



Recognition of Prior Learning (RPL)

EVIDENCE GUIDE FOR OPERATING DIFFERENT VEHICLES



National Certificate in Professional Driving

Qualification ID: 50285

Evidence Guide for Document 6

Operating Different Vehicles

UNIT STANDARDS IN THIS VOLUME

Unit Standard Number	Unit Standard Title	NQF Level	Credit Value
123257	Operate a rigid light vehicle	2	10
8038	Operating lift trucks	3	6
123253	Operate a rigid heavy vehicle	4	15
123254	Operate a vehicle combination	4	20

TABLE OF CONTENTS

Description	Page Number
Introduction to RPL Assessments	5 – 7
Unit Standard 1 of this Volume	8 – 12
Specific outcome 1	13 – 14
Specific outcome 2	15 – 17
Specific outcome 3	18 – 19
Specific outcome 4	20
Specific outcome 5	21
Specific outcome 6	22
Unit Standard 2 of this Volume	23 – 26
Specific outcome 1	27 – 28
Specific outcome 2	29
Specific outcome 3	30 – 31
Specific outcome 4	32 – 33
Specific outcome 5	34
Specific outcome 6	35 – 39
Unit Standard 3 of this Volume	35 – 39
Specific outcome 1	40 – 41
Specific outcome 2	42 – 43
Specific outcome 3	44 – 45
Specific outcome 4	46
Specific outcome 5	47
Unit Standard 4 of this Volume	48 – 52
Specific outcome 1	53 – 54
Specific outcome 2	55 – 56
Specific outcome 3	57 – 58
Specific outcome 4	59
Specific outcome 5	60
Specific outcome 6	61

INTRODUCTION TO RPL FOR OPERATING DIFFERENT VEHICLES

1. Background

In the Recognition of Prior Learning (RPL) Evidence Document 6, you will be assessed in line with all four Unit Standards in this volume. There will be an Evidence Collector who will submit your assessments to an Assessor. The Assessor will assess your work and will find your evidence either, 'competent' or 'not yet competent' that is based on the evidence you submitted to the Evidence Collector.

HOW WILL THE COMPETENCY-BASED ASSESSMENT WORK?

All the instruments developed for this qualification are competency-based followed by the following approaches:

a. Criterion based

Each candidate who is assessed is not in competition with their peers, but is assessed against standard criteria or benchmarks. The criteria used are, SAQA US, National certificate in Professional Driving against the specific outcomes and assessment criteria of all unit standards that are made up in this qualification.

b. Evidence based

Whether a person is competent is based upon evidence provided by the learner. The evidence may be demonstrated or produced by the candidate or gathered by the assessor.

c. Participatory

The candidate is encouraged to be involved in the process of assessment. The candidate and assessors have the scope to negotiate the form and range of assessment activities.

d. The Assessment process involves:

- Collection of evidence
- Judgment
- Recording

2. Defining RPL

Recognition of Prior Learning (RPL) is the comparison of the previous learning and experience of a learner howsoever obtained against the learning outcomes of a specific qualification, in addition, the acceptance thereof for purposes of certification.

The above definition holds the following implications:

- a. That a comparison of contextualized competence be done against the unit Standards requirements in a holistic way,
- b. That recognition is done for learning and experience, not one or the other only, and
- c. That the process is focused on the learner and his/her current competence, not historical evidence only.

To understand the process, you need to understand the role of the two role players that are going to help you to become competent:

3. The Two Role Players in RPL

There are two role players in this process. They are:

- a. The **Evidence Collection Facilitator (ECF)** is a person familiar with this field, who can help you to gather and organise evidence to prove to the assessor that you are competent.
- b. The **Assessor** is a subject-matter expert who is registered as an assessor and will be able to weigh up the evidence you provide against the outcomes of each unit standard and qualification.

4. The Steps of the RPL Process

- a. If you follow the five steps outlined below, you will progressively achieve competence, and at the end of the process be equipped.
- b. You will apply a step-by-step method (see *Steps in the RPL process*) to all three unit standards in this Evidence Guide for RPL.

Table 1: Steps in the RPL Process

Step 1	Review the Evidence Guides for each outcome of the unit standard.
Step 2	On each Evidence Guide the assessment criteria are listed. Each of these criteria includes different ways of assessments for e.g. assignment, direct observation, written test, project etc. This will help you to show evidence of your competence of the specific outcomes.
Step 3	Keep on collecting evidence and put them into your portfolio of evidence. This evidence will include all the work you have completed.
Step 4	You can monitor your progress by initialling and dating the SELF-ASSESSMENT checkboxes for each specific outcome.
Step 5	Once you have initialled all the self-assessment checkboxes on a page, you can ask the 'Evidence Collection Facilitator' to check the evidence, and to initial and date each of the ECF EVALUATION checkboxes.

Note:

Complete the above five steps for each RPL Evidence Guide for all the unit standards in this RPL Evidence Guide. Remember to refer to the original unit standard reproduced in this RPL Evidence Guide to cross-check the evidence.

You may discover when you go through this process that you need more training. If a need arises then you should arrange training with the person who is responsible for your training. Ask for a training plan.

Once you have collected all the evidence for this RPL Evidence Guide and the ECF has signed off the evidence, then you are ready to do the Summative Assessment.

Unit Standard 1 of this Volume

1. Unit Standard ID Title	Operate a rigid light vehicle
2. Unit Standard Number	123257
3. NQF Level	2
4. Total Credit Value	10
5. Field	Field 11 - Services
6. Registration Date	2006-06-29
7. Registration End Date	2009-06-29
8. Purpose of the Unit Standard	<p>The purpose of learning is to ensure safe, professional operation of rigid (no articulation points) light vehicles with a gross vehicle mass below 3.5 tons. Credited learners can drive a specific type of rigid light vehicle in accordance with legal, safety, manufacturer and other relevant requirements and reflect on the manner in which the vehicle is operated. Competent drivers are able to preserve vehicles as assets, drive safely and defensively, and contribute significantly to the economy by transporting goods and/or passengers.</p> <p>Credited learners are capable of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Preparing a rigid light vehicle for road transport trips according to specification. <input type="checkbox"/> Driving a rigid light vehicle in accordance with specified requirements. <input type="checkbox"/> Ensuring the maintenance of road transport service quality. <input type="checkbox"/> Handling unexpected situations according to specified procedures. <input type="checkbox"/> Reflecting on vehicle performance and own operation of vehicle against requirements. <input type="checkbox"/> Parking rigid light vehicle in accordance with specified requirements.
9. Learning assumed to be in place	It is assumed that learners have already attained NQF Level 2 Mathematica Literacy and Communication competence. It is also assumed that the learner can plan road transport service delivery.
10. Unit Standard Range	<p>The scope of this unit standard is as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rigid light vehicle refers to a motorised fixed chassis vehicle with gross vehicle mass below 3,5 tons. <input type="checkbox"/> Trailers can be included, but not trailers with a turn table, and with combined gross vehicle mass not exceeding 3,5 tons. <input type="checkbox"/> Competence does not have to be proven on a loaded vehicle. Loaded implies a vehicle loaded to at least 20 percent of its rated capacity. <input type="checkbox"/> The learner's portfolio should prove that the learner has accumulated at least 40 logged hours of driving which includes the following compulsory conditions: <ul style="list-style-type: none"> > Night driving - at least 5 hours. > Driving in wet weather conditions - at least 5-logged hours. > Freeway driving - at least 10 logged hours. > Driving in low and high-density traffic - at least 10-logged hours. <input type="checkbox"/> The relevant driving license will have to be obtained, before the learner can be credited against this unit standard.
11. Specific outcomes and assessment criteria	<p>Specific Outcome 1 Prepare a rigid light vehicle for road transport trips according to specification.</p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. <i>Vital rigid light vehicle components are inspected in a systematic way in order to comply with the relevant legislation. (Relevant legislation currently includes the</i>

Road Traffic Act of 1993.)

2. *Rigid light vehicle inspection is recorded legibly and in accordance with operational requirements/specifications.*
3. *All rigid light vehicle defects are identified and reported accurately, comprehensively and timeously, so that the necessary actions to rectify defects are initiated.*
4. *All prescribed and or other relevant preliminaries are executed in terms legislative and organisational requirements. (Preliminaries can include brake tests and start up procedures.)*

Specific Outcome 2

Drive a rigid light vehicle in accordance with specified requirements.

Outcome Range:

Specified requirements include legal, manufacturer, and defensive driving requirements; current legal requirements include K53.

Assessment Criteria

1. *Rigid light vehicle is driven and maneuvered in accordance with the specified standard Range: K53.*
2. *Rigid light vehicle is operated in accordance with manufacturer's specifications.*
3. *Rigid light vehicle is driven and maneuvered in accordance with legal provisions. (The Road Traffic Act of 1993.)*
4. *Rigid light vehicle is driven to actively prevent accidents, injury to people or damage to property/vehicle, despite the incorrect actions of others or adverse conditions, by driving safely and in a defensive manner.*

Specific Outcome 3

Ensure the maintenance of road transport service quality.

Assessment Criteria

1. *Time schedules are considered, implications for freight/passengers are established, and appropriate action is taken to ensure the maintenance of freight quality/passenger safety and comfort.*
2. *The impact of load positioning on the stability of the rigid light vehicle is accurately described.*
3. *Driving style is adapted in order to maintain freight quality/passenger safety and comfort during transportation*
4. *Organisational standards are adhered to with full consideration of safety and comfort factors and appropriate actions implemented to rectify problems are appropriate for specific contexts. (Safety factors can include stopping only at scheduled locations, passenger door only opened and closed when completely stationary, load (e.g., number of passengers, freight mass, loading of coach and trailer, etc.) restricted to design and legal limit of vehicle, luggage and emergency doors fully secured, attachment of luggage trailer confirmed; Comfort factors include acceleration and deceleration forces applied gradually; cornering speeds maintained within comfort levels; moving off only when passengers are seated or standing securely.)*

Specific Outcome 4

Handle unexpected situations according to specified procedures.

Outcome Range:

Unexpected situations can include, but are not limited to incidents, accidents, breakdowns, fire on vehicle, medical emergency, hi-jacking, mechanical failure (e.g. burst tyre), spillage/load loss, etc.

Assessment Criteria

1. *Rigid light vehicle and cab instruments are monitored for malfunctions and appropriate action is taken, where required.*
2. *Driving is adapted to unexpected situations safely and according to specified procedures.*
3. *Unexpected situations are reported according to operational procedures and legal requirements.*
4. *Corrective actions to get freight/passengers to their destinations in the event of route deviations, delays experienced and breakdowns, as well as the company guidelines for consideration in selecting course of action described for specific contexts.*

Specific Outcome 5

Reflect on vehicle performance and own operation of vehicle against requirements.

Assessment Criteria

1. *The effect that weather, road and traffic conditions have on rigid light vehicle performance and driver actions is explained for specific contexts. (Weather conditions include wet weather; road conditions include road surfaces (e.g. dirt roads, gravel roads, potholes, etc.), road shapes (e.g. mountain roads, hill roads, etc.) and road types (e.g., national or regional roads); traffic conditions include high and low density traffic.)*
2. *The influence of driver actions on the cost effective and efficient operation of rigid light vehicle is explained in terms of relevant, specified efficiency and effectiveness criteria.*
3. *The effect of physiological and psychological responses and conditions on driving performance is described in terms of how to manage these responses and conditions. (Psychological responses can include stress; physiological responses can include fatigue.)*

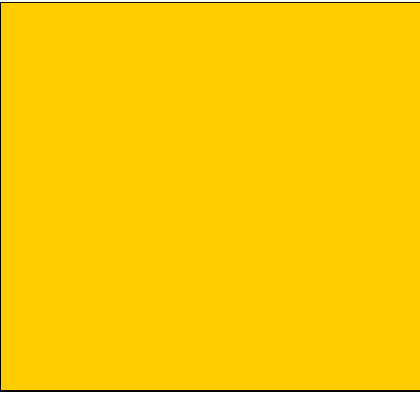
Specific Outcome 6

Park rigid light vehicle in accordance with specified requirements.

