



TECHNICAL &  
VOCATIONAL  
EDUCATION &  
TRAINING



**National Competency Standard  
for DRIVING INSTRUCTOR  
(Light Vehicle)  
Qualification Code: TRNo4S08V1**

*[Endorsed by the MALDIVES ACCREDITATION BOARD (MAB)]*



## **PREFACE**

The ADB Loan 2028 MLD, Employment Skills Training Project's (ESTP) objective is to increase the number of Maldivians, men and women, actively participating in the labor force, employed and self employed. The Project will support the expansion of demand driven employment-oriented skills training in priority occupations and improve the capacity to develop and deliver Competency Based Skill Training (CBST). The Project aims to (i) provide youth with employment-oriented skills training; (ii) improve public perception of training and employment in locally available skills-oriented occupations; (iii) make available employment-related information to more Maldivians; and (iv) strengthen the capacity for labor administration and for labor market analysis.

The objective of the project is to deliver CBST programs to satisfy employer demand-driven needs. The National Competency Standards (NCS) provide the base for this training. Initially training will be focused on five key sectors: tourism, fisheries and agriculture, transport, construction and the social sectors. These sectors are included as priority sectors in the national development plan and play a vital role in the continued economic growth of the country.

The NCS are developed in consultation with Employment Sector Councils representing employers. They are designed using a consensus format endorsed by the Maldives Accreditation Board (MAB) to maintain uniformity of approach and the consistency of content amongst occupations. This single format also simplifies benchmarking the NCS against relevant regional and international standards.

NCS specify the standards of performance of a competent worker and the various contexts in which the work may take place. NCS also describes the knowledge, skills and attitudes required in a particular occupation. They provide explicit advice to assessors and employers regarding the knowledge, skills and attitudes to be demonstrated by the candidates seeking formal recognition for the competency acquired following training or through work experience. By sharing this information, all participants in the training process have the same understanding of the training required and the standard to be reached for certification. Certification also becomes portable and can be recognized by other employers and in other countries with similar standards.

NCS are the foundation for the implementation of the Technical and Vocational Education and Training (TVET) system in Maldives. They ensure that all skills, regardless of where or how they were developed can be assessed and recognized. They also form the foundation for certifying skills in the Maldives National Qualification Framework (MNQF).

NCS are developed by the TVET Section of Ministry of Higher Education, Employment and Social Security. The NCS are endorsed by the Employment Sector Councils of the respective sectors and validated by the Maldives Accreditation Board.

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Date of Endorsement	Date of revision	

## Key for coding Coding Competency Standards and Related Materials

DESCRIPTION	REPRESENTED BY
Industry Sector as per ESC (Three letters)	Construction Sector ( <b>CON</b> ) Fisheries and Agriculture Sector ( <b>FNA</b> ) Transport sector ( <b>TRN</b> ) Tourism Sector ( <b>TOU</b> ) Social Sector ( <b>SOC</b> ) Foundation ( <b>FOU</b> )
Competency Standard	<b>S</b>
Occupation with in a industry Sector	<b>Two digits 01-99</b>
Unit	<b>U</b>
Common Competency	<b>1</b>
Core Competency	<b>2</b>
Optional/ Elective Competency	<b>3</b>
Assessment Resources Materials	<b>A</b>
Learning Resources Materials	<b>L</b>
Curricula	<b>C</b>
Qualification	<b>Q1, Q2 etc</b>
MNQF level of Qualification	<b>L1, L2 etc</b>
Version Number	<b>V1, V2 etc</b>
Year of endorsement of standard, qualification	<b>By two digits Example- 07</b>

1. Endorsement Application for Qualification 01		
2. NATIONAL ADVANCED CERTIFICATE IN DRIVING INSTRUTOR (Light Vehicle)		
<b>3. Qualification code:</b> TRNo4SQ1L408	<b>Total Number of Credits :70</b>	
<b>4. Purpose of the qualification</b>		
<p>The holders of this qualification will be will be competent to be able to deliver theory classes and practical sessions to the participating learner drivers. They are mainly entrusted with imparting knowledge and skills to the trainees both within the vehicle and in the classroom and should be competent to deliver all the subjects concerning driving. Driving instructors are also entrusted to oversee and supervise the driving performance of trainees with reference to regulation as well as safe driving. They should be able to evaluate the performance of the trainees. They could be employed or self employed.</p>		
<b>5. Regulations for the qualification</b>	National Advanced Certificate in the Driving Instructor (Light Vehicle) Qualification will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13	
<b>6. Schedule of Units</b>		
Unit Title	Unit Title	Code
1	Work Safely in the Workplace	TRNo4S1U01V1
2	Apply Basic First Aid	TRNo4S1U02V1
3	Handle and deliver customer care	TRNo4S1U03V1
4	Apply basic Office Administration	TRNo4S1U04V1
5	Apply basic financial Administration	TRNo4S1U05V1
6	Plan and Design Training Programs	TRNo4S1U06V1
7	Prepare Instructional Materials	TRNo4S1U07V1
8	Implement and Coordinate Accident-Emergency Procedures	TRNo4S2U01V1
9	Carry Out Minor Vehicle Maintenance and Servicing	TRNo4S2U02V1
10	Drive light vehicle	TRNo4S2U03V1
11	Obey and Observe Traffic Rules and Regulations	TRNo4S2U04V1

