' specifications and organizational procedures.  |
|  | 2.2 Check warning systems for operational effectiveness.  |
| 3. Identify and assess the impact of faults on work requirements | 3.1 Identify <b>faults</b> and assess the potential effect on the operation of the vehicle for the required work.   |
|  | 3.2 <b>Report faults</b> that may affect the safe operation of the vehicle to <b>designated persons</b> for rectification.  |
| 4. Record and report results of inspection and testing           | 4.1 <b>Report</b> the results of inspection and testing in accordance with regulatory requirements, organizational policies and industry guidelines.                              |

- 4.2 Maintain concise, clear and unambiguous records in accordance with organizational policies.
- 4.3 Identify items which may affect the future safety of the vehicle.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Inspect:**

- Visually
- Conduct sound checks
- Conduct operational checks

**2. Report:**

- Electronically
- In writing
- Verbally

**3. Designated persons:**

- Maintenance Manager
- Direct supervisor
- Customer/client

**4. Faults:**

- Fluid leaks
- Cracks or structural faults
- Pressure variances (too high or too low)
- Non-functioning warning systems
- Non-functioning lighting systems

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

- 1 What are the various types and uses of vehicles required to complete work in the organization.
- 2 What are the organizational procedures for inspecting and checking capabilities of vehicle.
- 3 What is the manufacturer's policy relating to the specified vehicle.
- 4 How and when the vehicle is to be inspected and what are the various forms of inspection.
- 5 Who are the designated persons to whom reports should be provided and when and how these should be submitted.
- 6 How the vehicle is tested and when the tests should be conducted.
- 7 What are the warning systems on the vehicle and how they are checked.
- 8 What are the various faults that can be detected on the vehicle and how they are identified.
- 9 How and to whom faults and the outcome of testing should be reported.
- 10 What is the format and procedure for completing reports.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## U91402

## Participate in basic workplace communication

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to participate effectively in basic workplace communication. Communication is undertaken to ensure information is conveyed and understanding is obtained among all persons in the workplace.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                                    |  |
|------------------------------------|--|
| 1. Communicate information         | 1.1 Select and use an appropriate form of <b>communication</b> to meet the required purpose.                     |
|                                    | 1.2 Ask relevant questions to obtain additional information and confirm understanding.                           |
|                                    | 1.3 Identify <b>sources of information</b> relevant to the request.  |
|                                    | 1.4 Select and sequence information according to the request.  |
|                                    | 1.5 Respond to request appropriately following organizational protocols.   |
| 2. Participate in team discussions | 2.1 Identify members of the team and verify the information required.  |
|                                    | 2.2 Seek and provide constructive <b>responses</b> to others in the team according to the information requested. |
|                                    | 2.3 Confirm team members' understanding of the request and responses provided.                                   |
|                                    | 2.4 Promptly communicate and record goals of outcomes to relevant persons.                                       |
| 3. Represent views of the group    | 3.1 Interpret the views and opinions of others accurately.   |

- 3.2 Provide information to relevant persons and confirm their understanding of the interpreted views and opinions.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Communication:**

- Verbal
- Written
- Sign language/hand signals
- Electronic

**2. Sources of information:**

- Documents
- Organizations
- Websites
- Other persons

**3. Responses:**

- Verbal
- Written
- Sign language
- Electronic



**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the various and confirmed appropriate methods of communication used in the organization.
2. What is the best form of communication for use based on the purpose required.
3. What is effective listening and how it is demonstrated.
4. How is additional information obtained and understanding confirmed.
5. What are the various and appropriate methods of sourcing information.
6. What information is deemed relevant to the communication.
7. How is the sourced information selected and correctly sequenced.
8. What are the organizational standards regarding the completion of reports.
9. How are reports completed and to whom they should be provided.
10. How to communicate effectively with others in all settings and across all levels.
11. Who are the members of the team and how to provide them with constructive responses.
12. How to determine whether the goals and required outcomes are achieved.
13. Who are the relevant persons to whom goals and outcomes should be reported.
14. What are the views and opinions of others and how to accurately interpret them.
15. What are the best methods to provide information to others to confirm their understanding.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

**(2) Methods of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## U91502

## Follow occupational health and safety procedures

## Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to follow and apply occupational health and safety (OH&S) procedures when carrying out work activities.

The unit highlights the importance of identifying and following workplace and industrial procedures in order to maintain a high level of safety in the work environment.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |   |
|---|---|
| 1. Follow health and safety procedures                            | <ul style="list-style-type: none"> <li>1.1 Obtain and confirm the established workplace safety and health control practices and procedures.</li> <li>1.2 Select and use the appropriate personal protective equipment (PPE) in accordance with established organizational safety practices and procedures.</li> <li>1.3 Identify and follow organizational procedures required to handle and minimize <b>hazards</b> in the workplace.</li> </ul> |
| 2. Contribute to the management of occupational health and safety | <ul style="list-style-type: none"> <li>2.1 Identify <b>hazards</b> and report them to the <b>designated personnel</b>.</li> <li>2.2 Participate in processes that govern occupational health and safety including its scope and responsibilities in the workplace.</li> <li>2.3 Complete occupational health and safety reports in accordance with workplace requirements and practices.</li> </ul>   |

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Hazards:**

- Slippery or uneven floor surfaces
- Chemicals or harmful substances
- Physical movement of equipment and/or items
- Waste management and disposal
- Inadequate lighting
- Type and weight of load
- Vibrations

**2. Designated personnel:**

- Supervisors and team leaders
- Occupational Health and Safety personnel
- Persons authorized and/or nominated by the organization