Assessment Criteria

1. *Vehicle is parked within designated or reserved areas in accordance with manufacturer specifications, traffic regulations and operational procedures.*
2. *Vehicle is shut down in accordance with manufacturer specifications, traffic regulations and operational procedures.*
3. *Vehicle is secured in accordance with manufacturer specifications, traffic regulations, and operational procedures.*
4. *Security and convenience factors are taken into account. (Factors include proximity to main pedestrian entrances, access to luggage compartments and ease of conveyance and loading, security of parked and*

<p>12. Unit Standard Accreditation and Moderation Options</p>	<p><i>unattended vehicle, etc.)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Assessment of learner achievements takes place at providers accredited by the relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard. <input type="checkbox"/> Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA. <input type="checkbox"/> Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with the relevant ETQA. <input type="checkbox"/> The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.
<p>13. Unit Standards Essential Embedded knowledge</p>	<p>Credited learners understand and can explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vehicle components location, characteristics and functionality. > Relevant vehicle components include the electrical system, cooling system, lubrication system, fuel, clutch, gearbox, differential lock, brake system, tyres, and cab instruments and warning devices. <input type="checkbox"/> Road Traffic Act 1993 pertaining to the operating of a vehicle. <input type="checkbox"/> The effect that weather, road and traffic conditions have on a vehicle's performance, as well as driver actions. <input type="checkbox"/> Procedures for and reporting of emergencies. <input type="checkbox"/> Application of fire extinguisher fitted on vehicle. <input type="checkbox"/> Operational rationale for vehicle inspections. <input type="checkbox"/> Defect reporting procedure. <input type="checkbox"/> Measures to minimize risk of hi-jacking. <input type="checkbox"/> Measures to maximise cost-effectiveness and efficient operation of vehicle. <input type="checkbox"/> Effects of psychological responses, physiological condition and medical substances on driving performance. <input type="checkbox"/> Impact of loads on vehicle stability. <input type="checkbox"/> How to adjust driving style in order to maintain freight quality/passenger safety. <input type="checkbox"/> Indicators of passenger distress caused by unacceptable driving or amenity deficiencies and actions to be implemented to rectify this.
<p>14. Critical Cross-field Outcomes</p>	<p>IDENTIFYING Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions so that environmental risks and mechanical problems are foreseen and timeously resolved, or when an emergency situation arises.</p> <p>WORKING Work effectively with others as a member of a team, group, organisation or community to ensure the maintenance of road transport service quality.</p> <p>ORGANISING Organise and manage oneself and one's activities responsibly and effectively to meet deadlines.</p> <p>COLLECTING Collect, analyse, organise and critically evaluate information when monitoring vehicle and cab instruments for malfunction</p> <p>COMMUNICATING</p>



Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation so that problems are reported.

SCIENCE

Use science and technology effectively and critically, showing responsibility towards the environment and health of others to drive a vehicle in accordance with specified requirements.

DEMONSTRATING

Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation by taking conditions and other road users into account, when driving.

EVIDENCE GUIDE

Unit Standard ID Title: Operate a rigid light vehicle
Unit Standard number: 123257

Specific Outcome 1

Prepare a rigid light vehicle for road transport trips according to specification.

Assessment Criteria

1. *Vital rigid light vehicle components are inspected in a systematic way in order to comply with the relevant legislation. (Relevant legislation currently includes the Road Traffic Act of 1993.)*
2. *Rigid light vehicle inspection is recorded legibly and in accordance with operational requirements/specifications.*
3. *All rigid light vehicle defects are identified and reported accurately, comprehensively and timeously, so that the necessary actions to rectify defects are initiated.*
4. *All prescribed and or other relevant preliminaries are executed in terms legislative and organisational requirements. (Preliminaries can include brake tests and start up procedures.)*

Evidence Required	Evidence sign off
Written Knowledge Test	Self-assessment
<p>Question 1 Name the different license codes next to each specification that drivers need to operate.</p> <ul style="list-style-type: none"> o Rigid vehicle above 16000 kg o Light motor vehicle up to 3500 kg with a trailer of 900 kg o Combination or articulated vehicle above 16000 kg 	Initial
<p>Question 2 Describe the reason to prepare a vehicle for a trip.</p>	Date
<p>Question 3 List the four main aspects of preparing the vehicle for a trip.</p>	ECF evaluation
<p>Question 4 List three types of fluids that must be checked on a vehicle.</p>	Initial
<p>Question 5 Name two preliminary tests' a driver should perform before leaving the depot.</p>	Date

Evidence Required				Evidence sign off	
Inspection list (Prepare a rigid light vehicle for road transport trips according to specification)					
The learner must use an appropriate vehicle inspection list. Did the learner check the following ... (if applicable)				Self-assessment	
	Criteria for inspection	Yes	No		
1	Vehicle for any damage			Initial	
2	Vehicle for cleanliness			Date	
3	The windscreen for damage and cleanliness				
4	The license disc is still valid				
5	The windscreen wipers condition and wipe clean				
6	The head light, indicator lenses & front reflectors				
7	The registration plate				
8	The side mirrors				
9	The doors & windows condition & company logo				
10	The front right hand side tyre, rim, wheel nuts, valve			ECF evaluation	
11	The battery			Initial	
12	The exhaust system			Date	
13	The condition of the vehicle body				
14	The spare wheel				
15	The right hand side rear tyres, rims, wheel nuts and valves				
16	The tail & stop light lenses & the rear indicators lenses				
17	The rear registration plate				
18	The left hand side rear tyres, rims, wheel nuts and valves				
19	The fuel tank and cap				
20	The front left hand side tyre, rim, wheel nuts, valve				
21	Engine oil level				
22	Coolant level				
23	Brake fluid level				
24	Clutch fluid level				
25	Power steering fluid level				
26	Fan belt condition				
27	All engine components are secure				
28	The vehicle jack and wheel spanners are present and secure				
29	The vehicles emergency triangles				
30	The vehicle fire extinguisher				
31	Doors & windows operate correctly				
32	Adjust seat accordingly				
33	The cab floor is free of loose obstructions				
34	The rear view mirror				
35	Vehicle park brake is applied				
36	Switch on ignition and check all instruments are working				
37	The hooter , wipers, lights and indicators are working				

EVIDENCE GUIDE

Specific Outcome 2

Drive a rigid light vehicle in accordance with specified requirements.

Outcome Range:

Specified requirements include legal, manufacturer, and defensive driving requirements; current legal requirements include K53.

Assessment Criteria

1. Rigid light vehicle is driven and manoeuvred in accordance with the specified standard Range: K53.
2. Rigid light vehicle is operated in accordance with manufacturer's specifications.
3. Rigid light vehicle is driven and manoeuvred in accordance with legal provisions. (The Road Traffic Act of 1993.)
4. Rigid light vehicle is driven to actively prevent accidents, injury to people or damage to property/vehicle, despite the incorrect actions of others or adverse conditions, by driving safely and in a defensive manner.

Evidence Required	Evidence sign off
Written Knowledge test	
<p>Question 1 Name two types of hazards.</p> <p>Question 2 Write the full words for the following abbreviations: <ul style="list-style-type: none"> o SIPDE o ABC </p> <p>Question 3 How many seconds should there be between your vehicle and the vehicle in front?</p> <p>Question 4 List three emergencies a driver may have to deal with.</p> <p>Question 5 List two types of possible incidents.</p> <p>Question 6 List the four actions of a driver when he/she is involved in an accident, according to the Road Traffic Act.</p> <p>Question 7 List five possible mechanical failures that may occur.</p> <p>Question 8 Describe 'K53'.</p>	Self-assessment
	<i>Initial</i>
	<i>Date</i>
	ECF evaluation
	<i>Initial</i>
	<i>Date</i>

Evidence Required	Evidence sign off
Practical Demonstration	
Hand in the checklist with this document.	Self-assessment
	Initial
	Date
	ECF evaluation
	Initial
	Date

Criteria for Assessment

The Assessor will explain to the learner what route is required. Make an appointment when you are ready for assessment on the practical demonstration based on the criteria below.

The assessor may ask the learner to drive a specific route according to the K53 system of vehicle control and within the vehicle Manufacturers specifications.

ANY ONE OF THESE (O) MARKED MEANS THE LEARNER IS NOT YET COMPETENT

	USE OF CONTROLS	STRENGTHS	REMARKS
	MANIPULATION OF CONTROLS		
1	Excessive movement	□□ ○	
	USE OF GEARS		
2	Changes excessively	□□□□ ○	
3	Grates gears	□□□□ ○	
4	Hand rests on top of gear lever	□□□ ○	
5	Misses or slips a gear	○	
	USE OF CLUTCH		
6	Jerky	□□□ ○	
7	Slips clutch	□ ○	
8	Rides clutch	□□ ○	
9	Late in de-clutching	□□□□ ○	
10	Keeps clutch depressed while stopped	□□ ○	
	USE OF BRAKES		
11	Does not brake progressively	□□ ○	
12	Park brake not used correctly	□□ ○	
13	Brake used unnecessarily (no deceleration)	□□□ ○	
14	Incorrect use on decline	□ ○	
15	Rests foot on brake pedal	□□ ○	
	PEDAL BALANCE		
16	Rolling back during pull off	□□ ○	
	STEERING		
17	Crossing arms while turning	□□□□ ○	
18	Hands on steering wheel position	□□□ ○	
19	Steers with one hand	□ ○	
	ACCELERATOR MANAGEMENT		
20	Does not maintain constant speed	□□ ○	

21	Blipping	<input type="checkbox"/> <input type="checkbox"/> ○	
22	Lets engine labour	<input type="checkbox"/> <input type="checkbox"/> ○	
23	Over-revs	<input type="checkbox"/> <input type="checkbox"/> ○	
	USE OF RETARDATION DEVICE		
24	Not according to specification	<input type="checkbox"/> <input type="checkbox"/> ○	
	COASTING		
25	De-clutch too early	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○	
26	Select neutral too early	<input type="checkbox"/> <input type="checkbox"/> ○	
	ROAD SENSE		
	ROAD OBSERVATION		
27	No observation	<input type="checkbox"/> <input type="checkbox"/> ○	
28	Ignores changes in road surface	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○	
29	Ignores road signs & markings	<input type="checkbox"/> <input type="checkbox"/> ○	
30	Moves into other vehicles blind spots	<input type="checkbox"/> <input type="checkbox"/> ○	
31	Incorrect use of mirrors	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○	
	VEHICLE POSITIONING		
32	Travels too close to vehicle in front	<input type="checkbox"/> <input type="checkbox"/> ○	
33	Travel too far from vehicle in front	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○	
34	Travels too far over in lane	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○	
	SPEED		
35	Ignores speed limit	<input type="checkbox"/> ○	
36	Takes too long to pull off at traffic lights, etc.		
	ASSESSMENT OF HAZARDS		
37	Fails to notice hazard	<input type="checkbox"/> <input type="checkbox"/> ○	
38	Fails to react to hazard	<input type="checkbox"/> <input type="checkbox"/> ○	
	CORNERING		
39	Cuts corner	<input type="checkbox"/> <input type="checkbox"/> ○	
40	Too fast	<input type="checkbox"/> ○	
41	Mounts curb	<input type="checkbox"/> ○	
42	Too wide	<input type="checkbox"/> ○	
	OVERTAKING		
43	Fails to check safety ahead	○	
44	Fails to check safety behind	○	
45	Fails to back down	<input type="checkbox"/> ○	
46	Accelerates when being overtaken	<input type="checkbox"/> ○	
	COMMUNICATION AND ATTITUDE		
47	Hooter used when not required	<input type="checkbox"/> ○	
48	Indicators not used correctly	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○	
49	Shows irritation of other road users	<input type="checkbox"/> ○	
50	Demonstrates displeasure to others	○	
	MANOEUVERING		
51	Alley docking from left	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○	
52	Alley docking from right	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○	
53	Reversing in a straight line	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○	

EVIDENCE GUIDE

Specific Outcome 3

Ensure the maintenance of road transport service quality.