12	Deliver Driver Training	TRNo4S2U05V1
13	Design and Undertake Driving Assessment	TRNo4S2U06V1
<b>7. Accreditation requirements</b>	The training provider should have a classroom, an automotive service workshop/garage and a driving space or similar training facility to provide the trainees the relevant theory and hands-on experience related to this qualification	
<b>8. Recommended sequencing of units</b>	As appearing under the section 06	

## Units Details

Unit Title	Unit Title	Code	Level	No of credits
1	Work Safely in the Workplace	TRNo4S1U01V1	3	3
2	Apply Basic First Aid	TRNo4S1U02V1	3	4
3	Handle and deliver customer care	TRNo4S1U03V1	3	3
4	Apply basic Office Administration	TRNo4S1U04V1	4	4
5	Apply basic financial Administration	TRNo4S1U05V1	4	5
6	Plan and Design Training Programs	TRNo4S1U06V1	4	6
7	Prepare Instructional Materials	TRNo4S1U07V1	4	6
8	Implement and Coordinate Accident-Emergency Procedures	TRNo4S2U01V1	4	5
9	Carry Out Minor Vehicle Maintenance and Servicing	TRNo4S2U02V1	2	7
10	Drive light vehicle	TRNo4S2U03V1	3	7
11	Obey and Observe Traffic Rules and Regulations	TRNo4S2U04V1	3	4
12	Deliver Driver Training	TRNo4S2U05V1	4	9
13	Design and Undertake Driving Assessment	TRNo4S2U06V1	4	7

### Packaging of National Qualifications:

National Advanced certificate in Driving Instructor (Light Vehicle) will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13

Qualification Code: TRNo4SQ1L408



**Pre-requisites:**

1. Completion of secondary education. (i.e. Grade 10)
2. Must have 5 years driving experience. (Light Vehicles) / Valid reference letters
3. Driving License
4. Must have excellent driving skills and record (A, A1, B1 and C1).

## Competency Standard for

### DRIVING INSTRUCTOR

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Unit No	Unit Title
1.	Work Safely in the Workplace
2.	Apply Basic First Aid
3.	Handle and deliver customer care
4.	Apply Basic Office Administration
5.	Apply Basic Financial Administration
6.	Plan and Design Training Programs
7.	Prepare Instructional Materials
8.	Implement and Coordinate Accident-Emergency Procedures
9.	Carry Out Minor Vehicle Maintenance and Servicing
10.	Drive light vehicle
11.	Obey and Observe Traffic Rules and Regulations
12.	Deliver Driver Training
13.	Design and Undertake Driving Assessment

### Description of an Driving instructor

The trainees who successfully complete Driving Instructors Training Program need to be competent to be able to deliver theory classes and practical sessions to the participating learner drivers. They are mainly entrusted with imparting knowledge and skills to the trainees both within the vehicle and in the classroom and should be competent to deliver all the subjects concerning driving. Driving instructors are also entrusted to oversee and supervise the driving performance of trainees with reference to regulation as well as safe driving. They should be able to evaluate the performance of the trainees. They could be employed or self employed.

### Competency Standard Development Process

The competencies were determined based on the analysis of the tasks expected to be performed by the driving instructor in Maldives. The task analysis was based on the existing documents prepared among the experts in the industry and on the advice of the experts in the field. Competency standards used for similar type of training in other countries were also examined

Unit Title	Work Safely in the Workplace				
Descriptor	This unit incorporates safety guidelines and encompasses competencies necessary to apply basic safety and emergency procedures to maintain a safe workplace for staff, customers and others				
Code	TRNo4S1U01V1	Level	3	Credit	3

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Apply basic safety procedures	1.1. Procedures to achieve a safe working environment followed and maintained in line with existing regulations and requirements and according to worksite policy 1.2. All unsafe situations recognized and reported according to worksite policy 1.3. All breakdowns in relation to machinery and equipment reported to supervisor or nominated persons 1.4. Fire and safety hazards identified and precautions are taken or reported according to worksite policy and procedures 1.5. Dangerous goods and substances identified, handled and stored according to worksite policy and procedures 1.6. Worksite policy regarding manual handling practice followed
2. Apply necessary emergency procedures	2.1 Worksite policies and procedures regarding illness or accidents identified and applied 2.2 Safety alarms identified 2.3 Qualified persons are contacted in the event of accident or sickness of customers or staff and accident details documented according to worksite accident/ injury procedures 2.4 Worksite evacuation procedures identified and applied

## Range statement

Unsafe situations may include but are not limited to sharp cutting tools and instruments, the electricity/water combination, toxic substances, damaged packing material or containers, broken or damaged equipment, flammable materials and fire hazards, lifting practices, spillages, waste and debris especially on floors, ladders, trolleys and glue guns/burns.

Emergency procedures may include responding to sickness, accidents and fire, or store/shop evacuation involving staff or customers

### Tools, equipment and material used in this unit may include

Safety manuals, fire extinguishers and dangerous goods used in the workplaces.

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities. Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Communicating effectively with others involved in or affected by the work.
- Identifying and assessing hazardous situations and rectifying, or reporting to the relevant persons.
- Operating fire-fighting appliances.
- Safely handling and storage of dangerous and/or hazardous goods and substances.
- Applying safe manual handling practices.
- Safely and effectively operating equipment and utilizing materials over the full range of functions and processes for work undertaken on worksite.
- Following worksite evacuation procedures.

This unit may be assessed in conjunction with all and units which form part of the normal job role.