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the safety regulations and practices relating to the organization and industry.
2. Where to obtain the relevant safety legislations and regulations.
3. What are the organizational procedures for handling health and safety incidences.
4. What are the potential hazards in the workplace and how to identify, minimize and eliminate them.
5. How to correctly select and use the required personal protective equipment.
6. What are the potential occupational health and safety hazards, how to identify them and to whom they should be reported.
7. How to contribute to the management of the occupational health and safety processes and how to participate and provide assistance.
8. What are the ways to record health and safety incidences in the workplace and how to maintain and store reports.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

**(2) Methods of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## U91602

## Coordinate breakdown and emergency procedures

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to coordinate breakdowns and emergencies including evaluating the breakdown or emergency situation; consulting with relevant personnel or emergency authorities; coordinating activities at the breakdown or emergency site and completing all required reports and documentation.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |  |     |  |
|----|--|-----|--|
| 1. | Evaluate breakdown and emergency situation | 1.1 | Identify and determine the causes and effects of the <b>breakdown or emergency</b> situation.  |
|    |  | 1.2 | Apply <b>breakdown or emergency coordination procedures</b> in accordance with organizational policies and procedures.                 |
|    |  | 1.3 | Render assistance to injured persons within the limitations of duty of care and organizational requirements.                           |
| 2. | Report breakdown or emergency situation    | 2.1 | Verify and contact required <b>personnel</b> to inform them of the <b>breakdown or emergency</b> .                                     |
|    |  | 2.2 | Obtain and communicate information about the <b>breakdown or emergency</b> in accordance with legal and organizational requirements.   |
| 3. | Follow breakdown or emergency procedures   | 3.1 | Take measures to warn other road users approaching the <b>breakdown or emergency</b> site within organizational rules and legislation. |
|    |  | 3.2 | Take personal safety and security precautions in accordance with organizational procedures   |
|    |  | 3.3 | Request assistance to minimize the possibility of further damage to persons or property, in accordance with organizational procedures. |

- 4. Complete and review documentation
  - 4.1 Complete required documentation and reports on **breakdown or emergency** in accordance with organizational requirements.
  - 4.2 Review documentation with relevant personnel to verify continuity of work.



**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Breakdown or emergency:**

- Mechanical malfunction
- Electrical malfunction
- Collision with stationary or moving object
- Accidents from hazardous road/driving conditions

**2. Coordination procedures:**

- Utilizing first aid kit
- Contacting and cooperating with emergency personnel
- Cordoning off the area
- Controlling traffic at the site of the breakdown or emergency
- Obtaining and recording details about the breakdown or emergency
- Reporting details of the breakdown or emergency to relevant persons

**3. Personnel:**

- Manager/supervisor
- Colleagues
- Mechanical Team
- Emergency response teams e.g. ambulance, fire service, police, hazard waste cleaners

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What is a breakdown or emergency and how are they identified.
2. How to determine and report the causes and effects of breakdowns/emergencies.
3. What are the organizational policies relating to the coordination and facilitation of breakdowns or emergencies.
4. What is duty of care.
5. How to provide assistance to injured persons.
6. What are the risks and hazards involved with breakdowns and emergencies and how are they identified.
7. How to complete reports regarding the causes and effects of the emergency/breakdown.
8. What are the details regarding the breakdown or emergency and to whom this information should be provided.
9. How to control traffic at the breakdown or emergency site.
10. What are the organizational policies and procedures relating to personal safety and security.
11. How to request assistance to reduce the possibility of further damage to persons and property.
12. How to control and protect the breakdown or emergency site.
13. What documentation and reports need to be completed and reviewed and to whom these are provided.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

**(2) Methods of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## U91702

## Follow defensive driving techniques

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to drive vehicles safely. It highlights the steps required to operate the vehicle appropriately in line with organizational, industrial and legal standards and outlines the importance of monitoring road conditions and maintaining vehicles to operate a vehicle safely.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Drive the vehicle                   | <ul style="list-style-type: none"> <li>1.1 Start, steer, manoeuvre, position and stop vehicle in accordance with traffic regulations and manufacturer's instructions.</li> <li>1.2 Manage engine power in accordance with manufacturer's regulations to ensure efficiency and performance as well as avoid engine and transmission damage.</li> <li>1.3 Anticipate, identify and avoid <b>driving hazards</b> through <b>defensive driving techniques</b>.</li> <li>1.4 Reverse the vehicle, while maintaining visibility and positioning accurately in accordance with instructions provided.</li> <li>1.5 Use vehicle lights, indicators and warning signals in accordance with traffic regulations and manufacturer's instructions.</li> <li>1.6 Park, shut down and secure the vehicle in accordance with manufacturer's specifications, traffic regulations and organizational procedures.</li> <li>1.7 Follow appropriate <b>procedures</b> in accordance with organizational and legislative policies in the event of a <b>driving emergency</b>.</li> </ul> |
| 2. Monitor traffic and road conditions | <ul style="list-style-type: none"> <li>2.1 Take the most efficient route to the outlined destination by monitoring and anticipating <b>road conditions</b>.</li> </ul>  |

- 2.2 Operate vehicle safely to ensure no injury to persons or damage to property, equipment, loads and facilities.
- 3. Monitor and maintain vehicle performance
  - 3.1 Maintain vehicle performance through **pre-operational inspections** and checks of the vehicle in line with organizational and manufacturer's instructions.
  - 3.2 Monitor vehicle performance and efficiency while in operation, in accordance with personal ability and organizational procedures.
  - 3.3 **Report** suspected defective or irregular performance or malfunctions to the appropriate authority.
  - 3.4 Maintain and update vehicle records and information following organizational procedures.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Driving hazards:**

- Mechanical or electrical malfunction
- Collision with a stationary or moving object
- Hazardous road/driving conditions
- Unsafe/unsecured loads being transported

**2. Defensive driving techniques:**

- Managing fatigue/stress
- Reducing/increasing driving speed
- Manoeuvring vehicle to avoid driving hazards
- Utilizing warning signals (flashing lights, horn etc)

**3. Procedures:**

- Contacting emergency personnel
- Administering first aid (if trained)
- Following organizational standards for driving emergencies

**4. Driving emergency:**

- Mechanical or electrical malfunction
- Collision with a stationary or moving object
- Injury to self or others
- Hazardous road/driving conditions

**5. Road conditions**

- Traffic conditions e.g. peak hours, high traffic area
- Route deviations
- Road obstructions
- Hazardous road conditions e.g. uneven, slippery, 'pot holes' etc.