Assessment Criteria

1. Time schedules are considered, implications for freight/passengers are established, and appropriate action is taken to ensure the maintenance of freight quality/passenger safety and comfort.
2. The impact of load positioning on the stability of the rigid light vehicle is accurately described.
3. Driving style is adapted in order to maintain freight quality/passenger safety and comfort during transportation
4. Organisational standards are adhered to with full consideration of safety and comfort factors and appropriate actions implemented to rectify problems are appropriate for specific contexts. (Safety factors can include stopping only at scheduled locations, passenger door only opened and closed when completely stationary, load (e.g., number of passengers, freight mass, loading of coach and trailer, etc.) restricted to design and legal limit of vehicle, luggage and emergency doors fully secured, attachment of luggage trailer confirmed; Comfort factors include acceleration and deceleration forces applied gradually; cornering speeds maintained within comfort levels; moving off only when passengers are seated or standing securely.)

Evidence Required				Evidence sign off	
Practical Demonstration				Self-assessment	
The learner must include the following evidence in the Portfolio of Evidence.				Initial	
				Date	
Criteria				ECF evaluation	
	Managing unforeseen problems	Yes	No	Initial	
Time schedules	The learner communicated any implications relating to freight or passengers			Initial	
	The learner has taken appropriate action to the maintenance of freight quality and or ensured the passengers safety in line with the safety procedures				
<i>The learner is able to describe the impact of load positioning on the stability of the rigid light vehicle</i>	The learner is able to illustrate how to resolve a problem when the freight is not stable			Initial	
Practical Demonstration: The learner is able to demonstrate ...	Managing unforeseen problems	Yes	No		
That the driving style is adapted in order to maintain freight handling during transportation	The learner is able to demonstrate how he/she will act if there are unforeseen problems e.g. weather, rain etc.			Initial	
Organisational standards are adhered to with full consideration of					

<i>consideration of safety and comfort factors and appropriate actions implemented to rectify problems are appropriate for specific contexts</i>					<i>Date</i>

EVIDENCE GUIDE

Specific Outcome 4

Handle unexpected situations according to specified procedures.

Outcome Range:

Unexpected situations can include, but are not limited to incidents, accidents, breakdowns, fire on vehicle, medical emergency, hi-jacking, mechanical failure (e.g. burst tyre), spillage/load loss, etc.

Assessment Criteria

1. Rigid light vehicle and cab instruments are monitored for malfunctions and appropriate action is taken, where required.
2. Driving is adapted to unexpected situations safely and according to specified procedures.
3. Unexpected situations are reported according to operational procedures and legal requirements.
4. Corrective actions to get freight/passengers to their destinations in the event of route deviations, delays experienced and breakdowns, as well as the company guidelines for consideration in selecting course of action described for specific contexts.

Evidence Required																								
Practical Questioning and Illustration	Evidence sign off																							
The learner must explain how he/she will adapt to the following situations																								
<p>Practical Questioning and Illustration (Strictly use the Health and Safety Procedures and other standards in this context)</p> <p>The learner must be able to demonstrate action and explain the steps to follow with the following unforeseen problems that may occur: (Mark a tick next to each answer that was provided and where learner is found competent)</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">o Accidents</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding-left: 20px;">o Fire on vehicle</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding-left: 20px;">o Medical emergency</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding-left: 20px;">o Hi-jacking</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding-left: 20px;">o Mechanical failure</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding-left: 20px;">o Spillage</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding-left: 20px;">o Potholes</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding-left: 20px;">o Bad weather conditions</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	o Accidents	<input type="checkbox"/>	o Fire on vehicle	<input type="checkbox"/>	o Medical emergency	<input type="checkbox"/>	o Hi-jacking	<input type="checkbox"/>	o Mechanical failure	<input type="checkbox"/>	o Spillage	<input type="checkbox"/>	o Potholes	<input type="checkbox"/>	o Bad weather conditions	<input type="checkbox"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #FFD700;"> <td style="padding: 5px;">Self-assessment</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><i>Initial</i></td> </tr> <tr> <td style="padding: 5px; text-align: center;"><i>Date</i></td> </tr> <tr> <td style="padding: 5px; text-align: center;"> </td> </tr> <tr style="background-color: #FFD700;"> <td style="padding: 5px;">ECF evaluation</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><i>Initial</i></td> </tr> <tr> <td style="padding: 5px; text-align: center;"><i>Date</i></td> </tr> </table>	Self-assessment	<i>Initial</i>	<i>Date</i>		ECF evaluation	<i>Initial</i>	<i>Date</i>
o Accidents	<input type="checkbox"/>																							
o Fire on vehicle	<input type="checkbox"/>																							
o Medical emergency	<input type="checkbox"/>																							
o Hi-jacking	<input type="checkbox"/>																							
o Mechanical failure	<input type="checkbox"/>																							
o Spillage	<input type="checkbox"/>																							
o Potholes	<input type="checkbox"/>																							
o Bad weather conditions	<input type="checkbox"/>																							
Self-assessment																								
<i>Initial</i>																								
<i>Date</i>																								
ECF evaluation																								
<i>Initial</i>																								
<i>Date</i>																								
<p>Written Knowledge Test</p> <p>Question 1 What must a hijacker do to hijack your vehicle?</p> <p>Question 2 What should a driver do if he / she is hijacked?</p> <p>Question 3 List three additional aspects a driver must consider apart from driving the vehicle.</p> <p>Question 4 List three possible causes of a skid.</p> <p>Problem solving question (In line with company procedures)</p> <p>Question 5 Explain the procedures to follow when you are involved in an accident where a pedestrian has been killed ...</p>																								

EVIDENCE GUIDE

Specific Outcome 5

Reflect on vehicle performance and own operation of vehicle against requirements.

Assessment Criteria

1. The effect that weather, road and traffic conditions have on rigid light vehicle performance and driver actions is explained for specific contexts. (Weather conditions include wet weather; road conditions include road surfaces (e.g. dirt roads, gravel roads, potholes, etc.), road shapes (e.g. mountain roads, hill roads, etc.) and road types (e.g., national or regional roads); traffic conditions include high and low density traffic.)
2. The influence of driver actions on the cost effective and efficient operation of rigid light vehicle is explained in terms of relevant, specified efficiency and effectiveness criteria.
3. The effect of physiological and psychological responses and conditions on driving performance is described in terms of how to manage these responses and conditions. (Psychological responses can include stress; physiological responses can include fatigue.)

Evidence Required		Evidence sign off	
Written Knowledge Test and Report (Reflect on vehicle performance)			
Section A		Self-assessment	
<ol style="list-style-type: none"> 1. List four aspects that may contribute to driver fatigue. 2. List four things that contribute to economical driving. 3. List five aspects that contribute to driver stress. 4. List three health and medical conditions drivers must monitor. 5. List four possible symptoms of driver fatigue. 		Initial	
		Date	
Section B			
Write a report on the vehicle performance and include the following in the report to reflect upon: - (Read Assessment Criteria for more information) Reflection Report: <ul style="list-style-type: none"> o The weather conditions o Influence of the driver's actions o Psychological responses and conditions 		ECF evaluation	
		Initial	
		Date	

EVIDENCE GUIDE

Specific Outcome 6

Park rigid light vehicle in accordance with specified requirements.

Assessment Criteria

1. Vehicle is parked within designated or reserved areas in accordance with manufacturer specifications, traffic regulations and operational procedures.
2. Vehicle is shut down in accordance with manufacturer specifications, traffic regulations and operational procedures.
3. Vehicle is secured in accordance with manufacturer specifications, traffic regulations and operational procedures.
4. Security and convenience factors are taken into account. (Factors include proximity to main pedestrian entrances, access to luggage compartments and ease of conveyance and loading, security of parked and unattended vehicle, etc.)

Evidence Required				Evidence sign off																																													
Practical Demonstration				Self-assessment																																													
Task				Initial																																													
Park rigid light vehicle in accordance with specified requirements The learner must be able to ...				Date																																													
<table border="1"> <thead> <tr> <th></th> <th>Practical criteria</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Park the vehicle in the correct position</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>Allow the engine to idle before switching off</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>Check that the park brake is applied</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>Check that the lights are off</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>Record the kilometer reading</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td>Switch off correctly</td> <td></td> <td></td> </tr> <tr> <td>7</td> <td>Stow all items and equipment in the cab out of sight</td> <td></td> <td></td> </tr> <tr> <td>8</td> <td>Clean the cab</td> <td></td> <td></td> </tr> <tr> <td>9</td> <td>Close all windows and lock all doors</td> <td></td> <td></td> </tr> <tr> <td>11</td> <td>Ensure that the canopy is locked, secure & safe</td> <td></td> <td></td> </tr> </tbody> </table>					Practical criteria	Yes	No	1	Park the vehicle in the correct position			2	Allow the engine to idle before switching off			3	Check that the park brake is applied			4	Check that the lights are off			5	Record the kilometer reading			6	Switch off correctly			7	Stow all items and equipment in the cab out of sight			8	Clean the cab			9	Close all windows and lock all doors			11	Ensure that the canopy is locked, secure & safe			ECF evaluation	
	Practical criteria	Yes	No																																														
1	Park the vehicle in the correct position																																																
2	Allow the engine to idle before switching off																																																
3	Check that the park brake is applied																																																
4	Check that the lights are off																																																
5	Record the kilometer reading																																																
6	Switch off correctly																																																
7	Stow all items and equipment in the cab out of sight																																																
8	Clean the cab																																																
9	Close all windows and lock all doors																																																
11	Ensure that the canopy is locked, secure & safe																																																
				Initial																																													
				Date																																													

Unit Standard 2 of this Volume

1. Unit Standard ID Title	Operating lift trucks
2. Unit Standard Number	8038
3. NQF Level	3
4. Total Credit Value	6
5. Field	Field 11 - Services
6. Registration Date	2008-04-01
7. Registration End Date	2011-04-01
8. Purpose of the Unit Standard	Learner accredited with this standard will be able to operate lift trucks for the safe and efficient movement and stacking of freight in a variety of work environments, and take basic care of the equipment in compliance with lift truck manufacturers' and legislated standards.
9. Learning assumed to be in place	<input type="checkbox"/> NQF 1 or General Education and Training Certificate; <input type="checkbox"/> `Occupational Health, Safety and General Housekeeping`; <input type="checkbox"/> `Taking basic care of Freight Handling Machinery`; It is preferable that the driver be declared physically fit and have completed an eyesight test (such as the Orthorator test, the Purdue University Test No. 3, etc.) and an industry recognised depth perception and hand-eye co-ordination test.
10. Unit Standard Range	The applied competence expressed in this standard may be demonstrated across a range of lifting trucks (capacity, functionality) involved in familiar operational functions in any industry context, and in any environmental conditions. The learner has significant responsibility for efficiency (safety and quantity) of practice where limited discretion and judgement are required for solving largely familiar problems. The certificate of competence issued must indicate the equipment, its rated capacity, and the attachments in terms of which the learner has demonstrated competence.
11. Specific outcomes and assessment criteria	<p>Specific Outcome 1 Identify and classify freight.</p> <p>Outcome Notes Identify and classify freight taking into account documentation, packaging, and labeling associated with the specific freight.</p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. <i>Explain what he/she is doing and why in selecting specific handling methods and attachments for particular commodities/freight.</i> 2. <i>Explain how and why he/she selected a particular piece of lifting equipment for a particular type of freight.</i> 3. <i>Explain what you are doing and why in selecting storage facilities for freight.</i> 4. <i>Identify the most appropriate course of action in relation to:</i> <ul style="list-style-type: none"> <input type="checkbox"/> safe working practices and procedures in the handling and storage of freight in general; <input type="checkbox"/> potential hazards in the working environment. 5. <i>Explain and demonstrate the operating functions of the particular lift truck relevant for the job environment, giving cognisance to different environmental conditions and freight types.</i> 6. <i>Generate and consider options and possibilities for achieving maximum work performance of the equipment through:</i> <ul style="list-style-type: none"> <input type="checkbox"/> care of lifting equipment and attachments; <input type="checkbox"/> operating of lifting equipment and attachments bearing in mind manufacturers' specifications and environmental conditions. 7. <i>Evaluate your own performance and identify strengths as</i>

well as areas for improvement in terms of the work performance of the equipment.