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

### Special notes for assessment

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements

### Resources required for assessment

The following should be made available:

- A workplace or simulated workplace
- Situations requiring safe working practices
- Worksite or equivalent instructions on safe working practice
- Hazardous chemicals and/or dangerous goods information
- Materials, tooling and equipment
- Fire-fighting appliances and fire test facilities

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• General knowledge of the implications on efficiency, morale and customer relations</li><li>• General knowledge of common automotive terminologies</li><li>• Working knowledge of workplace safety regulations/requirements, equipment, material and personal safety requirements</li><li>• Working knowledge of safe manual handling theories and practices</li><li>• Working knowledge of the selection and application of fire-fighting appliances</li><li>• Working knowledge of dangerous goods and hazardous chemicals handling processes</li><li>• Detailed knowledge of worksite reporting procedures</li></ul>	<ul style="list-style-type: none"><li>• Undertake effective customer relation communications</li><li>• Competent in communicating basic automotive terminologies</li><li>• Competent to work according to safety regulations</li><li>• Competent to work safely with workplace equipments, materials and colleagues</li><li>• Undertake safe manual handling jobs</li><li>• Skill to select and apply appropriate fire fighting appliances</li><li>• Ability to safely handle dangerous good and hazardous chemicals</li><li>• Competent to undertake appropriate worksite reporting procedures</li></ul>

Unit Title	Apply Basic First Aid				
Descriptor	This unit specifies the competency required to provide basic first aid in the workplace.				
Code	TRNo4S1Uo2V1	Level	3	Credit	4

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Identify first aid needs	<p>The safety of injured person, bystanders and self in an accident situation is assessed in accordance with first aid procedures</p> <p>Safety requirements associated with applying first aid in the workplace, and the workplace environment are adhered to</p> <p>Quality assurance requirements of company operations recognized and adhered to</p> <p>The condition of the injured or ill person is assessed in accordance with first aid procedures</p>
2. Provide first aid within regulatory requirements	<p>Hazards to the patient are identified and appropriate action taken to prevent further injury</p> <p>Symptoms and appropriate first aid treatment are identified</p> <p>Common injuries and minor disorders are managed until medical assistance is available in accordance with first aid procedures</p> <p>Emergency is dealt with in accordance with workplace procedures</p> <p>One person and two person Cardio Pulmonary Resuscitation (CPR) is performed following safety procedures</p> <p>Techniques for moving sick/injured persons are used</p> <p>Referrals to appropriate internal personnel or external medical services are made</p>

## Range statement

The unit requires the provision of appropriate first aid for a workplace injury, illness or accident.

Workplace injuries, illnesses or accidents are to include shock, soft tissue injuries, fractures, external bleeding, open wounds, electrocution, EAR and CPR, asphyxiation/breathing difficulties, burns/scalds, eye injuries, spinal injury, nausea, venomous bites, drowning and collapsed or unconscious patient

### Tools, equipment and material used in this unit may include

All the relevant first aid equipments and tools.

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities. Knowledge component can also be implemented.

### Assessment context

The application of competency is to be assessed in the workplace or realistically simulated workplace

### Critical aspects (for assessment)

It is essential that assessment includes locating, interpreting and applying relevant information, standards and specifications to the provision of first aid. As a minimum, demonstrate the correct first aid treatment for the following workplace injuries/illnesses:

- Shock
- Soft tissue injuries, external bleeding and open wounds
- Fractures and spinal injury
- Electrocution
- Asphyxiation and breathing difficulties
- Burns and scalds
- Eye injuries
- Nausea
- Venomous bites
- Drowning
- Collapsed or unconscious patient (including EAR and CPR)

### Assessment conditions

Assessment methods must confirm consistency and accuracy of performance together with application of underpinning knowledge.

### Special notes for assessment

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.

### Resources required for assessment

The following resources should be made available:



- Workplace location or simulated workplace
- Tools and equipment appropriate to the provision of first aid
- Calculators or equivalent
- Support materials appropriate to activity
- Specifications in the form of a job or work order
- Research resources including systems information and data

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> <li>• Basic knowledge on handling injured cases</li> <li>• Basic knowledge on providing first aid on the following                             <ul style="list-style-type: none"> <li>➤ shock</li> <li>➤ soft tissue injuries, external bleeding and open wounds</li> <li>➤ fractures and spinal injury</li> <li>➤ electrocution</li> <li>➤ asphyxiation and breathing difficulties</li> <li>➤ burns and scalds</li> <li>➤ eye injuries</li> <li>➤ nausea</li> <li>➤ venomous bites</li> <li>➤ drowning</li> <li>➤ collapsed or unconscious patient (including EAR and CPR)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Development of relevant skills for providing the following                             <ul style="list-style-type: none"> <li>➤ shock</li> <li>➤ soft tissue injuries, external bleeding and open wounds</li> <li>➤ fractures and spinal injury</li> <li>➤ electrocution</li> <li>➤ asphyxiation and breathing difficulties</li> <li>➤ burns and scalds</li> <li>➤ eye injuries</li> <li>➤ nausea</li> <li>➤ venomous bites</li> <li>➤ drowning</li> <li>➤ collapsed or unconscious patient (including EAR and CPR)</li> </ul> </li> </ul>

Unit Title	Handle and deliver customer care				
Descriptor	This unit involves the skills and knowledge required to manage ongoing relationships with a customer (i.e. the customer relationship will typically involve interacting with the customer a number of times over an extended period).				
Code	TRNo4S1Uo3V1	Credit	3	Level	3