**6. Pre-operational inspections:**

- Visual checks
- Manual/electrical checks
- Auditory checks

**7. Report:**

- Electronic
- Verbal
- Written

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the regional and organizational traffic regulations and how should they be applied.
2. What are the manufacturer's instructions and requirements.
3. How to start, steer, manoeuvre, position and stop the vehicle.
4. What is engine power and how to efficiently manage it to avoid engine and transmission damage.
5. What are the possible driving hazards and how these can be avoided.
6. What are defensive driving techniques and how are they applied.
7. How to accurately position and maintain visibility while reversing a vehicle.
8. How to operate the vehicle lights, indicators and warning signals according to traffic regulations and manufacturer's instructions.
9. How to park, shut down and secure the vehicle.
10. What constitutes a driving emergency.
11. What are the procedures to be followed in the event of an emergency.
12. How to determine and anticipate the most efficient route when driving.
13. What are the types of conditions that would cause or increase delays in travelling.
14. How to monitor road conditions to ensure optimum use.
15. What are pre-operational checks and how and why they should be conducted.
16. How to monitor the performance and efficiency of the vehicle during operation.
17. How to identify defective and irregular vehicle performances and how to report them.
18. Who are the relevant persons to whom reports should be provided.
19. What information is required for vehicle records and how it should be maintained and updated.

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**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

**(2) Methods of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.



## U47403

## Communicate with customers and others

## Unit Descriptor:

This unit describes the knowledge skills and attitudes required to politely and effectively communicate with other persons encountered while working.

Clear communication is important to pass on all necessary information and make sure health and safety information and workplace procedures are understood.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Communicate information to customers and others | <ul style="list-style-type: none"> <li>1.1 Adhere to organizational standards for appearance and positive behaviour.</li> <li>1.2 Obtain relevant and current information for effective working.</li> <li>1.3 Communicate with colleagues and other personnel using appropriate communication strategies.</li> <li>1.4 Communicate information clearly in a systematic and structured manner.</li> </ul>  |
| 2. Respond to customers and others                 | <ul style="list-style-type: none"> <li>2.1 Respond to <b>customers'</b> questions and comments promptly and in a positive manner.</li> <li>2.2 Acknowledge and respond to <b>communication</b> clearly, courteously and promptly.</li> <li>2.3 Question persons to confirm that the information received is correctly understood.</li> <li>2.4 Record information in an appropriate manner in accordance with the organizational procedures.</li> </ul> |

- 2.5 Present accurate and current information in a clear and concise manner to the relevant persons.
- 2.6 Take corrective action when there are difficulties in relaying information.
- 2.7 Report **faults** with **communication equipment** immediately to appropriate persons.
- 2.8 Acknowledge and respond to customers' needs and attitudes.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Customers:**

- Internal (colleagues, supervisors etc.)
- External (other organizations, business places, public)

**2. Communication:**

- Telephone calls
- Emails/internet
- Faxes
- Letters
- Social media
- Face to face/verbal

**3. Faults:**

- Electronic
- Mechanical
- Physical

**4. Communication equipment:**

- Telephones (fixed line, mobile)
- Computer equipment
- Smart phones, tablets
- Faxes

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the reasons for communicating with others.
2. What are the organizational procedures for personal appearance and behaviour.
3. How does your behaviour and attitude reflect on your workplace and organization.
4. What is the importance of creating a positive impression.
5. How to obtain your work instructions and verify that the work instructions are up-to-date.
6. What is reason for checking that the information is understood correctly.
7. What are the different forms of communication available and how they are used.
8. How to use appropriate strategies to communicate with colleagues and other personnel.
9. Why is it important to communicate clearly and provide necessary information.
10. How to communicate information clearly and systematically.
11. Why it is important to respond positively to questions and queries from customers.
12. How to respond to customers' questions and queries courteously, promptly and in a positive manner.
13. What are the organizational procedures for acknowledging and responding to incoming information
14. How to use effective questioning techniques to ensure information is understood.
15. What are the organizational and workplace procedures for recording information.
16. What is the correct process for transferring information.
17. How to ensure that the correct or authorized person receives the information.
18. How to identify problems in the relaying of information.
19. What are the corrective measures or actions taken to rectify problems in relaying information and how these should be applied.
20. What is the procedure for reporting faults with communication equipment.
21. How to identify customer needs and attitudes.
22. How to respond correctly to customer needs and attitudes.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

**(2) Methods of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

**(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.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**U91802****Prepare to transport dangerous goods and materials**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to prepare for the transportation of dangerous goods and materials. The preparation includes checking the goods load; assessing vehicle suitability to transport the intended load; checking safety procedures and equipment; evaluating the route and completing required documentation.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |                            |  |
|---|----------------------------|--|
| 1 | Check dangerous goods load | <ul style="list-style-type: none"> <li>1.1 Compare load against transport documentation, and note discrepancies.</li> <li>1.2 Check load to ensure that packaged and dangerous goods are correctly labelled, clearly visible and legible.</li> <li>1.3 Check load to ensure that containers are not damaged.</li> <li>1.4 Check load for compatibility with vehicle and for appropriate segregation in accordance with regulatory requirements</li> <li>1.5 Assess load to ensure that it is stowed and secured in or on the vehicle in accordance with legislative requirements and manufacturer's specifications.</li> </ul> |
| 2 | Assess vehicle suitability | <ul style="list-style-type: none"> <li>2.1 Assess the suitability and appropriateness of the vehicle to carry the designated dangerous goods according to classification, mass and configuration.</li> <li>2.2 Check license and insurance requirements of the vehicle for conformity with applicable regulatory requirements.</li> <li>2.3 Check load restraint system for serviceability and appropriateness to secure intended load.</li> </ul>   |