Specific Outcome 2

Handle, load and store freight.

Outcome Notes

Handle, load and store freight in accordance with laid down standards, environmental requirements, and with due consideration to inter alia the commodities and their properties, storage area, placement of load.

Assessment Criteria

1. Explain what he/she is doing and why in selecting specific handling methods and attachments for particular commodities/freight.
2. Explain how and why he/she selected a particular piece of lifting equipment for a particular type of freight.
3. Explain what you are doing and why in selecting storage facilities for freight.
4. Explain what you are doing and why in selecting storage facilities for freight.
5. Explain and demonstrate the operating functions of the particular lift truck relevant for the job environment, giving cognisance to different environmental conditions and freight types.
6. Generate and consider options and possibilities for achieving maximum work performance of the equipment through:
 - care of lifting equipment and attachments;
 - operating of lifting equipment and attachments bearing in mind manufacturers' specifications and environmental conditions.
7. Evaluate your own performance and identify strengths as well as areas for improvement in terms of the work performance of the equipment.

Specific Outcome 3

Achieve maximum work performance of lifting equipment and attachments.

Outcome Notes

Achieve maximum work performance of lifting equipment and attachments, by applying knowledge of equipment dimensions, controls and capacities, manufacturing specifications and circumstances in the working environment.

Assessment Criteria

1. Explain what he/she is doing and why in selecting specific handling methods and attachments for particular commodities/freight.
2. Explain what you are doing and why in selecting storage facilities for freight.
3. Identify the most appropriate course of action in relation to:
 - safe working practices and procedures in the handling and storage of freight in general;
 - potential hazards in the working environment.
4. Explain and demonstrate the operating functions of the particular lift truck relevant for the job environment, giving cognisance to different environmental conditions and freight types.
5. Generate and consider options and possibilities for achieving maximum work performance of the equipment through:
 - care of lifting equipment and attachments;

operating of lifting equipment and attachments bearing in mind manufacturers` specifications and environmental conditions.

6. Evaluate your own performance and identify strengths as well as areas for improvement in terms of the work performance of the equipment.

Specific Outcome 4

Operate equipment in accordance with organisational and legislative standards and procedures.

Outcome Notes

Operate equipment in accordance with laid down organisational and legislative standards and procedures as well as manufacturer`s guidelines. "Operating" includes the actual pre-check and operational checks, operating, shutting down and parking of the lift truck.

Assessment Criteria

1. Explain what he/she is doing and why in selecting specific handling methods and attachments for particular commodities/freight.
2. Explain how and why he/she selected a particular piece of lifting equipment for a particular type of freight.
3. Explain what you are doing and why in selecting storage facilities for freight.
4. Identify the most appropriate course of action in relation to:
 - safe working practices and procedures in the handling and storage of freight in general;
 - potential hazards in the working environment.
5. Explain and demonstrate the operating functions of the particular lift truck relevant for the job environment, giving cognisance to different environmental conditions and freight types.
6. Generate and consider options and possibilities for achieving maximum work performance of the equipment through:
 - care of lifting equipment and attachments;
 - operating of lifting equipment and attachments bearing in mind manufacturers` specifications and environmental conditions.
7. Evaluate your own performance and identify strengths as well as areas for improvement in terms of the work performance of the equipment.

Specific Outcome 5

Access available support systems and emergency services in case of incidents and accidents.

Assessment Criteria

1. Explain what he/she is doing and why in selecting specific handling methods and attachments for particular commodities/freight
2. Explain how and why he/she selected a particular piece of lifting equipment for a particular type of freight.
3. Explain what you are doing and why in selecting storage facilities for freight.
4. Identify the most appropriate course of action in relation to:
 - safe working practices and procedures in the handling and storage of freight in general;
 - potential hazards in the working environment.
5. Explain and demonstrate the operating functions of the particular lift truck relevant for the job environment, giving

	<p><i>cognisance to different environmental conditions and freight types.</i></p> <p>6. <i>Generate and consider options and possibilities for achieving maximum work performance of the equipment through:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>care of lifting equipment and attachments;</i> <input type="checkbox"/> <i>operating of lifting equipment and attachments bearing in mind manufacturers` specifications and environmental conditions.</i> <p>7. <i>Evaluate your own performance and identify strengths as well as areas for improvement in terms of the work performance of the equipment.</i></p>
<p>12. Unit Standard Accreditation and Moderation Options</p>	<p>Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.</p> <p>2. Any institution offering learning that will enable achievement of this unit standard must be accredited by the Freight Handling Chamber of the Transport SETA and/or relevant ETQA.</p> <p>3. Moderation of assessment will be done by the relevant ETQA at its discretion.</p>
<p>13. Unit Standards Essential Embedded knowledge</p>	<p>The learner can understand, explain and apply:</p> <ol style="list-style-type: none"> 1. Act 85 of 1993; international standards; hand and bat signals pertaining to the safe operation of lifting equipment; environment; operating method; packaging, labelling, and personal protective equipment. 2. Road Traffic ordinances where public roads are used. 3. The relevant attachments applicable to handling various categories of freight. 4. Basic mechanical appreciation. 5. Equipment dimensions/capacity and controls in relation to safety and maximum work performance. 6. Product handling and storage principles and specifications (e.g. safe working loads of equipment, storage of cages and pallets). 7. Available support systems and emergency care services.
<p>14. Critical Cross-field Outcomes</p>	<p>IDENTIFYING Identify and solve problems in the case of damaged packaging/labeling. Identify and solve problems in selecting most appropriate method of damage control in the event of an accident or incident.</p> <p>ORGANISING Manage and organise oneself by continually evaluating whether maximum work performance of lifting equipment was achieved given the operating conditions (where the working environment and equipment does not comply with laid down standards) and based on this, take appropriate action in order to gain consistently improved work performance.</p>

EVIDENCE GUIDE

Unit Standard ID Title: Operating lift trucks
Unit Standard number: 8038

Specific Outcome 1

Identify and classify freight.

Outcome Notes

Identify and classify freight taking into account documentation, packaging, and labeling associated with the specific freight.

Assessment Criteria

1. Explain what he/she is doing and why in selecting specific handling methods and attachments for particular commodities/freight.
2. Explain how and why he/she selected a particular piece of lifting equipment for a particular type of freight.
3. Explain what you are doing and why in selecting storage facilities for freight.
4. Identify the most appropriate course of action in relation to:
 - safe working practices and procedures in the handling and storage of freight in general;
 - potential hazards in the working environment.
5. Explain and demonstrate the operating functions of the particular lift truck relevant for the job environment, giving cognisance to different environmental conditions and freight types.
6. Generate and consider options and possibilities for achieving maximum work performance of the equipment through:
 - care of lifting equipment and attachments;
 - operating of lifting equipment and attachments bearing in mind manufacturers` specifications and environmental conditions.
7. Evaluate your own performance and identify strengths as well as areas for improvement in terms of the work performance of the equipment.

Evidence Required	Evidence sign off
Multiple Choice Questions (Make a cross to select the correct answer)	
<p>1. The "Load Center" of a truck is measured from the:</p> <p>a) Fork tips, back along the forks. b) Pivot point in center of front wheels. c) Face or heel of the forks.</p> <p>2. The lift truck will be at it's most stable when the center of gravity is:</p> <p>a) At the top of the mast. b) On the left side of the fork carriage. c) Within the stability triangle of the lift truck.</p> <p>3. When driving on level ground with a load the correct position of mast and forks should be:</p> <p>a) With forks as near to the ground as possible and mast vertical. b) With forks 150-200 mm off the ground and mast vertical. c) With forks 150-200 mm off the ground and mast tilted back.</p>	Self-assessment
	Initial
	Date
	ECF evaluation
	Initial

4. When stacking a load at height, the mast should be brought to the vertical position:
- a) As soon as the load is at the required height.
 - b) When the load is directly over the stack.
 - c) When the load is close to the ground in front of the stack.
5. What is the center of gravity?
- a) It is the middle of a load.
 - b) It is the place where the object will balance.
 - c) It is the bottom part of a load.

Date

Practical demonstration – Checklist

The learner is able to ...

Criteria	Competent	Not yet competent	Remarks
Identify freight taking into account documentation, packaging, and labeling associated with the specific freight.			
Classify the freight			
Demonstrate quality packaging according to standard procedures			

EVIDENCE GUIDE

Specific Outcome 2

Handle, load and store freight.

Outcome Notes

Handle, load and store freight in accordance with laid down standards, environmental requirements, and with due consideration to inter alia the commodities and their properties, storage area, placement of load.

Assessment Criteria

1. Explain what he/she is doing and why in selecting specific handling methods and attachments for particular commodities/freight.
2. Explain how and why he/she selected a particular piece of lifting equipment for a particular type of freight.
3. Explain what you are doing and why in selecting storage facilities for freight.
4. Explain what you are doing and why in selecting storage facilities for freight.
5. Explain and demonstrate the operating functions of the particular lift truck relevant for the job environment, giving cognisance to different environmental conditions and freight types.
6. Generate and consider options and possibilities for achieving maximum work performance of the equipment through:
 - care of lifting equipment and attachments;
 - operating of lifting equipment and attachments
 bearing in mind manufacturers` specifications and environmental conditions.
7. Evaluate your own performance and identify strengths as well as areas for improvement in terms of the work performance of the equipment.

Evidence Required				Evidence sign off	
Practical demonstration				Self-assessment	
The learner is able to ...				<i>Initial</i>	
Criteria	Competent	Not yet competent	Remarks	<i>Date</i>	
Handle, load and store freight in accordance with laid down standards,					
Comply with environmental requirements, of the commodities				ECF evaluation	
Store the commodities, in the correct storage area, placement of load.				<i>Initial</i>	

EVIDENCE GUIDE

Specific Outcome 3







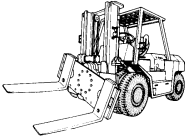









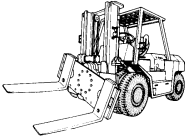









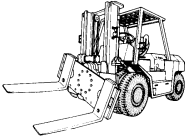



Achieve maximum work performance of lifting equipment and attachments.

Outcome Notes

Achieve maximum work performance of lifting equipment and attachments, by applying knowledge of equipment dimensions, controls and capacities, manufacturing specifications and circumstances in the working environment.