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Assist customer to articulate needs	1.1. Customer needs are fully explored, understood and agreed 1.2. Available services/products are explained and matched to customer needs 1.3. The rights and responsibilities of customers are identified and effectively communicated to the customer as appropriate
2. Satisfy customer needs	2.1 Possibilities for meeting customer needs are explained 2.2 Customers are assisted to evaluate service/product options to satisfy their needs 2.3 Preferred action is determined and prioritized 2.4 Potential areas of difficulty in customer service delivery are identified, and appropriate actions are taken in a positive manner

## Range statement

- Customers may be either internal or external and may include but are not limited to customers with routine or special requests, regular and new customers and people with varying physical and mental abilities.
- Effective communication techniques may include but are not limited to active listening techniques, using open and/or closed questions, speaking clearly and concisely, using appropriate language and tone of voice, giving customers full attention, maintaining eye contact (for face-to-face interactions), non-verbal communication e.g. body language, personal presentation (for face-to-face interactions) and clear, legible writing.
- Contact with customers may include but is not limited to face-to-face interactions, answering the telephone and interactions with team members

Tools, equipment and material used in this unit may include

Telephones, email services and other relevant tools.

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities. Knowledge component can also be implemented.

### Assessment context

This unit is essentially skills-based and it is expected that assessment will be largely practical (i.e. workplace-based or by simulation) in nature, supported by questioning to assess knowledge.

### Critical aspects (for assessment)

Assessment must confirm appropriate knowledge and skills to:

- Identify and address the need(s) required by the customer
- Develop customized solutions to customer needs and deliver that service to standard and in an appropriate timeframe
- Recommend an acceptable alternative to the customer (where necessary)
- Explain to the customer why the need(s) cannot be met and any further actions which might be taken in a manner which is acceptable to the customer
- Use appropriate communication strategies and equipment
- Locate, interpret and apply relevant information

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

### Special notes for assessment

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.

### Resources required for assessment

The following should be made available:

- A workplace or simulated workplace
- Workplace procedures and policies for identifying and addressing customer needs

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"><li>• Identifying and addressing customer needs</li><li>• Customer handling and care</li></ul>	<ul style="list-style-type: none"><li>• Good Communications skills</li><li>• Good attitude</li></ul>

*Competency Standard for Driving Instructor*

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Unit Title	Apply Basic Office Administration				
Descriptor	This unit covers all aspects of office administration including information management.				
Code	TRNo4S1Uo4V1	Credit	4	Level	4

<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
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<p>1. Establish and maintain office facilities</p>	<p>Appropriate work flow and communication established                  In consistent with office objectives, facilities are maintained                  Facilities and equipment are procured and maintained                  Agreements and contracts are negotiated                  As defined in operational plans to meet the growth and performance needs, facilities and equipments are procured                  To ensure stock levels are maintained within demand requirements and budget, inventories are controlled                  In line with office procedures and consistent with business objectives, office systems are implemented and maintained                  As per the schedule, equipments and facilities are maintained</p>
<p>2. Provide support services</p>	<p>In a timely and accurate manner, documents are prepared                  Records are accurately maintained                  To achieve desired outcomes meetings are scheduled, planned and conducted                  To ensure the efficient operation of the office, schedules and rosters are prepared                  To enable rapid and timely communication within the clients/customers, telecommunication systems are provided                  Courteous and professional client and customer contact is observed                  Computer databases and files are installed and maintained                  Records management procedures are implemented</p>
<p>3. Organize meetings, rosters and procedures</p>	<p>Meetings are scheduled, planned and conducted                  The outcomes of meetings are communicated to relevant stakeholders                  Schedules and rosters are prepared to ensure the efficient operation of the agency</p>
<p>4. Maintain Channels of communication</p>	<p>Information is shared within the office to support informed                  Informed decision-making</p>

## Range statement

- Systems used may be either manual or computerized, including telecommunications equipment, diaries, mailing systems, and general records of account.
- Data collection may include filing systems, registers, listings and rent rolls, professional diaries, meetings bookings, and records of meetings.

### Tools, equipment and material used in this unit may include

Office facility with all the average equipments used in an office environment.

## ASSESSMENT GUIDE

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### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities. Knowledge component can also be implemented.

### Assessment context

This unit is essentially skills-based and it is expected that assessment will be largely practical (i.e. workplace-based or by simulation) in nature, supported by questioning to assess knowledge.

### Critical aspects (for assessment)

It is essential that competence is fully observed within the workplace and its surrounding involving clients.. This unit may be assessed in conjunction with all and units which form part of the normal job role.

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

### Special notes for assessment

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.

### Resources required for assessment

Real or simulated workplace, communication facilities and clients.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Trade practices</li><li>• General office routines</li><li>• Financial management practice and principles</li><li>• Administrative routines and practice</li><li>• Computers where a manual system is not used</li><li>• Bookkeeping</li></ul>	<ul style="list-style-type: none"><li>• Business written and verbal communication</li><li>• Supervision</li><li>• Research</li><li>• Problem-solving</li><li>• Interpersonal</li><li>• Analytical</li><li>• Numerical</li><li>• Financial</li><li>• Computing</li><li>• Purchasing and procurement</li><li>• Record-keeping</li></ul>



Unit Title	Apply Basic Financial Administration				
Descriptor	This unit deals with the establishment and maintenance of records about business financial transactions.				
Code	TRNo4S1Uo5V1	Credit	4	Level	5