- 2.4 Check the vehicle to ensure that it is correctly and clearly marked in accordance with the load being carried.
- 3 Follow safety procedures
  - 3.1 Check safety and **personal protective equipment** for operational capability and appropriateness to load.
  - 3.2 Identify and check emergency information for each type of dangerous good being transported.
  - 3.3 Follow regulatory and organizational procedures in the event of an accident
- 4 Evaluate route
  - 4.1 Assess the selected route based on regulatory restrictions, traffic flow, conditions, **obstacles** and road standards.
  - 4.2 Determine a suitable route according to the dangerous goods load, work instructions, manufacturer's specifications and legislation.
- 5 Complete documentation
  - 5.1 Complete required documentation for transportation of dangerous goods in accordance with regulatory and organizational requirements.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Personal protective equipment:**

- Gloves
- Safety eyewear and footwear
- Mask or respirator
- High visibility clothing
- Hard hats

**2. Obstacles:**

- Traffic accidents
- Road works
- Road closures



**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are dangerous goods and materials and the legislative requirements and manufacturer's specifications relating to transporting them.
2. What is the transport documentation and how to compare it to the load.
3. What labels must be placed on packages, dangerous goods and materials and how to ensure that they are visible and legible.
4. How to check that containers are not damaged.
5. How to check the load for compatibility with vehicle and appropriate segregation.
6. How to ensure that the load is stowed and secured in or on the vehicle.
7. How to assess the suitability and appropriateness of the vehicle to carry dangerous goods and materials.
8. What are the license and insurance requirements.
9. What is the load restraint system and how to check it for serviceability and appropriateness to secure the intended load.
10. How to check the vehicle to ensure that it is correctly and clearly marked in accordance with the load being carried.
11. How to check safety and personal protective equipment for operational capability and appropriateness to load.
12. What emergency information is required for each type of transported dangerous goods and materials and how it should be checked.
13. What are the regulatory, legislative and organizational procedures for incidents and emergencies.
14. How to assess and determine the most suitable route based on legislation, manufacturer's specifications and load being transported.
15. What documentation is required for transporting dangerous goods and materials and how it should be completed.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

**(2) Methods of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## U91902

## Drive a light rigid vehicle

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to drive a light rigid vehicle safely. This includes systematic and efficient control of all vehicle functions, monitoring of traffic and road conditions, management of vehicle conditions and performance and effective management of hazardous situations.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |                                     |  |
|----|-------------------------------------|--|
| 1. | Drive vehicle                       | <ul style="list-style-type: none"> <li>1.1 Start, steer, manoeuvre, position and stop the vehicle in accordance with traffic regulations and manufacturer's instructions.</li> <li>1.2 Manage engine power to ensure efficiency and performance and minimize engine and transmission damage.</li> <li>1.3 Anticipate, identify and avoid <b>driving hazards</b> using <b>defensive driving techniques</b>.</li> <li>1.4 Reverse the vehicle, maintaining visibility and accurate positioning.</li> <li>1.5 Park, shut down and secure the vehicle in accordance with manufacturer's specifications, traffic regulations and organizational procedures.</li> <li>1.6 Follow appropriate <b>procedures</b> in accordance with organizational and legislative policies in the event of a <b>driving emergency</b>.</li> </ul> |
| 2. | Monitor traffic and road conditions | <ul style="list-style-type: none"> <li>2.1 Select the most efficient route to outlined destinations by monitoring and anticipating traffic and <b>road conditions</b>.</li> <li>2.2 Operate the vehicle safely whilst constantly monitoring and acting upon traffic and <b>road conditions</b> to ensure no injury to persons or damage to property, equipment, loads and facilities.</li> </ul>   |

3. Monitor and maintain vehicle performance
  - 3.1 Maintain vehicle performance through **pre-operational inspections** and checks of the vehicle in line with organizational and manufacturers' specifications.
  - 3.2 Monitor vehicle performance and efficiency while in operation, in line with manufacturer's regulations.
  - 3.3 **Report** all suspected defective or irregular performance or malfunctions to the appropriate authority in accordance with organizational procedures.
  - 3.4 Maintain and update vehicle records and process information following organizational procedures.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Driving hazards:**

- Mechanical/electrical malfunction
- Collision with a stationary or moving object
- Hazardous road/driving conditions
- Unsafe/unsecured loads being transported

**2. Defensive driving techniques:**

- Managing fatigue
- Reducing /increasing driving speed
- Manoeuvring vehicle to avoid driving hazards
- Utilizing warning signals (flashing lights, horn etc)

**3. Procedures:**

- Contacting emergency personnel
- Administering first aid (if trained)
- Following organizational standards for driving emergencies

**4. Driving emergency:**

- Mechanical/electrical malfunction
- Collision with a stationary or moving object
- Injury to persons
- Hazardous road / driving conditions

**5. Road conditions:**

- Traffic conditions e.g. peak hours, high traffic areas
- Route deviations
- Road obstructions
- Hazardous road conditions e.g. uneven, slippery, 'pot holes' etc.