Assessment Criteria

1. Explain what he/she is doing and why in selecting specific handling methods and attachments for particular commodities/freight.
2. Explain what you are doing and why in selecting storage facilities for freight.
3. Identify the most appropriate course of action in relation to:
 - safe working practices and procedures in the handling and storage of freight in general;
 - potential hazards in the working environment.
4. Explain and demonstrate the operating functions of the particular lift truck relevant for the job environment, giving cognisance to different environmental conditions and freight types.
5. Generate and consider options and possibilities for achieving maximum work performance of the equipment through:
 - care of lifting equipment and attachments;
 - operating of lifting equipment and attachments
 bearing in mind manufacturers` specifications and environmental conditions.
6. Evaluate your own performance and identify strengths as well as areas for improvement in terms of the work performance of the equipment.

Evidence Required (The learner will sit with the assessor and do this assessment on a one-on-one basis. Identify the following lift trucks, symbols and attachments)			Evidence sign off																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 10px;"></td> <td style="text-align: center; padding: 10px;"></td> <td style="text-align: center; padding: 10px;"></td> </tr> <tr style="background-color: #FFD700;"> <td style="text-align: center; padding: 5px;">A</td> <td style="text-align: center; padding: 5px;">B</td> <td style="text-align: center; padding: 5px;">C</td> </tr> <tr> <td style="text-align: center; padding: 10px;"></td> <td style="text-align: center; padding: 10px;"></td> <td style="text-align: center; padding: 10px;"></td> </tr> <tr style="background-color: #FFD700;"> <td style="text-align: center; padding: 5px;">D</td> <td style="text-align: center; padding: 5px;">E</td> <td style="text-align: center; padding: 5px;">F</td> </tr> <tr> <td style="text-align: center; padding: 10px;"></td> <td style="text-align: center; padding: 10px;"></td> <td style="text-align: center; padding: 10px;">   </td> </tr> <tr style="background-color: #FFD700;"> <td style="text-align: center; padding: 5px;">G</td> <td style="text-align: center; padding: 5px;">H</td> <td style="text-align: center; padding: 5px;">I J</td> </tr> </table>						A	B	C				D	E	F			 	G	H	I J	<div style="background-color: #FFD700; padding: 5px; text-align: center;">Self-assessment</div> <div style="padding: 5px; text-align: center;">Initial</div> <div style="padding: 5px; text-align: center;">Date</div> <div style="background-color: #FFD700; padding: 5px; text-align: center; height: 100px;">ECF evaluation</div>
																					
A	B	C																			
																					
D	E	F																			
		 																			
G	H	I J																			

Did the learner identify each item correctly?							Initial
ITEM	YES	NO	ITEM	YES	NO		
A			F				
B			G				
C			H				
D			I				
E			J				

EVIDENCE GUIDE

Specific Outcome 4

Operate equipment in accordance with organisational and legislative standards and procedures.

Outcome Notes

Operate equipment in accordance with laid down organisational and legislative standards and procedures as well as manufacturer's guidelines. "Operating" includes the actual pre-check and operational checks, operating, shutting down and parking of the lift truck.

Assessment Criteria

1. Explain what he/she is doing and why in selecting specific handling methods and attachments for particular commodities/freight.
2. Explain how and why he/she selected a particular piece of lifting equipment for a particular type of freight.
3. Explain what you are doing and why in selecting storage facilities for freight.
4. Identify the most appropriate course of action in relation to:
 - safe working practices and procedures in the handling and storage of freight in general;
 - potential hazards in the working environment.
5. Explain and demonstrate the operating functions of the particular lift truck relevant for the job environment, giving cognisance to different environmental conditions and freight types.
6. Generate and consider options and possibilities for achieving maximum work performance of the equipment through:
 - care of lifting equipment and attachments;
 - operating of lifting equipment and attachments
 bearing in mind manufacturers' specifications and environmental conditions.
7. Evaluate your own performance and identify strengths as well as areas for improvement in terms of the work performance of the equipment.

Evidence Required	Evidence sign off
Practical demonstration	Self-assessment
Include The Pre-Checklist with This Evidence Sign Off.	<i>Initial</i>
	<i>Date</i>
	ECF evaluation
	<i>Initial</i>

Instruction to the Learner

The learner to perform the pre-start checks and explain the purpose of the components on the lift truck he/she operates daily.

Did the learner check and explain the following?

	Components of the lift truck	Checked	Purpose
1	No obstructions under truck		
2	Condition of attachment		
3	Position of attachment		
4	Load back rest		
5	Carriage		
6	Mast		
7	Lifting chains		
8	Hydraulic lift cylinder		
9	Hydraulic tilt cylinder		
10	Overhead guard		
11	Tyre condition and pressure (If applicable)		
12	Wheel nuts and wheel rims		
13	Operators compartment clean		
14	Hydraulic oil level		
15	Fan belt tension and fan blades		
16	Water pump		
17	Counterweight		
18	Radiator cap		
19	Radiator water level		
20	Fuel cap		
21	Battery electrolyte level		
22	Battery terminals		
23	Air filter		
24	Engine oil level		
25	Brake fluid level		
26	All pipes and hoses		
27	Transmission oil		
28	Capacity plate		
29	Any oil or water leaks		
30	General condition		
31	Gas cylinder secure (If applicable)		
32	Gas leaks (If applicable)		

EVIDENCE GUIDE

Specific Outcome 5

Access available support systems and emergency services in case of incidents and accidents.

Assessment Criteria

1. Explain what he/she is doing and why in selecting specific handling methods and attachments for particular commodities/freight
2. Explain how and why he/she selected a particular piece of lifting equipment for a particular type of freight.
3. Explain what you are doing and why in selecting storage facilities for freight.
4. Identify the most appropriate course of action in relation to:
 - safe working practices and procedures in the handling and storage of freight in general;
 - potential hazards in the working environment.
5. Explain and demonstrate the operating functions of the particular lift truck relevant for the job environment, giving cognisance to different environmental conditions and freight types.
6. Generate and consider options and possibilities for achieving maximum work performance of the equipment through:
 - care of lifting equipment and attachments;
 - operating of lifting equipment and attachments
 bearing in mind manufacturers` specifications and environmental conditions.
7. Evaluate your own performance and identify strengths as well as areas for improvement in terms of the work performance of the equipment.

Evidence Required	Evidence sign off
Collect evidence of emergency services in case of incidents and accidents	Self-assessment
<p>Task</p> <p>The learner must collect evidence as mentioned above. Evidence may include but is not limited to emergency situations:</p> <ul style="list-style-type: none"> o Emergency Plan o Escape route o Fire drills o Signs o Emergency standards regulations <p>Include this in your portfolio of evidence. The assessor will assess your understanding of evidence collected.</p>	<i>Initial</i>
	<i>Date</i>
	ECF evaluation
	<i>Initial</i>

Unit Standard 3 of this Volume

1. Unit Standard ID Title	Operate a rigid heavy vehicle
2. Unit Standard Number	123253
3. NQF Level	4
4. Total Credit Value	15
5. Field	Field 11 - Services
6. Registration Date	2006-06-29
7. Registration End Date	2009-06-29
8. Purpose of the Unit Standard	<p>The purpose of learning is to ensure safe, professional operation of rigid (no articulation points) heavy vehicles with a gross vehicle mass exceeding 3.5 tons. Credited learners can drive a specific type of rigid heavy vehicle in accordance with legal, safety, manufacturer and other relevant requirements and reflect on the manner in which the vehicle is operated. Competent drivers are able to preserve vehicles as assets, drive safely and defensively, and contribute significantly to the economy by transporting goods and/or passengers.</p> <p>Credited learners are capable of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Preparing a rigid heavy vehicle for road transport trips according to specification. <input type="checkbox"/> Driving a rigid heavy vehicle in accordance with specified requirements. <input type="checkbox"/> Ensuring the maintenance of road transport service quality. <input type="checkbox"/> Handling unexpected situations according to specified procedures. <input type="checkbox"/> Reflecting on rigid heavy vehicle performance and own operation of vehicle against requirements. <input type="checkbox"/> Parking rigid heavy vehicle in accordance with specified requirements.
9. Learning assumed to be in place	It is assumed that learners have already attained NQF Level 2 Mathematical Literacy and Communication and Communication competence.
10. Unit Standard Range	<p>The scope of this unit standard is as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rigid vehicle refers to a motorised fixed chassis vehicle over 3,5 tons gross vehicle mass. <input type="checkbox"/> Competence on the driving outcome for vehicles over 3,5 tons gross vehicle mass, should be assessed on: <ul style="list-style-type: none"> > At least one of the following gearbox types: <ul style="list-style-type: none"> > Synchro-mesh. > Non-synchro mesh. > Automatic. > At least 1 of the following retardation systems (refers to a braking system fitted on a vehicle, in addition to brake systems, as required by law). <ul style="list-style-type: none"> > Engine brakes. > Drive line retarders (electro-magnetic and Hydraulic). > Exhaust brakes. > Service brake system. <input type="checkbox"/> Competence should be proven on a loaded vehicle. Loaded implies a vehicle loaded with goods and/or passengers to at least 25 percent of its rated capacity. <input type="checkbox"/> The learner's portfolio should prove that the learner has accumulated at least 100 logged hours of driving which includes the following compulsory conditions:

	<ul style="list-style-type: none"> > Night driving - at least 5 hours. > Driving in wet weather conditions - at least 5 logged hours. > Freeway driving - at least 20 logged hours. > Driving in low and high-density traffic - at least 20-logged hours. <p><input type="checkbox"/> The relevant driving license will have to be obtained, before the learner can be credited against this unit standard.</p>
<p>11. Specific outcomes and assessment criteria</p>	<p>Specific Outcome 1 Prepare a rigid heavy vehicle for road transport trips according to specification.</p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. <i>Vital rigid heavy vehicle components are inspected in a systematic way in order to comply with the relevant legislation. (Relevant legislation currently includes the Road Traffic Act of 1993.)</i> 2. <i>Rigid heavy vehicle inspection is recorded legibly and in accordance with operational requirements/specifications.</i> 3. <i>All rigid heavy vehicle defects are identified and reported accurately, comprehensively and timeously, so that the necessary actions to rectify defects are initiated.</i> 4. <i>All prescribed and or other relevant preliminaries are executed as per organisational requirements. (Preliminaries can include brake tests and start up procedures.)</i> <p>Specific Outcome 2 Drive a heavy rigid vehicle in accordance with specified requirements.</p> <p>Outcome Range Specified requirements include legal, manufacturer, and defensive driving requirements; current legal requirements include K53.</p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. <i>Rigid heavy vehicle is driven and manoeuvred in accordance with the specified standard Range: K53.</i> 2. <i>Rigid heavy vehicle is operated and manoeuvred in accordance with manufacturer`s specifications</i> 3. <i>Rigid heavy vehicle is driven and maneuvered in accordance with legal provisions (The Road Traffic Act of 1993).</i> 4. <i>Rigid heavy vehicle is driven to actively prevent accidents, injury to people or damage to property/vehicle, despite the incorrect actions of others or adverse conditions, by driving safely and in a defensive manner.</i> <p>Specific Outcome 3 Ensure the maintenance of road transport service quality.</p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. <i>Time schedules are considered, implications for freight/passengers are established, and appropriate action is taken to ensure the maintenance of freight quality/passenger safety and comfort.</i> 2. <i>The impact of load positioning on the stability of the rigid heavy vehicle is accurately described.</i> 3. <i>Driving style is adapted in order to maintain freight</i>