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. <u>Establish system requirements</u>	<p>1.1. The output requirements of the financial system are established in accordance with business plans and statutory and regulatory obligations</p> <p>1.2. The system needs and statutory reporting requirements are identified</p>
2. Establish financial management system	<p>2.1 The financial administrative systems established match the identified requirements of the business</p> <p>2.2 Mechanisms for the review of terms of trade and fee structures are suited to the business's needs and meet industry standards</p> <p>2.3 Equipment and software needed for the operation of the financial administrative system is identified acquired and installed in association with relevant accounting and technical staff</p> <p>2.4 Financial administration, reporting and the performance indicators to be provided by the system are in accordance with business's statutory obligations</p> <p>2.5 Financial administrative systems are implemented in accordance with planned processes and policies</p>
3. Maintain financial reporting systems	<p>3.1 Financial reports required to monitor business performance, to ensure accurate and timely information on working capital and cash flow</p> <p>3.2 Financial reports are distributed to the relevant personnel and organizations by the due dates</p> <p>3.3 Financial administration and reporting systems are evaluated against established performance indicators</p>

## Range statement

Records include all financial documentation, for example, invoices, spreadsheets, ledgers, wage sheets, tax information

### Tools, equipment and material used in this unit may include

All the relevant office equipments, tools and communication facilities

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities. Knowledge component can also be implemented.

### Assessment context

#### Critical aspects (for assessment)

Assessment must confirm sufficient knowledge of the requirements of a small business operator in the industry to set up and use an effective financial record system that meets statutory and business requirements.

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

### Special notes for assessment

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.

### Resources required for assessment

Assessment of this competency unit will require access to relevant financial information

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Legislative and statutory reporting requirements for corporations</li><li>• Accounting and auditing processes</li><li>• Financial control procedures</li><li>• Debt control processes</li></ul>	<ul style="list-style-type: none"><li>• Compilation and use of cash receipts and cash payments journals</li><li>• Basic preparation, interpretation and analysis of financial reports</li><li>• Recording and balancing of petty cash transactions for financial records</li><li>• Development and use of debtors and creditors records systems</li></ul>

Unit Title	Plan and Design Training Programs				
Descriptor	This unit covers the requirements and responsibilities for designing training courses as part of a training system to meet client identified outcomes and where appropriate, receive formal recognition.				
Code	TRNo4S1Uo6V1	Credit	4	Level	6

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Identify the learner profile	1.1. Learners are identified 1.2. Profiles of learners on entry to the course are developed and learner profiles are examined
2. Develop course structure	2.1 Units/modules are identified 2.2 The relationship between units of competence/modules and course outcomes is documented 2.3 Entry and exit points are identified and documented 2.4 Prerequisites for the course and for specific units/modules within the course are identified and documented
3. Define the training content	3.1 The competencies to be acquired by learners are clearly specified 3.2 Entry level competencies are identified and documented 3.3 Requirements for on the job training or assessment are identified and documented 3.4 Appropriate evidence and assessment methods are identified and documented
4. Develop course monitoring arrangements	4.1 Mechanisms for ongoing course monitoring are negotiated, agreed and documented in consultation with appropriate personnel 4.2 Arrangements to enable course outcomes to be evaluated against relevant performance indicators including industry/enterprise competency standards and learner needs are defined and documented

## Range statement

Training program may be designed and documented (curriculum) to meet qualification in the occupational standards, and meet the participant needs.

## Tools, equipment and material used in this unit may include

Competency standards and organizational documents

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities. Knowledge component can also be implemented.

### Assessment context

Assessment may occur on the job or in a simulated workplace.

### Critical aspects (for assessment)

In this unit, it is important that the participant develops knowledge and skills on on mechanisms to implement relevant occupational standards via the developed training programs, knowledge of accreditation and any licensing or regulatory requirements and knowledge of course monitoring mechanisms.

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

### Special notes for assessment

Evidence of performance may be provided by clients, team members or other persons, subject to agreed authentication arrangements.

### Resources required for assessment

Competency standards, relevant information and resources to meet the required skills and knowledge and to develop course proposal, course documentation and course monitoring mechanisms

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Knowledge of relevant occupational standards, competency and other performance standards to course proposal</li><li>• Knowledge of accreditation and any licensing or regulatory requirements</li><li>• Knowledge of course monitoring mechanisms</li></ul>	<ul style="list-style-type: none"><li>• Language and literacy skills to collect and interpret irrelevant information relevant and communicate with stakeholders and appropriate personnel.</li><li>• Skills in planning own work including predicting consequences and identifying improvements</li></ul>

Unit Title	Prepare Instructional Materials				
Descriptor	This unit specifies the competency required to conceptualize, design, develop and evaluate learning materials to meet an identified group of learners, using appropriate criteria.				
Code	TRNo4S1Uo6V1	Credit	4	Level	6

<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Generate options for designing the instructional materials	1.1. To guide the development of instructional materials, relevant learning strategy documentation is accessed and used 1.2. The competency / educational profile and learning styles of the program participants are investigated 1.3. To identify learning resources and learning materials which could be used and/or customized, research is conducted 1.4. The information and ideas are evaluated and the most appropriate option/s selected
2. Develop the instructional materials	2.1 The specific subject matter content is researched, developed and documented 2.2 Existing learning resources, learning materials are accessed and evaluated for content relevance and quality 2.3 Selected learning resources, learning materials are customized, where appropriate, to suit the learning purposes and audience 2.4 In a learning and assessment pathway, assessment requirements for the learning program are specified
3. Review the developed instructional materials	3.1 The draft materials are reviewed 3.2 The evaluation feedback is gathered, summarized and analyzed to enhance the quality of the content 3.3 The draft learning program is adjusted to reflect the review outcomes, where appropriate

## Range statement

Development of instructional materials may include preparing handouts for learners, worksheets, workbooks, task sheets, activity sheets, topic/unit/subject information sheets, role-plays, presentations and overheads, projects and assignments.