**6. Pre-operational inspections:**

- Visual checks
- Manual checks
- Auditory checks

**7. Report:**

- Electronic
- Verbal
- 
- Written

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What is a light rigid vehicle and its controls, instruments and indicators.
2. What are the regional and organizational traffic regulations and how should they be applied.
3. What are the manufacturer's instructions and requirements in relation to the vehicle.
4. How to start, steer, manoeuvre, position and stop the vehicle.
5. How to efficiently manage engine power to avoid engine and transmission damage.
6. What are the possible driving hazards and how are they identified, anticipated and avoided.
7. What are defensive driving techniques and how are they applied.
8. How to accurately position and maintain visibility while reversing a vehicle.
9. How to park, shut down and secure a vehicle.
10. What constitutes a driving emergency.
11. What are the procedures to be followed in the event of an emergency.
12. How to determine and anticipate the most efficient route when driving.
13. What are the types of conditions that would cause or increase delays in travelling.
14. How to monitor road conditions to ensure optimum use.
15. What are pre-operational inspections and checks and how and why they should be conducted.
16. How to monitor the performance and efficiency of the vehicle during operation.
17. How to identify defective or irregular vehicle performance or malfunctions.
18. How to complete reports and who are the relevant persons to whom they should be submitted.
19. What information is required for vehicle records and how to maintain and update them.
20. How to process information.

---

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

**(2) Methods of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.



## U92002

## Drive a medium rigid vehicle

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to drive a medium rigid vehicle safely. This includes systematic and efficient control of all vehicle functions, monitoring of traffic and road conditions, management of vehicle conditions and performance and effective management of hazardous situations.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                  |  |
|------------------|--|
| 1. Drive vehicle | <ul style="list-style-type: none"> <li>1.1 Start, steer, manoeuvre, position and stop the vehicle in accordance with traffic regulations and manufacturer's instructions.</li> <li>1.2 Manage engine power to ensure efficiency and performance and to minimize engine and transmission damage.</li> <li>1.3 Maintain engine operation within manufacturer's specified torque range and temperature through effective transmission use.</li> <li>1.4 Operate and manage braking system to ensure effective control of vehicle.</li> <li>1.5 Anticipate, identify and avoid <b>driving hazards</b> using <b>defensive driving techniques</b>.</li> <li>1.6 Reverse the vehicle, maintaining visibility and accurate positioning.</li> <li>1.7 Park, shut down and secure the vehicle in accordance with manufacturer's specifications, traffic regulations and organizational procedures.</li> <li>1.8 Follow appropriate <b>procedures</b> in accordance with organizational and legislative policies in the event of a <b>driving emergency</b>.</li> </ul> |
|------------------|--|

2. Monitor traffic and road conditions
  - 2.1 Select the most efficient route to outlined destinations by monitoring and anticipating traffic and **road conditions**.
  - 2.2 Operate the vehicle safely whilst constantly monitoring and acting upon traffic and **road conditions** to ensure no injury to persons or damage to property, equipment, loads and facilities.
3. Monitor and maintain vehicle performance
  - 3.1 Maintain vehicle performance through **pre-operational inspections** and checks of the vehicle in line with organizational and manufacturer's specifications.
  - 3.2 Monitor vehicle performance and efficiency whilst in operation, in line with manufacturer's regulations.
  - 3.3 **Report** all suspected defective or irregular performance or malfunctions to the appropriate authority in accordance with organizational procedures.
  - 3.4 Maintain and update vehicle records and process information following organizational procedures.

## RANGE STATEMENT

*All range statements must be assessed:*

### 1. Driving hazards:

- Mechanical/electrical malfunction
- Collision with a stationary or moving object
- Hazardous road/driving conditions
- Unsafe/unsecured loads being transported

### 2. Defensive driving techniques:

- Managing fatigue
- Reducing/increasing driving speed
- Manoeuvring vehicle to avoid driving hazards
- Utilizing warning signals (flashing lights, horn etc)

### 3. Procedures:

- Contacting emergency personnel
- Administering first aid (if trained)
- Following organizational standards for driving emergencies

### 4. Driving emergency:

- Mechanical/electrical malfunction
- Collision with a stationary or moving object
- Injury to persons
- Hazardous road / driving conditions

### 5. Road conditions:

- Traffic conditions e.g. peak hours, high traffic areas
- Route deviations
- Road obstructions
- Hazardous road conditions e.g. uneven, slippery, 'pot holes' etc.

### 6. Pre-operational inspections:

- Visual checks
- Manual checks
- Auditory checks

### 7. Report:

- Electronic
- Verbal
- Written

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What is a medium rigid vehicle and what are its controls, instruments and indicators.
2. What are the regional and organizational traffic regulations and how should they be applied.
3. What are the manufacturer's instructions and requirements in relation to the vehicle.
4. How to start, steer, manoeuvre, position and stop the vehicle.
5. How to efficiently manage engine power to avoid engine and transmission damage.
6. What is the manufacturer's specified torque range and temperature and how to use the transmission effectively.
7. How to maintain engine operation.
8. How to operate and manage the braking system effectively.
9. What are the possible driving hazards and how are they identified, anticipated and avoided.
10. What are defensive driving techniques and how are they applied.
11. How to accurately position and maintain visibility while reversing a vehicle.
12. How to park, shut down and secure a vehicle.
13. What constitutes a driving emergency.
14. What are the procedures to be followed in the event of an emergency.
15. How to determine and anticipate the most efficient route when driving.
16. What are the types of conditions that would cause or increase delays in travelling.
17. How to monitor road conditions to ensure optimum use.
18. What are pre-operational inspections and checks and how and why they should be conducted.
19. How to monitor the performance and efficiency of the vehicle during operation.
20. How to identify defective or irregular vehicle performance or malfunctions.
21. How to complete reports and who are the relevant persons to whom they should be submitted.
22. What information is required for vehicle records and how to maintain and update them.
23. How to process information.