	<p>quality/passenger safety and comfort during transportation.</p> <p>4. Organisational standards are adhered to with full consideration of safety and comfort factors and actions implemented to rectify problems are appropriate for specific contexts. (Safety factors can include stopping only at scheduled locations, passenger door only opened and closed when completely stationary, load (e.g., number of passengers, freight mass, loading of coach and trailer, etc.) restricted to design and legal limit of vehicle, luggage and emergency doors fully secured, attachment of luggage trailer confirmed; Comfort factors include acceleration and deceleration forces applied gradually; cornering speeds maintained within comfort levels; moving off only when passengers are seated or standing securely.)</p> <p>Specific Outcome 4 Handle unexpected situations according to specified procedures.</p> <p>Outcome Range Unexpected situations can include, but are not limited to incidents, accidents, breakdowns, fire on vehicle, medical emergency, hi-jacking, mechanical failure (e.g. burst tyre), spillage/load loss, etc.</p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Rigid heavy vehicle and cab instruments are monitored for malfunctions and appropriate action is taken, where required. 2. Driving is adapted to unexpected situations safely and according to specified procedures. 3. Unexpected situations are reported according to operational procedures and legal requirements. 4. Description of corrective actions to get freight/passengers to their destinations in the event of route deviations, delays experienced and breakdowns, as well as the company guidelines for consideration in selecting course of action are appropriate for specific contexts. <p>Specific Outcome 5 Park rigid heavy vehicle in accordance with specified requirements.</p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Rigid heavy vehicle is parked within designated or reserved areas in accordance with manufacturer specifications, traffic regulations and operational procedures. 2. Rigid heavy vehicle is shut down in accordance with manufacturer specifications, traffic regulations and operational procedures. 3. Rigid heavy vehicle is secured in accordance with manufacturer specifications, traffic regulations, and operational procedures. 4. Security and convenience factors are taken into account. (Factors include proximity to main pedestrian entrances, access to luggage compartments and ease of conveyance and loading, security of parked and unattended vehicle, etc.)
<p>5. Unit Standard Accreditation and Moderation Options</p>	<p>□ Assessment of learner achievements takes place at providers accredited by the relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.</p>

	<ul style="list-style-type: none"> <input type="checkbox"/> Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA. <input type="checkbox"/> Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with the relevant ETQA. <input type="checkbox"/> The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.
<p>6. Unit Standards Essential Embedded knowledge</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rigid heavy vehicle components location, characteristics, and functionality. Range: Relevant vehicle components include the electrical system, cooling system, lubrication system, fuel, clutch, gearbox, differential lock, brake system, tyres, retardation devices, and cab instruments and warning devices. <input type="checkbox"/> Road Traffic Act 1993 pertaining to the operating of a rigid heavy vehicle. <input type="checkbox"/> The effect that weather, road and traffic conditions have on a rigid heavy vehicle's performance, as well as driver actions. <input type="checkbox"/> Procedures for and reporting of emergencies. <input type="checkbox"/> Application of fire extinguisher fitted on vehicle. <input type="checkbox"/> Operational rationale for vehicle inspections. <input type="checkbox"/> Defect reporting procedure. <input type="checkbox"/> Measures to minimize risk of hi-jacking. <input type="checkbox"/> Measures to maximise cost-effectiveness and efficient operation of a rigid heavy vehicle. <input type="checkbox"/> Effects of psychological responses and physiological condition, and medical substances on driving performance. <input type="checkbox"/> Impact of loads on rigid heavy vehicle stability. <input type="checkbox"/> How to adjust driving style in order to maintain freight quality/passenger safety. <input type="checkbox"/> Indicators of passenger distress caused by unacceptable driving or amenity deficiencies and actions to be implemented to rectify this.
<p>7. Critical Cross-field Outcomes</p>	<p>IDENTIFYING Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions so that environmental risks and mechanical problems are foreseen and timeously resolved, or when an emergency situation arises.</p> <p>WORKING Work effectively with others as a member of a team, group, organisation or community to ensure the maintenance of road transport service quality.</p> <p>ORGANISING Organise and manage oneself and one's activities responsibly and effectively to meet deadlines.</p> <p>COLLECTING Collect, analyse, organise and critically evaluate information when monitoring vehicle and cab instruments for malfunction.</p> <p>COMMUNICATING Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation so that problems are reported.</p> <p>SCIENCE Use science and technology effectively and critically, showing</p>

responsibility towards the environment and health of others to drive a vehicle in accordance with specified requirements.

DEMONSTRATING

Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation by taking conditions and other road users into account, when driving.

EVIDENCE GUIDE

Unit Standard ID Title: Unit Standard number:
--

Specific Outcome 1

Prepare a rigid heavy vehicle for road transport trips according to specification.

Assessment Criteria

1. *Vital rigid heavy vehicle components are inspected in a systematic way in order to comply with the relevant legislation. (Relevant legislation currently includes the Road Traffic Act of 1993.)*
2. *Rigid heavy vehicle inspection is recorded legibly and in accordance with operational requirements/specifications.*
3. *All rigid heavy vehicle defects are identified and reported accurately, comprehensively and timeously, so that the necessary actions to rectify defects are initiated.*
4. *All prescribed and or other relevant preliminaries are executed as per organisational requirements. (Preliminaries can include brake tests and start up procedures.)*

Evidence Required	Evidence sign off
<p><i>The learner must do the inspection for a heavy rigid vehicle under the supervision of the assessor. Include the checklist for evidence.</i></p>	Self-assessment
	<i>Initial</i>
	<i>Date</i>
	ECF evaluation
	<i>Initial</i>
	<i>Date</i>

Ask the learner to prepare the vehicle for a trip. Let the learner use an appropriate vehicle inspection list.

Prepare a rigid heavy vehicle for road transport trips according to specification

	Specifications	Yes	No
1	Vehicle for any damage		
2	Vehicle for cleanliness		
3	The windscreen for damage and cleanliness		
4	The licence disc is still valid & COF disc		
5	The windscreen wipers condition and wipe clean		
6	The head light, indicator lenses & front reflectors		
7	The registration plate		
8	The side mirrors		
9	The doors & windows condition & company logo		
10	The front right hand side tyre, rim, wheel nuts, valve		
11	The batteries & cradle		
12	The air compressor tanks & drain excess condensation		
13	The visibility tape condition		
14	The information plate		
15	The exhaust system		
16	The condition of the vehicle body		
17	The spare wheel		
18	The right hand side rear tyres, rims, wheel nuts and valves		
19	The tail & stop light lenses & the rear indicators lenses		
20	The chevron		
21	The rear registration plate		
22	The left hand side rear tyres, rims, wheel nuts and valves		
23	The fuel tank and cap		
24	The front left hand side tyre, rim, wheel nuts, valve		
25	The vehicle attachments & hydraulic condition		
26	Engine oil level		
27	Coolant level		
28	Brake fluid level		
29	Clutch fluid level		
30	Power steering fluid level		
31	Fan belt condition		
32	All engine components are secure		
33	The vehicle jack and wheel spanners are present and secure		
34	The vehicles emergency triangles		
35	The vehicle fire extinguisher		
36	Doors & windows operate correctly		
37	Adjust seat accordingly		
38	The cab floor is free of loose obstructions		
39	The rear view mirror		
40	Vehicle gear selector is in the safe starting position		
41	Vehicle park brake is applied		
42	Switch on ignition and check all instruments are working		
43	The hooter and wipers are working		
44	The head and tail lights are working		
45	The indications and hazard lights are working		

EVIDENCE GUIDE

Specific Outcome 2

Drive a heavy rigid vehicle in accordance with specified requirements.

Outcome Range

Specified requirements include legal, manufacturer, and defensive driving requirements; current legal requirements include K53.

Assessment Criteria

1. Rigid heavy vehicle is driven and maneuvered in accordance with the specified standard Range: K53.
2. Rigid heavy vehicle is operated and maneuvered in accordance with manufacturer's specifications
3. Rigid heavy vehicle is driven and maneuvered in accordance with legal provisions (The Road Traffic Act of 1993).
4. Rigid heavy vehicle is driven to actively prevent accidents, injury to people or damage to property/vehicle, despite the incorrect actions of others or adverse conditions, by driving safely and in a defensive manner.

Evidence Required	Evidence sign off
Practical demonstration - Drive a heavy rigid vehicle in accordance with specified requirements	Self-assessment
<p>The learner must Drive a heavy rigid vehicle in accordance with specified requirements under the supervision of the assessor. Include the checklist for evidence.</p>	Initial
	Date
	ELF evaluation
	Initial

The Assessor will explain to the learner what route is required. Make an appointment when you are ready for assessment on the practical demonstration based on the criteria below.

The assessor may ask the learner to drive a specific route according to the K53 system of vehicle control and within the vehicle Manufacturers specifications.

ANY ONE OF THESE (O) MARKED MEANS THE LEARNER IS NOT YET COMPETENT

	USE OF CONTROLS	STRENGTHS	REMARKS
	MANIPULATION OF CONTROLS		
1	Excessive movement	□□○	
	USE OF GEARS		
2	Changes excessively	□□□□○	
3	Grates gears	□□□□○	
4	Hand rests on top of gear lever	□□□○	
5	Misses or slips a gear	○	
	USE OF CLUTCH		
6	Jerky	□□□○	
7	Slips clutch	□○	
8	Rides clutch	□□○	
9	Late in de-clutching	□□□□○	
10	Keeps clutch depressed while stopped	□□○	

	USE OF BRAKES		
11	Does not brake progressively	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
12	Park brake not used correctly	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
13	Brake used unnecessarily (no deceleration)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
14	Incorrect use on decline	<input type="checkbox"/> <input checked="" type="radio"/>	
15	Rests foot on brake pedal	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
	PEDAL BALANCE		
16	Rolling back during pull off	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
	STEERING		
17	Crossing arms while turning	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
18	Hands on steering wheel position	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
19	Steers with one hand	<input type="checkbox"/> <input checked="" type="radio"/>	
	ACCELERATOR MANAGEMENT		
20	Does not maintain constant speed	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
21	Blipping	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
22	Lets engine labour	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
23	Over-revs	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
	USE OF RETARDATION DEVICE		
24	Not according to specification	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
	COASTING		
25	De-clutch too early	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
26	Select neutral too early	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
	ROAD SENSE		
	ROAD OBSERVATION		
27	No observation	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
28	Ignores changes in road surface	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
29	Ignores road signs & markings	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
30	Moves into other vehicles blind spots	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
31	Incorrect use of mirrors	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
	VEHICLE POSITIONING		
32	Travels too close to vehicle in front	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
33	Travel too far from vehicle in front	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
34	Travels too far over in lane	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
	SPEED		
35	Ignores speed limit	<input type="checkbox"/> <input checked="" type="radio"/>	
36	Takes too long to pull off at traffic lights, etc.		
	ASSESSMENT OF HAZARDS		
37	Fails to notice hazard	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
38	Fails to react to hazard	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
	CORNERING		
39	Cuts corner	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
40	Too fast	<input type="checkbox"/> <input checked="" type="radio"/>	
41	Mounts curb	<input type="checkbox"/> <input checked="" type="radio"/>	
42	Too wide	<input type="checkbox"/> <input checked="" type="radio"/>	
	OVERTAKING		
43	Fails to check safety ahead	<input checked="" type="radio"/>	
44	Fails to check safety behind	<input checked="" type="radio"/>	
45	Fails to back down	<input type="checkbox"/> <input checked="" type="radio"/>	
46	Accelerates when being overtaken	<input type="checkbox"/> <input checked="" type="radio"/>	
	COMMUNICATION AND ATTITUDE		
47	Hooter used when not required	<input type="checkbox"/> <input checked="" type="radio"/>	
48	Indicators not used correctly	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
49	Shows irritation of other road users	<input type="checkbox"/> <input checked="" type="radio"/>	
50	Demonstrates displeasure to others	<input checked="" type="radio"/>	
	MANOEUVERING		
51	Alley docking from left	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
52	Alley docking from right	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
53	Reversing in a straight line	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	

EVIDENCE GUIDE

Specific Outcome 3

Ensure the maintenance of road transport service quality.