## Tools, equipment and material used in this unit may include

Work Description sheets, Text Books and other information.

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities. Knowledge component can also be implemented.

### Assessment context

To demonstrate competency against this unit candidates must be able to provide evidence that they can design a range of learning programs to meet different learner needs/learning contexts.

### Critical aspects (for assessment)

Assessment of this unit must include preparation and development of instructional materials for two competencies. These must contain student notes, task sheets and other relevant information.

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

### Special notes for assessment

Evidence of performance may be provided by participants, team members or other persons, subject to agreed authentication arrangements.

### Resources required for assessment

Relevant learning strategies, relevant occupational competency standards and documentation and learning resources / learning materials

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Learning strategy and learning programs Different purposes and focus of learning programs</li><li>• Knowledge of learning principles</li><li>• Introductory knowledge of adult learning theory, including behavioural, cognitive, and information processing theory</li><li>• Industry content / subject matter knowledge specific to the area/s of the learning program</li><li>• Learners profile, learner target group characteristics</li></ul>	<ul style="list-style-type: none"><li>• Design and Analytical skills on developing content, learning activities and learning materials</li></ul>



Unit Title	Coordinate and Implement Accident-Emergency Procedures				
Descriptor	This unit involves the skills, knowledge and attitudes required in responding to emergency incidents, follow-up support and assistance and communicate to concerned individual during emergency.				
Code	TRNo4S2Uo1V1	Credit	4	Level	5

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Respond to emergencies	1.1. Based on emergency procedure, emergency and potential emergency situations are identified and assessed 1.2. Based on the criticality of the emergency situation, actions are prioritized and provided 1.3. In accordance with regulatory and workplace procedures, 1.4. incident reports are prepared 1.5. In accordance with emergency procedures and/or regulatory requirements, responsibilities are fulfilled
2. Arrange follow-up support and assistance	2.1 In accordance with workplace procedures, medical assistance and support is arranged 2.2 First aid is applied in accordance with medical procedure 2.3 Based on emergency situation, passenger needs are identified and provided

## Range statement

Emergency situation and incidents may include vehicle collision, crime incidents, hit and run and fire resulted from engine overheating or faulty electric wiring. Responsibilities may include reporting to police authority, informing victim's relatives and respond to investigation and authority inquiry Actions may include, facilitating medical assistance and transporting of injured passenger to the nearest medical facility,

## Tools, equipment and material used in this unit may include

A vehicle, communication tools and emergency medical instruments.

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

### Assessment context

Competency must be assessed in actual workplace or simulated environment and must comply with the assessment requirements of the relevant road and traffic regulations.

### Critical aspects (for assessment)

Assessment requires evidence that the candidates respond to emergency situations and arrange follow-up support and assistance.

### Assessment conditions

Competency must be assessed through demonstration of the task in implementing and coordinating accident-emergency procedures. This can be accomplished through observations, interview and oral exam.

### Special notes for assessment

Evidence of performance may be provided by team leaders/members or other persons, subject to agreed authentication arrangements

### Resources required for assessment

The following resources MUST be provided:

- Simulation equipment and materials used for demonstrating emergency situation
- Vehicle unit
- A well-ventilated and lighted room with table and chairs for written/oral examination

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Relevant safety and environmental procedures and regulations</li><li>• Kinds of emergency situations</li><li>• Procedure to be followed in the event of emergency</li><li>• Problem that may arise during emergency situations</li><li>• Kinds of body injury and how to deal with them.</li><li>• Positive work values (Honesty, Presence of mind, Compassion, etc.)</li></ul>	<ul style="list-style-type: none"><li>• Appropriate reporting and preparing of necessary documentation to authority and medical personnel</li><li>• Handling injured person</li><li>• Transporting injured persons</li><li>• Handling and use of fire extinguishers</li><li>• Following emergency procedures</li><li>• Handling crime situations</li></ul>

<b>Unit Title</b>	Carry Out Minor Vehicle Maintenance and Servicing				
<b>Descriptor</b>	This unit involves the skills and knowledge and attitudes required to carry out basic servicing and maintenance of a light vehicle such as cleaning the vehicle.				
<b>Code</b>	TRNo4S2U02V1	Credit	2	Level	7

<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Clean vehicle unit	1.1. As per prescribed procedures using appropriate cleaning supplies, tools/ equipment and according to workplace safety 1.2. Vehicle is cleaned 1.3. As per relevant ordinance, rules or law, wastes are disposed
2. Maintain and service the vehicle system	2.1 Based on manufacturer's manual, minor routine checks are undertaken 2.2 In accordance with workplace health and safety procedures and manufacturer's manual, minor routine repair and servicing are undertaken 2.3 In accordance with manufacturer's specifications, brakes are inspected and appropriate action is undertaken 2.4 Complex repair and service requirements are identified and referred 2.5 In accordance with workplace procedures, records of routine servicing, maintenance and repairs are kept and updated

## Range statement

Routine Checks may include battery, tire air pressure, water level, lights, horn, mirrors, propeller, bolts and nuts tightness, brake fluid, oil level, and fan belt and wheel bearings. Minor routine servicing may include the following but not limited to topping up of water/coolant levels and brake fluid, change/topping of engine oils, air pressure set of tires, addition of gear oil, repacking/greasing of bearing ball joints, tie rod end, tire rotation and cleaning of battery terminals. Minor routine repairs include the following but not limited to the replacement of blown bulbs in vehicle lights, broken fan belt, blown fuse, broken side mirrors, rear tail-light lens, tires, broken coolant hose, worn out wheel caps and brake shoe/pad.