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**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

**(2) Methods of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## U92002

## Drive a medium rigid vehicle

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to drive a medium rigid vehicle safely. This includes systematic and efficient control of all vehicle functions, monitoring of traffic and road conditions, management of vehicle conditions and performance and effective management of hazardous situations.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

1. Drive vehicle
  - 1.1 Start, steer, manoeuvre, position and stop the vehicle in accordance with traffic regulations and manufacturer's instructions.
  - 1.2 Manage engine power to ensure efficiency and performance and to minimize engine and transmission damage.
  - 1.3 Maintain engine operation within manufacturer's specified torque range and temperature through effective transmission use.
  - 1.4 Operate and manage braking system to ensure effective control of vehicle.
  - 1.5 Anticipate, identify and avoid **driving hazards** using **defensive driving techniques**.
  - 1.6 Reverse the vehicle, maintaining visibility and accurate positioning.
  - 1.7 Park, shut down and secure the vehicle in accordance with manufacturer's specifications, traffic regulations and organizational procedures.
  - 1.8 Follow appropriate **procedures** in accordance with organizational and legislative policies in the event of a **driving emergency**.

2. Monitor traffic and road conditions
  - 2.1 Select the most efficient route to outlined destinations by monitoring and anticipating traffic and **road conditions**.
  - 2.2 Operate the vehicle safely whilst constantly monitoring and acting upon traffic and **road conditions** to ensure no injury to persons or damage to property, equipment, loads and facilities.
3. Monitor and maintain vehicle performance
  - 3.1 Maintain vehicle performance through **pre-operational inspections** and checks of the vehicle in line with organizational and manufacturer's specifications.
  - 3.2 Monitor vehicle performance and efficiency whilst in operation, in line with manufacturer's regulations.
  - 3.3 **Report** all suspected defective or irregular performance or malfunctions to the appropriate authority in accordance with organizational procedures.
  - 3.4 Maintain and update vehicle records and process information following organizational procedures.

## RANGE STATEMENT

*All range statements must be assessed:*

### 1. Driving hazards:

- Mechanical/electrical malfunction
- Collision with a stationary or moving object
- Hazardous road/driving conditions
- Unsafe/unsecured loads being transported

### 2. Defensive driving techniques:

- Managing fatigue
- Reducing/increasing driving speed
- Manoeuvring vehicle to avoid driving hazards
- Utilizing warning signals (flashing lights, horn etc)

### 3. Procedures:

- Contacting emergency personnel
- Administering first aid (if trained)
- Following organizational standards for driving emergencies

### 4. Driving emergency:

- Mechanical/electrical malfunction
- Collision with a stationary or moving object
- Injury to persons
- Hazardous road / driving conditions

### 5. Road conditions:

- Traffic conditions e.g. peak hours, high traffic areas
- Route deviations
- Road obstructions
- Hazardous road conditions e.g. uneven, slippery, 'pot holes' etc.

### 6. Pre-operational inspections:

- Visual checks
- Manual checks
- Auditory checks

### 7. Report:

- Electronic
- Verbal
- Written



**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What is a medium rigid vehicle and what are its controls, instruments and indicators.
2. What are the regional and organizational traffic regulations and how should they be applied.
3. What are the manufacturer's instructions and requirements in relation to the vehicle.
4. How to start, steer, manoeuvre, position and stop the vehicle.
5. How to efficiently manage engine power to avoid engine and transmission damage.
6. What is the manufacturer's specified torque range and temperature and how to use the transmission effectively.
7. How to maintain engine operation.
8. How to operate and manage the braking system effectively.
9. What are the possible driving hazards and how are they identified, anticipated and avoided.
10. What are defensive driving techniques and how are they applied.
11. How to accurately position and maintain visibility while reversing a vehicle.
12. How to park, shut down and secure a vehicle.
13. What constitutes a driving emergency.
14. What are the procedures to be followed in the event of an emergency.
15. How to determine and anticipate the most efficient route when driving.
16. What are the types of conditions that would cause or increase delays in travelling.
17. How to monitor road conditions to ensure optimum use.
18. What are pre-operational inspections and checks and how and why they should be conducted.
19. How to monitor the performance and efficiency of the vehicle during operation.
20. How to identify defective or irregular vehicle performance or malfunctions.
21. How to complete reports and who are the relevant persons to whom they should be submitted.
22. What information is required for vehicle records and how to maintain and update them.
23. How to process information.

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**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

**(2) Methods of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## U92102

## Drive a heavy rigid vehicle

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to drive a heavy rigid vehicle safely. This includes systematic and efficient control of all vehicle functions, monitoring of traffic and road conditions, management of vehicle condition and performance and effective management of hazardous situations.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                  |  |
|------------------|--|
| 1. Drive vehicle | <ul style="list-style-type: none"> <li>1.1 Start, steer, manoeuvre, position and stop the vehicle in accordance with traffic regulations and manufacturer's instructions.</li> <li>1.2 Manage engine power to ensure efficiency and performance and to minimize engine and transmission damage.</li> <li>1.3 Maintain engine operation within manufacturer's specified torque range and temperature through effective transmission use.</li> <li>1.4 Operate and manage braking system to ensure effective control of vehicle.</li> <li>1.5 Anticipate, identify and avoid <b>driving hazards</b> using <b>defensive driving techniques</b>.</li> <li>1.6 Reverse the vehicle, maintaining visibility and accurate positioning.</li> <li>1.7 Park, shut down and secure the vehicle in accordance with manufacturer's specifications, traffic regulations and organizational procedures.</li> <li>1.8 Follow appropriate <b>procedures</b> in accordance with organizational and legislative policies in the event of a <b>driving emergency</b>.</li> </ul> |
|------------------|--|

2. Monitor traffic and road conditions
  - 2.1 Select the most efficient route to outlined destinations by monitoring and anticipating traffic and **road conditions**.
  - 2.2 Operate the vehicle safely while constantly monitoring and acting upon traffic and **road conditions** to ensure no injury to persons or damage to property, equipment, loads and facilities.
3. Monitor and maintain vehicle performance
  - 3.1 Maintain vehicle performance through **pre-operational inspections** and checks of the vehicle in line with organizational and manufacturer's specifications.
  - 3.2 Monitor vehicle performance and efficiency while in operation, in line with manufacturer's regulations.
  - 3.3 **Report** all suspected defective or irregular performance or malfunctions to the appropriate authority in accordance with organizational procedures.
  - 3.4 Maintain and update vehicle records and process information following organizational procedures.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Driving hazards:**