Assessment Criteria

1. Time schedules are considered, implications for freight/passengers are established, and appropriate action is taken to ensure the maintenance of freight quality/passenger safety and comfort.
2. The impact of load positioning on the stability of the rigid heavy vehicle is accurately described.
3. Driving style is adapted in order to maintain freight quality/passenger safety and comfort during transportation.
4. Organisational standards are adhered to with full consideration of safety and comfort factors and actions implemented to rectify problems are appropriate for specific contexts. (Safety factors can include stopping only at scheduled locations, passenger door only opened and closed when completely stationary, load (e.g., number of passengers, freight mass, loading of coach and trailer, etc.) restricted to design and legal limit of vehicle, luggage and emergency doors fully secured, attachment of luggage trailer confirmed; Comfort factors include acceleration and deceleration forces applied gradually; cornering speeds maintained within comfort levels; moving off only when passengers are seated or standing securely.)

Evidence Required				Evidence sign off															
The learner must include the following evidence in the Portfolio of Evidence.				Self-assessment															
				Initial															
<table border="1"> <thead> <tr> <th style="background-color: #FFD700;">Criteria</th> <th style="background-color: #FFD700;">Managing unforeseen problems</th> <th style="background-color: #FFD700;">Yes</th> <th style="background-color: #FFD700;">No</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Time schedules</td> <td>The learner communicated any implications relating to freight or passengers</td> <td></td> <td></td> </tr> <tr> <td>The learner has taken appropriate action to the maintenance of freight quality and or ensured the passengers safety in line with the safety procedures</td> <td></td> <td></td> </tr> <tr> <td>The learner is able to describe the impact of load positioning on the stability of the rigid light vehicle</td> <td>The learner is able to illustrate how to resolve a problem when the freight is not stable</td> <td></td> <td></td> </tr> </tbody> </table>				Criteria	Managing unforeseen problems	Yes	No	Time schedules	The learner communicated any implications relating to freight or passengers			The learner has taken appropriate action to the maintenance of freight quality and or ensured the passengers safety in line with the safety procedures			The learner is able to describe the impact of load positioning on the stability of the rigid light vehicle	The learner is able to illustrate how to resolve a problem when the freight is not stable			Date
				Criteria	Managing unforeseen problems	Yes	No												
Time schedules	The learner communicated any implications relating to freight or passengers																		
	The learner has taken appropriate action to the maintenance of freight quality and or ensured the passengers safety in line with the safety procedures																		
The learner is able to describe the impact of load positioning on the stability of the rigid light vehicle	The learner is able to illustrate how to resolve a problem when the freight is not stable																		
				ECF evaluation															

Practical Demonstration: The learner is able to demonstrate ...	Managing unforeseen problems	Yes	No		<i>Initial</i>		
<i>That the driving style is adapted in order to maintain freight handling during transportation</i>	The learner is able to demonstrate how he/she will act if there are unforeseen problems e.g. weather, rain etc.						
<i>Organisational standards are adhered to with full consideration of safety and comfort factors and appropriate actions implemented to rectify problems are appropriate for specific contexts</i>							

EVIDENCE GUIDE

Specific Outcome 4

Handle unexpected situations according to specified procedures.

Outcome Range

Unexpected situations can include, but are not limited to incidents, accidents, breakdowns, fire on vehicle, medical emergency, hi-jacking, mechanical failure (e.g. burst tyre), spillage/load loss, etc.

Assessment Criteria

1. Rigid heavy vehicle and cab instruments are monitored for malfunctions and appropriate action is taken, where required.
2. Driving is adapted to unexpected situations safely and according to specified procedures.
3. Unexpected situations are reported according to operational procedures and legal requirements.
4. Description of corrective actions to get freight/passengers to their destinations in the event of route deviations, delays experienced and breakdowns, as well as the company guidelines for consideration in selecting course of action are appropriate for specific contexts.

Evidence Required	Evidence sign off
<p>Practical Questioning and Illustration (Strictly use the Health and Safety Procedures and other standards in this context)</p> <p>The learner must be able to demonstrate action and explain the steps to follow with the following unforeseen problems that may occur: (Mark a tick next to each answer that was provided and where learner is found competent)</p> <ul style="list-style-type: none"> o Accidents o Fire on vehicle o Medical emergency o Hi-jacking o Mechanical failure o Spillage o Potholes o Bad weather conditions <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div style="border-left: 1px solid black; border-right: 1px solid black; border-bottom: 1px solid black; width: 20px; height: 20px; margin-left: 5px;"></div> </div>	Self-assessment
	Initial
	Date
	ECF evaluation
	Initial
<p>Written Knowledge Test</p> <p>Question 1 What must a hijacker do to hijack your vehicle?</p> <p>Question 2 What should a driver do if he / she is hijacked?</p> <p>Question 3 List three additional aspects a driver must consider apart from driving the vehicle.</p> <p>Question 4 List three possible causes of a skid.</p> <p>Problem solving question (In line with company procedures)</p> <p>Question 5 Explain the procedures to follow when you are involved in an accident where a pedestrian has been killed ...</p>	

EVIDENCE GUIDE

Specific Outcome 5

Park rigid heavy vehicle in accordance with specified requirements.

Assessment Criteria

1. Rigid heavy vehicle is parked within designated or reserved areas in accordance with manufacturer specifications, traffic regulations and operational procedures.
2. Rigid heavy vehicle is shut down in accordance with manufacturer specifications, traffic regulations and operational procedures.
3. Rigid heavy vehicle is secured in accordance with manufacturer specifications, traffic regulations and operational procedures.
4. Security and convenience factors are taken into account. (Factors include proximity to main pedestrian entrances, access to luggage compartments and ease of conveyance and loading, security of parked and unattended vehicle, etc.)

Evidence Required				Evidence sign off	
Practical Demonstration				Self-assessment	
Task				Initial	
Park rigid heavy vehicle in accordance with specified requirements				Date	
The learner must be able to ...					
	Practical criteria	Yes	No	ECF evaluation	
1	Park the vehicle in the correct position			Initial	
2	Allow the engine to idle before switching off				
3	Check that the park brake is applied				
4	Check that the lights are off				
5	Record the kilometer reading				
6	Switch off correctly				
7	Stow all items and equipment in the cab out of sight				
8	Clean the cab				
9	Close all windows and lock all doors				
11	Ensure that the canopy is locked, secure & safe				

Unit Standard 4 of this Volume

1. Unit Standard ID Title	Operate a vehicle combination
2. Unit Standard Number	123254
3. NQF Level	4
4. Total Credit Value	20
5. Field	Field 11 - Services
6. Registration Date	2006-06-29
7. Registration End Date	2009-06-29
8. Purpose of the Unit Standard	<p>The purpose of learning is to ensure safe, professional operation of vehicle combinations with a gross vehicle mass exceeding 3.5 tons, and consisting of a drawing vehicle and trailer/s. Credited learners can drive a specific vehicle combination in accordance with legal, safety, manufacturer and other relevant requirements and reflect on the manner in which the vehicle is operated.</p> <p>Credited learners are capable of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Preparing a vehicle combination for road transport trips according to specification. <input type="checkbox"/> Driving a vehicle combination in accordance with specified requirements. <input type="checkbox"/> Ensuring the maintenance of road transport service quality. <input type="checkbox"/> Handling unexpected situations according to specified procedures. <input type="checkbox"/> Parking vehicle combination in accordance with specified requirements. <input type="checkbox"/> Coupling and uncoupling a drawing vehicle and trailer/s according to specified procedures.
9. Learning assumed to be in place	<p>It is assumed that learners have already attained NQF Level 2 Mathematic literacy and Communication and Language competence. It is also assumed that the learner can already drive a light vehicle (less than 3.5 tons gross vehicle mass), and can plan road transport service delivery.</p>
10. Unit Standard Range	<p>The combination vehicle must consist of a drawing vehicle and trailer, or two vehicles, one of which has a gross vehicle mass of less than 3,5 tons. The trailer must be less than 75% of the gross vehicle mass of the vehicle.</p> <p>The scope of this unit standard is as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Trailer refers to one of the following: <ul style="list-style-type: none"> > Drawbar trailer with a turn table. > Semi-trailer (i.e. a trailer coupled through a 5th wheel). <input type="checkbox"/> Articulation point refers to any coupling point either through: <ul style="list-style-type: none"> > A fifth wheel; or > A turntable of a drawbar trailer; or > Couple interfaces between drawbar and drawing vehicle. <input type="checkbox"/> Competence on the driving outcome for vehicles over 3,5 tons gross vehicle mass, should be assessed on: <ul style="list-style-type: none"> <input type="checkbox"/> At least one of the following gearbox types: <ul style="list-style-type: none"> > Synchro-mesh. > Non-synchro mesh. > Automatic. <input type="checkbox"/> At least 1 of the following retardation systems (refers to a braking system fitted on a vehicle, in addition to brake systems, as required by law).

	<ul style="list-style-type: none"> > Engine brakes. > Drive line retarders (electro-magnetic and Hydraulic). > Exhaust brakes. <ul style="list-style-type: none"> <input type="checkbox"/> Service brake system. <p><input type="checkbox"/> Competence should be proven on a loaded vehicle. Loaded implies a vehicle loaded with goods and/or passengers to at least 25 percent of its rated capacity.</p> <p><input type="checkbox"/> The learner's portfolio should prove that the learner has accumulated at least 100 logged hours of driving which includes the following compulsory conditions:</p> <ul style="list-style-type: none"> > Night driving - at least 5 hours. > Driving in wet weather conditions - at least 5 logged hours. > Freeway driving - at least 20 logged hours. > Driving in low and high density traffic - at least 20 logged hours. <p><input type="checkbox"/> The relevant driving license will have to be obtained, before the learner can be credited against this unit standard.</p>
<p>11. Specific outcomes and assessment criteria</p>	<p>Specific Outcome 1 Prepare a vehicle combination for road transport trips according to specification.</p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. <i>Vital vehicle combination components are inspected in a systematic way in order to comply with the relevant legislation. (Relevant legislation currently includes the Road Traffic Act of 1993.)</i> 2. <i>Rigid heavy vehicle inspection is recorded legibly and in accordance with operational requirements/specifications.</i> 3. <i>Vehicle combination defects are identified and reported accurately, comprehensively and timeously, so that the necessary actions to rectify defects are initiated.</i> 4. <i>All prescribed and or other relevant preliminaries are executed.</i> 5. <i>(Preliminaries can include brake tests and start up procedures.)</i> <p>Specific Outcome 2 Drive a vehicle combination in accordance with specified requirements.</p> <p>Outcome Range Specified requirements include legal, manufacturer, and defensive driving requirements; current legal requirements include K53.</p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. <i>Vehicle combination is driven and manoeuvred in accordance with the specified standard.</i> 2. <i>Vehicle combination is driven in accordance with manufacturer's specifications and to actively prevent accidents, injury to people or damage to property/vehicle, despite the incorrect actions of others or adverse conditions, by applying defensive driving principles. (The Road Traffic Act of 1993.)</i> 3. <i>Vehicle combination is driven in a manner, which takes cognisance of the articulation point/s.</i> <p>Specific Outcome 3 Ensure the maintenance of road transport service quality.</p>

Assessment Criteria

1. *Time schedules are considered, implications for freight/passengers are established, and appropriate action is taken to ensure the maintenance of freight quality/passenger safety and comfort.*
2. *The impact of load positioning on the stability of the vehicle combination is accurately described.*
3. *The impact of additional trailers on the dynamics of the vehicle combination is explained in terms of the interaction of the following aspects and their impact on the stability of the vehicle combination:*
 - Mass of individual vehicle units in the combination.
 - Speed of the combination.
 - Direction of travel.
 - Road surface.
 - Load distribution.
 - Jack-knifing.
4. *Driving style is adapted in order to maintain freight quality/passenger safety and comfort during transportation*
5. *Organisational standards are adhered to with full consideration of safety and comfort factors and actions are implemented to rectify problems for specific contexts. (Safety factors can include stopping only at scheduled locations, passenger door only opened and closed when completely stationary, load (e.g., number of passengers, freight mass, loading of coach and trailer, etc.) restricted to design and legal limit of vehicle, luggage and emergency doors fully secured, attachment of luggage trailer confirmed; Comfort factors include acceleration and deceleration forces applied gradually; cornering speeds maintained within comfort levels; moving off only when passengers are seated or standing securely.)*

Specific Outcome 4

Handle unexpected situations according to specified procedures.