Tools, equipment and material used in this unit may include

General workshop tools and cleaning equipments

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

### Assessment context

Assessment must be conducted at accredited assessment centers and/or in an appropriate work situation

### Critical aspects (for assessment)

Assessment requires evidence that the candidate diagnosed basic vehicle faults and undertakes adjustment/repairs, carried out routine servicing and maintenance of vehicle system and identified complex servicing and maintenance problems.

### Assessment conditions

Competency must be assessed through observation or demonstration of skills, interview, written or oral test for the assessment of underpinning knowledge.

### Special notes for assessment

Evidence of performance may be provided by clients, supervisor or other persons, subject to agreed authentication arrangements.

### Resources required for assessment

The following resources must be provided and they are a light vehicle, supplies, materials relevant to the task and workplace for conducting routine servicing and maintenance and a small room for written examination.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Procedure for checking and routine service and maintenance of a vehicle</li><li>• Problems that may occur during routine servicing and maintenance</li><li>• Principles of operation of vehicle</li><li>• Basic fault finding procedures required during routine servicing and maintenance of vehicles</li><li>• Uses of tools materials, and parts</li></ul>	<ul style="list-style-type: none"><li>• Recognizing and diagnosing vehicle faults and irregularities</li><li>• Performing housekeeping</li><li>• Writing and documenting simple report</li><li>• Communicating skills</li><li>• Handling tools and materials</li></ul>

Unit Title	Drive light vehicle				
Descriptor	This unit involves the skills and knowledge and attitudes required to drive a light vehicle safely including handling of passengers, 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.				
Code	TRNo4S2Uo3V1	Credit	3	Level	7

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Perform light vehicle pre-starting and warm-up	1.1. As per manufacturer's specification vehicle inspection is performed 1.2. As per manufacturer's manual warm up of light vehicle is performed
2. Drive light vehicle	2.1 In accordance with traffic rules and regulations and manufacturer's instruction, light vehicle is driven 2.2 Through defensive driving, driving hazards are identified and/or anticipated and avoided or controlled 2.3 2.3 In accordance with manufacturer's specifications and traffic regulations, the light vehicle is parked, shut down and secured
3. Monitor and maintain vehicle performance	3.1 Defective or irregular performance or malfunctions are monitored and reported 3.2 3.2 In accordance with manufacturer's instruction minor vehicle maintenance is performed 3.3 3.3 In accordance with workplace procedures vehicle records are maintained/updated

## Range statement

Light Vehicles include those that are equal or less than 2 tons and may include private cars, jeeps, pickups, vans and taxicab.

## Tools, equipment and material used in this unit may include

A light vehicle and traffic rules

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated driving activities.

### Assessment context

Competency may be assessed in actual workplace or simulated environment and competence must comply with the assessment requirements of the relevant road and traffic regulations.

### Critical aspects (for assessment)

Assessment requires evidence that the candidate perform pre-operational and warm up, drive light vehicle and monitor and maintained vehicle performance.

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances. Assessment may include direct observation, demonstration with questioning, interview and written/oral test.

### Special notes for assessment

Participants need to have appropriate driving license and good driving skills prior to being considered as competent in this unit.

### Resources required for assessment

A light vehicle with appropriate tools/instruments and space for driving including traffic signs and symbols for driving and maneuvering the light vehicle be supplied.

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"><li>• Parts of light vehicle and its functions</li><li>• Types of load or cargo</li><li>• Procedure on how to drive the light vehicle</li><li>• Procedure to be followed in the event of emergency</li><li>• Traffic rules and regulations</li><li>• Kinds of traffic violations</li></ul>	<ul style="list-style-type: none"><li>• Reading/Interpreting traffic signs and symbols and road</li><li>• Maintaining proper distance and speed</li><li>• Responding to road-related accidents and crimes</li></ul>



Unit Title	Obey and Observe Traffic Rules and Regulations				
Descriptor	This unit involves the skills and knowledge and attitudes required in obeying and observing traffic rules and regulations while driving light vehicle.				
Code	TRNo4S2Uo4V1	Credit	3	Level	4

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Observe traffic signs and road markers	1.1. In accordance with concerned traffic authorities, traffic signs and road markers are identified and followed
2. Obey traffic rules and regulations	2.1 In accordance with concerned traffic authorities, traffic rules and regulations are identified and followed 2.2 As prescribed by law, license and registrations are maintained
3. Respect traffic enforcers and other traffic management unit	3.1 As prescribed by law, traffic authority instructions are complied 3.2 Traffic violation tickets/receipts issued by Traffic enforcers are accepted and appropriate action is taken

## Range statement

Traffic signs include but not limited to using of horns, parking, one ways and u-turns. Road markers may include merging traffic, overtaking, pedestrian lane and total stop. Traffic rules and regulations include road obstruction, Illegal terminal and all the road rules.