- Mechanical/electrical malfunction
- Collision with a stationary or moving object
- Hazardous road/driving conditions
- Unsafe/unsecured loads

**2. Defensive driving techniques:**

- Managing fatigue
- Reducing/increasing driving speed
- Manoeuvring vehicle to avoid driving hazards
- Utilizing warning signals (flashing lights, horn etc)

**3. Procedures:**

- Contacting emergency personnel
- Administering First Aid (if trained)
- Following organizational standards for driving emergency

**4. Driving emergency:**

- Mechanical/electrical malfunction
- Collision with a stationary or moving object
- Injury to persons
- Hazardous road / driving conditions

**5. Road conditions:**

- Traffic conditions for e.g. peak hours, high traffic areas
- Route deviations
- Road obstructions
- Physical road conditions for e.g. uneven, slippery, 'pot holes' etc.

**6. Pre-operational inspections:**

- Visual checks
- Manual checks
- Auditory checks

**7. Report:**

- Electronic
- Verbal
- Written

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What is a heavy rigid vehicle and what are its controls, instruments and indicators.
2. What are the traffic regulations of the region and the organization.
3. How to start, steer, manoeuvre, position and stop the vehicle.
4. How to efficiently manage engine power to avoid engine and transmission damage.
5. What are the manufacturer's specified torque range and temperature and how to use the transmission effectively.
6. How to maintain engine operation.
7. How to operate and manage the braking system effectively.
8. What are the possible driving hazards and how are they identified, anticipated and avoided.
9. What are defensive driving techniques and how are they applied.
10. How to accurately position and maintain visibility while reversing a vehicle.
11. How to park, shut down and secure a vehicle.
12. What constitutes a driving emergency.
13. What are the procedures to be followed in the event of an emergency.
14. How to determine and anticipate the most efficient route when driving.
15. What are the types of conditions that would cause or increase delays in travelling.
16. How to monitor road conditions to ensure optimum use.
17. What are pre-operational inspections and checks and how and why they should be conducted.
18. How to monitor the performance and efficiency of the vehicle during operation.
19. How to identify defective or irregular vehicle performance or malfunctions.
20. How to complete reports and who are the relevant persons to whom they should be submitted.
21. What information is required for vehicle records and how to maintain and update them.
22. How to process information.

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**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

**(2) Methods of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**U92202****Transport passengers**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to transport passengers safely. This includes conducting pre-operational vehicle checks; assisting and providing support to passengers and manoeuvring the vehicle with due consideration for passengers.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                                   |  |
|-----------------------------------|--|
| 1. Conduct pre-operational checks | <ul style="list-style-type: none"> <li>1.1 Conduct <b>pre-operational checks</b> of vehicle in accordance with manufacturer's requirements and legislative regulations.</li> <li>1.2 Identify hazards, assess risks and implement control measures to reduce their impact.</li> <li>1.3 Identify faults and defects and <b>report</b> them to the appropriate personnel in accordance with organizational procedures.</li> </ul> |
| 2. Care for passengers            | <ul style="list-style-type: none"> <li>2.1 Invite passengers to board the vehicle in a courteous manner.</li> <li>2.2 Provide assistance for passengers boarding, paying attention to identified needs.</li> <li>2.3 Provide ongoing support to passengers to maximize their travelling comfort.</li> </ul>  |
| 3. Drive vehicle                  | <ul style="list-style-type: none"> <li>3.1 Manoeuvre vehicle in accordance with the regulations for the class of vehicle.</li> <li>3.2 Manoeuvre vehicle with due consideration for passengers, taking precautions relative to their needs.</li> <li>3.3 Park, shut down and secure the vehicle in accordance with manufacturer's specifications, traffic regulations and organizational procedures.</li> </ul>                  |



- 3.4 Follow appropriate procedures prior to and during passenger disembarkation in accordance with organizational and legislative procedures.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Pre-operational checks:**

- Visual checks
- Manual checks
- Auditory checks

**2. Report:**

- Electronic
- Verbal
- Written

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the manufacturer's requirements, legislative requirements and organizational procedures relevant to the vehicle and the transporting of passengers.
2. What are pre-operational checks and how are they conducted.
3. How to identify hazards, assess risks and implement control measures.
4. How to identify faults and defects and to whom these should be reported.
5. How to provide assistance and support to passengers boarding and disembarking the vehicle and during the journey.
6. What are the different classes of vehicles.
7. How to manoeuvre the vehicle in accordance with the regulations for the class of vehicle.
8. How to identify and cater to the needs of passengers.
9. How to manoeuvre vehicle with due consideration for passengers, taking precautions relative to their needs.
10. How to park, shut down and secure the vehicle in accordance with manufacturer's specifications, traffic regulations and organizational procedures.
11. What are the appropriate procedures relative to passenger disembarkation.

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**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

**(2) Methods of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## U92302                      Tow equipment

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to tow equipment safely. This includes assessing the safe towing weight of vehicle and preparing for towing of equipment and manoeuvring the vehicle during tow.