## Tools, equipment and material used in this unit may include

Complete Road rules, a vehicle and enough space for driving.

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated driving activities.

### Assessment context

Competency must be assessed in actual workplace or simulated environment and must comply with the assessment requirements of the relevant road and traffic rules.

### Critical aspects (for assessment)

Assessment requires evidence that the candidate followed traffic signs and road markers and obeyed traffic rules and regulations.

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances. Assessment may include direct observation, demonstration with questioning, interview and written/oral test.

### Special notes for assessment

Participants need to have appropriate driving license and good driving skills prior to being considered as competent in this unit.

### Resources required for assessment

A light vehicle with appropriate tools/instruments and space for driving including traffic signs and symbols for driving and maneuvering the light vehicle be supplied.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Traffic signs and symbols</li><li>• Road markers</li><li>• Traffic rules and regulations</li><li>• Defensive driving techniques</li><li>• Different Traffic Enforcers</li><li>• Traffic violations and penalties</li></ul>	<ul style="list-style-type: none"><li>• Communication skills</li><li>• Interpersonal skills</li><li>• Skills in observing road and traffic rules</li><li>• Skills in defensive driving</li><li>• Identifying traffic signs and road markings</li></ul>

Unit Title	Deliver Driver Training				
Descriptor	This unit details the activities involved in delivering driver training.				
Code	TRNo4S2Uo5V1	Credit	4	Level	9

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Discuss driver training program with learners	1.1. Discussion with learner driver undertaken 1.2. An appropriate training program worked out 1.3. Details of the agreed program to the learner driver explained
2. Adapt and design instruction sessions of the program	2.1 Different design possibilities researched and reviewed. 2.2 An appropriate design is selected and discussed with the learner driver 2.3 Final program layout developed
3. Facilitate learning through commentary, instruction and demonstration	3.1 Instructions according to the designed program clearly provided 3.2 Skill required for safe driving of vehicles demonstrated 3.3 At appropriate timings, the learner drivers are corrected and guided 3.4 According to the learning needs of the individuals, clear commentaries provided
4. Supervise learner driver	4.1 Learner driver appropriately guided and supervised 4.2 Delivery of the training program effectively managed 4.3 Progress made by the learner driver monitored and informed

## Range statement

Details of the training program needs to be discussed with the learner driver and an appropriate design based on the capacity of the individual participant needs to be drawn. This will be followed by providing instructions suitable to the participating learner drivers. The overall learning program needs to be at all times supervised and managed.

## Tools, equipment and material used in this unit may include

Light Vehicles, Classrooms and relevant special tools

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated driving activities.

### Assessment context

Competency must be assessed in actual workplace or simulated environment and must comply with the assessment requirements of the relevant road and traffic rules.

### Critical aspects (for assessment)

Delivering training to 2-3 learner drivers are needed prior to undertaking assessment.

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances. Assessment may include direct observation, demonstration with questioning, interview and written/oral test.

### Special notes for assessment

Participants need to have appropriate driving license and good driving records prior to the assessment.

### Resources required for assessment

A light vehicle with appropriate tools/instruments and space for driving including traffic signs and symbols for driving and maneuvering the vehicle be supplied.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Knowledge of how individuals learn</li><li>• Principles of coaching</li><li>• Principles of providing commentary</li></ul>	<ul style="list-style-type: none"><li>• Design training program based on the needs of individual learners</li><li>• Monitoring and recoding leaner drivers progress</li><li>• Skills in coaching individuals</li></ul>

Unit Title	Design and Undertake Driving Assessment				
Descriptor	This unit involves designing and undertaking driving assessment. Also includes the process of providing feedback and correcting the learner driver accordingly.				
Code	TRNo4S2Uo6V1	Credit	4	Level	7

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Design an assessment plan for the learner driver	1.1. Prior to starting driver training, learner driver is assessed 1.2. Along with selected training design, appropriate assessment plan enacted 1.3. Learner driver informed of the enacted assessment plan
2. Continuously monitor and assess the learner driver	2.1 Appropriate assessment sheets and tools prepared 2.2 Continuous assessment of the learner driver undertaken 2.3 Assessment results reported and documented
3. Provide feedback to the learner driver	3.1 Based on the assessment, appropriate feedback to the learner driver is provided 3.2 According to the feedback, driving activities modified and adjusted

## Range statement

Anticipated assessment activities vary from informal continuous assessments to formal summative assessment. Assessment activities may include observing and correcting the learner driver.

### Tools, equipment and material used in this unit may include

A light vehicle, traffic signs, rules and regulations, driving space and training assessment sheets.

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

### Assessment context

This unit involves both knowledge and skill and it is expected that assessment will be largely practical and needs to be undertaken while the learner driver is driving.

### Critical aspects (for assessment)

Undertaking assessment of 2-3 learner drivers is needed prior to undertaking assessment.

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances. Assessment may include direct observation, demonstration with questioning, interview and written/oral test.

### Special notes for assessment

Assessment needs to be undertaken at various stages of the training delivery and assessment.

### Resources required for assessment

Participants need to provide a light vehicle, driving space and learner drivers to be assessed.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Knowledge on Designing Assessments</li><li>• Understanding assessment process</li><li>• Assessment reporting</li><li>• Safe driving for learner drivers</li></ul>	<ul style="list-style-type: none"><li>• Skills on designing assessments</li><li>• Undertaking driving assessments</li><li>• Providing feedback of the assessment to the participants</li><li>• Correct the participant accordingly</li></ul>