### ELEMENT

### PERFORMANCE CRITERIA

*To be competent you must achieve the following:*

- |                                  |   |
|----------------------------------|---|
| 1.     Assess safe towing weight | <ul style="list-style-type: none"> <li>1.1   Determine gross weight of equipment and its aggregate mass.</li> <li>1.2   Check towing capacity of vehicle according to manufacturer's specifications.</li> <li>1.3   Check and adhere to tow bar capacity according to manufacturer's specifications.</li> <li>1.4   Confirm that the weight ratio of equipment and the towing vehicle is in accordance with manufacturer's specifications and legal requirements.</li> </ul>  |
| 2.     Prepare for tow           | <ul style="list-style-type: none"> <li>2.1   Prepare equipment for towing following organizational procedures</li> <li>2.2   Conduct <b>pre-operational checks</b> of the vehicle in accordance with manufacturer's requirements, legislative regulations and organizational requirements.</li> <li>2.3   Identify faults and defects and <b>report</b> them to the appropriate personnel in accordance with organizational procedures.</li> <li>2.4   Identify hazards, assess risks and implement control measures to reduce their impact.</li> <li>2.5   Attach equipment to towing vehicle in accordance with manufacturer's specifications and organizational procedures.</li> </ul> |

3. Tow equipment
  - 3.1 Manoeuvre vehicle in forward and reverse directions with attached equipment in accordance with manufacturer's specifications and traffic regulations.
  - 3.2 Identify **driving hazards** and avoid or control them using appropriate **defensive driving techniques**.
  - 3.3 Monitor and act upon traffic and road conditions to enable safe operation and avoid injury to persons or damage to property and equipment.
  - 3.4 Reverse vehicle to parking position maintaining visibility and achieving accurate positioning.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Pre-operational checks:**

- Visual checks
- Manual checks
- Auditory checks
- Ensuring license plate is attached to item being towed

**2. Report:**

- Electronic
- Verbal
- Written

**3. Driving hazards**

- Mechanical/electrical malfunction
- Collision with a stationary or moving object
- Hazardous road/driving conditions
- Unsafe/unsecured loads

**4. Defensive driving techniques:**

- Managing fatigue
- Reducing/increasing driving speed
- Manoeuvring vehicle to avoid driving hazards
- Utilizing warning signals (flashing lights, horn etc.)

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the manufacturer's requirements, legislative requirements and organizational procedures relevant to the vehicle and towing equipment.
2. What are pre-operational checks and how are they conducted.
3. How to identify hazards, assess risks and implement control measures.
4. How to identify faults and defects and to whom these should be reported.
5. How to attach equipment to the towing vehicle.
6. What are the different classes of vehicles.
7. How to manoeuvre the vehicle in accordance with the regulations for the class of vehicle.
8. How to manoeuvre the vehicle with attached equipment in forward and reverse.
9. What are driving hazards and how are they avoided and controlled.
10. What are defensive driving techniques and how are they used.
11. How to monitor and act upon traffic and road conditions to enable safe operation and avoid injury to persons or damage to property and equipment.
12. How to reverse the vehicle to parking position maintaining visibility and achieving accurate positioning.



**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

**(2) Methods of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. 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 a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

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.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**Assessment Methods**

The methods which can be used to determine competence in performance and underpinning knowledge.

**Assessors**

The Assessor's role is to determine whether evidence presented by a candidate for assessment within the programme meets the required standard of competence in the relevant unit or element. The Assessor needs to be competent to assess to national standards in the area under assessment.

**Approved Centre**

Organisation/centre approved by the TVET Council to offer full National Vocational Qualifications (NVQs).

**Case Studies**

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge it can generate and the specific nature of the evidence produced.

**Competence**

In the context of vocational qualifications, competence means the ability to carry out prescribed activities to nationally predetermined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

**Element**

An element is a description of an action, behaviour or outcome which a person should be able to demonstrate.

**Explanation of NVQ Levels**

NVQs cover five (5) levels of competence, from entry level (Level 1) through to senior management (Level 5).

**Level 1 – Entry Level**

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 – Skilled Occupations**

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 the guidance of others may be required.

**Level 3 – Technician and Supervisory Occupations**

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 – Technical Specialist and Middle Management Occupations**

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 – Chartered, Professional and Senior Management Occupations**

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 contributions to the promotion and practice of their occupation.

**External Verifier**

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved centre's quality of provision.

**Internal Verifier**

The Internal Verifier acts in a supporting role for Assessors to ensure the consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

**NVQ**

National Vocational Qualifications (NVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

**NVQ Coordinator**

Within each approved centre offering NVQs, there is a centre contact who has overall responsibility for the operation and administration of the NVQ system.

**Observation**

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

**Performance Criteria**

Performance criteria indicate the requirements for the successful achievement of an element. They are descriptions of what the Assessor would expect to see in competent performance.

**Product of Work**

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

**Questioning**

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures that the Assessor has all of the evidence about a candidate's performance. It also allows the Assessor to clarify situations.

### Range Statements

The range puts the element of competence into context. A range statement describes the range of situations to which an element and its performance criteria should be applied.

Range statements are prescriptive, therefore, each category must be assessed.

### Role Plays

Role plays are simulations where the candidate is asked to act out a situation in the way he/she considers 'real' people would behave. By using role-play situations to assess a candidate, Assessors are able to collect evidence and make a judgement about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of his/her work, or where the candidate needs to develop competence, before being judged competent, for example, in a disciplinary situation.

### Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of a candidate's work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, the Assessor will be able to elicit evidence which will help him/her judge how a candidate is **most likely** to perform in real life.

### Supplementary Evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, simulation (see note in glossary).

### Underpinning Knowledge

Underpinning knowledge indicates what knowledge is **essential** for a candidate to possess in order to successfully achieve an element and prove total competence.

### Units

A unit of competence describes one or more than one activity which forms a significant part of a candidate's work. Units are accredited separately but, in combination, can make up a vocational qualification. There are two (2) categories of units:

**Mandatory Units:** These are core to a qualification and must be completed.

**Optional Units:** Candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

### Work-based Projects

Work-based projects are a useful way for the Assessor to collect evidence to support any decision made about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning or observation.

A project often involves the identification of a solution to a specific problem identified by the Assessor and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).