Outcome Range:

Unexpected situations can include, but are not limited to incidents, accidents, breakdowns, fire on vehicle, medical emergency, hi-jacking, mechanical failure (e.g. burst tyre), spillage/load loss, etc.

Assessment Criteria

1. *Vehicle and cab instruments are monitored for malfunctions and appropriate action is taken, where required.*
2. *Driving is adapted to unexpected situations safely and according to specified procedures.*
3. *Unexpected situations are reported according to operational procedures and legal requirements.*

Specific Outcome 5

Park vehicle combination in accordance with specified requirements.

Assessment Criteria

1. *Vehicle combination is parked within designated or reserved areas in accordance with manufacturer specifications, traffic regulations and operational procedures.*
2. *Vehicle combination is shut down in accordance with*

	<p><i>manufacturer specifications, traffic regulations and operational procedures.</i></p> <ol style="list-style-type: none"> 3. <i>Vehicle combination is secured in accordance with manufacturer specifications, traffic regulations and operational procedures.</i> 4. <i>Security and convenience factors are taken into account. (Factors include proximity to main pedestrian entrances, access to luggage compartments and ease of conveyance and loading, security of parked and unattended vehicle, etc.)</i> <p>Specific Outcome 6 Couple and uncouple a drawing vehicle and trailer/s according to specified procedures.</p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. <i>Procedures for coupling and uncoupling a drawing vehicle and trailer/s are appropriate for specific trailer type.</i> 2. <i>All systems connecting trailer to drawing vehicle are functional when coupling</i> 3. <i>Systems include suzi-pipes, electrical connections, fifth wheel, and locking pin.</i> 4. <i>All systems are correctly disconnected, when uncoupling.</i>
<p>12. Unit Standard Accreditation and Moderation Options</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment of learner achievements takes place at providers accredited by the relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard. <input type="checkbox"/> Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA. <input type="checkbox"/> Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with the relevant ETQA. <input type="checkbox"/> The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.
<p>13. Unit Standards Essential Embedded knowledge</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Vehicle components location, characteristics and functionality. Range: Relevant vehicle components include the electrical system, cooling system, lubrication system, fuel, clutch, gearbox, differential lock, brake system, tyres, retardation devices, and cab instruments and warning devices. <input type="checkbox"/> Road Traffic Act 1993 pertaining to the operating a vehicle combination. <input type="checkbox"/> The effect that weather, road and traffic conditions have on a vehicle's performance, as well as driver actions. <input type="checkbox"/> Coupling and uncoupling procedures. <input type="checkbox"/> Procedures for and reporting of emergencies. <input type="checkbox"/> Application of fire extinguisher fitted on vehicle. <input type="checkbox"/> Operational rationale for vehicle inspections. <input type="checkbox"/> Defect reporting procedure. <input type="checkbox"/> Measures to minimize risk of hi-jacking. <input type="checkbox"/> Measures to maximise cost-effectiveness and efficient operation of vehicle. <input type="checkbox"/> Effects of psychological responses and physiological condition on driving performance. <input type="checkbox"/> Effect of the following aspects on the stability of the vehicle combination:

	<ul style="list-style-type: none"> > Mass of individual units in the combination > Speed of the combination > Direction of travel > Road surface > Load distribution <ul style="list-style-type: none"> <input type="checkbox"/> Procedures for coupling and uncoupling a drawing vehicle and trailer/s. <input type="checkbox"/> Functionality of systems connecting trailer to drawing vehicle.
<p>14. Critical Cross-field Outcomes</p>	<p>IDENTIFYING Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions so that environmental risks and mechanical problems are foreseen and timeously resolved, or when an emergency situation arises.</p> <p>WORKING Work effectively with others as a member of a team, group, organisation or community to ensure the maintenance of road transport service quality.</p> <p>ORGANISING Organise and manage oneself and one`s activities responsibly and effectively to meet deadlines.</p> <p>COLLECTING Collect, analyse, organise and critically evaluate information when monitoring vehicle and cab instruments for malfunction.</p> <p>COMMUNICATING Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation so that problems are reported.</p> <p>SCIENCE Use science and technology effectively and critically, showing responsibility towards the environment and health of others to drive a vehicle combination in accordance with specified requirements, and to couple and uncouple drawing vehicle and trailer/s.</p> <p>DEMONSTRATING Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation by taking conditions and other road users into account, when driving.</p>

EVIDENCE GUIDE

Unit Standard ID Title: Operate a Vehicle Combination

Unit Standard number: 123254

Specific Outcome 1

Prepare a vehicle combination for road transport trips according to specification.

Assessment Criteria

1. Vital vehicle combination components are inspected in a systematic way in order to comply with the relevant legislation. (Relevant legislation currently includes the Road Traffic Act of 1993.)
2. Rigid heavy vehicle inspection is recorded legibly and in accordance with operational requirements/specifications.
3. Vehicle combination defects are identified and reported accurately, comprehensively and timeously, so that the necessary actions to rectify defects are initiated.
4. All prescribed and or other relevant preliminaries are executed.
5. (Preliminaries can include brake tests and start up procedures.)

Evidence Required	Evidence sign off
The learner must Prepare a vehicle combination for road transport trips according to specification under the supervision of the assessor. Include the checklist for evidence.	Self-assessment
	Initial
	Date
	ECF evaluation
	Initial
Date	

Ask the learner to prepare the vehicle combination for a trip. Let the learner use an appropriate vehicle inspection list.

	Vehicle combinations criteria	Yes	No
1	Vehicle for any damage		
2	Vehicle for cleanliness		
3	The windscreen for damage and cleanliness		
4	The drawing vehicle license disc is still valid & COF disc		
5	The windscreen wipers condition and wipe clean		
6	The head light, indicator lenses & front reflectors		
7	The registration plate		
8	The side mirrors		
9	The doors & windows condition & company logo		
10	The drawing vehicles front right hand side tyre, rim, wheel nuts, valve		
11	The batteries & cradle		
12	The air compressor tanks & drain excess condensation		

13	The drawing vehicles visibility tape condition		
14	The drawing vehicles information plate		
15	The exhaust system		
16	The condition of the vehicle body		
17	The drawing vehicles spare wheel		
18	The drawing vehicles right hand side rear tyres, rims, wheel nuts and valves		
19	The drawing vehicles tail & stop light lenses & the rear indicators lenses		
20	The drawing vehicles chevron		
21	The drawing vehicles rear registration plate		
22	The drawing vehicles left hand side rear tyres, rims, wheel nuts and valves		
23	The fuel tank and cap		
24	The drawing vehicles front left hand side tyre, rim, wheel nuts, valve		
25	The vehicle attachments & hydraulic condition		
26	Engine oil level		
27	Coolant level		
28	Brake fluid level		
29	Clutch fluid level		
30	Power steering fluid level		
31	Fan belt condition		
32	All engine components are secure		
33	The vehicle jack and wheel spanners are present and secure		
34	The vehicles emergency triangles		
35	The vehicle fire extinguisher		
36	Doors & windows operate correctly		
37	Adjust seat accordingly		
38	The cab floor is free of loose obstructions		
39	The rear view mirror		
40	Vehicle gear selector is in the safe starting position		
41	Drawing vehicles park brake is applied		
42	Switch on ignition and check all instruments are working		
43	The hooter and wipers are working		
44	The head and tail lights are working		
45	The drawing vehicles indications and hazard lights are working		

EVIDENCE GUIDE

Specific Outcome 2

Drive a vehicle combination in accordance with specified requirements.

Outcome Range

Specified requirements include legal, manufacturer, and defensive driving requirements; current legal requirements include K53.

Assessment Criteria

1. Vehicle combination is driven and manoeuvred in accordance with the specified standard.
2. Vehicle combination is driven in accordance with manufacturer's specifications and to actively prevent accidents, injury to people or damage to property/vehicle, despite the incorrect actions of others or adverse conditions, by applying defensive driving principles. (The Road Traffic Act of 1993.)
3. Vehicle combination is driven in a manner, which takes cognisance of the articulation point/s.

Evidence Required	Evidence sign off
<p>The learner must drive a vehicle combination in accordance with specified requirements under the supervision of the assessor. Include the checklist for evidence.</p>	Self-assessment
	Initial
	Date
	ECF evaluation
	Initial

The Assessor will explain to the learner what route is required. Make an appointment when you are ready for assessment on the practical demonstration based on the criteria below.

The assessor may ask the learner to drive a specific route according to the K53 system of vehicle control and within the vehicle Manufacturers specifications.

ANY ONE OF THESE (O) MARKED MEANS THE LEARNER IS NOT YET COMPETENT

	USE OF CONTROLS	STRENGTHS	REMARKS
	MANIPULATION OF CONTROLS		
1	Excessive movement	□□ ○	
	USE OF GEARS		
2	Changes excessively	□□□□ ○	
3	Grates gears	□□□□ ○	
4	Hand rests on top of gear lever	□□□ ○	
5	Misses or slips a gear	○	
	USE OF CLUTCH		
6	Jerky	□□□ ○	
7	Slips clutch	□ ○	
8	Rides clutch	□□ ○	
9	Late in de-clutching	□□□□ ○	
10	Keeps clutch depressed while stopped	□□○	

	USE OF BRAKES		
11	Does not brake progressively	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
12	Park brake not used correctly	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
13	Brake used unnecessarily (no deceleration)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
14	Incorrect use on decline	<input type="checkbox"/> <input checked="" type="radio"/>	
15	Rests foot on brake pedal	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
	PEDAL BALANCE		
16	Rolling back during pull off	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
	STEERING		
17	Crossing arms while turning	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
18	Hands on steering wheel position	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
19	Steers with one hand	<input type="checkbox"/> <input checked="" type="radio"/>	
	ACCELERATOR MANAGEMENT		
20	Does not maintain constant speed	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
21	Blipping	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
22	Lets engine labour	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
23	Over-revs	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
	USE OF RETARDATION DEVICE		
24	Not according to specification	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
	COASTING		
25	De-clutch too early	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
26	Select neutral too early	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
	ROAD SENSE		
	ROAD OBSERVATION		
27	No observation	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
28	Ignores changes in road surface	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
29	Ignores road signs & markings	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
30	Moves into other vehicles blind spots	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
31	Incorrect use of mirrors	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
	VEHICLE POSITIONING		
32	Travels too close to vehicle in front	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
33	Travel too far from vehicle in front	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
34	Travels too far over in lane	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
	SPEED		
35	Ignores speed limit	<input type="checkbox"/> <input checked="" type="radio"/>	
36	Takes too long to pull off at traffic lights, etc.		
	ASSESSMENT OF HAZARDS		
37	Fails to notice hazard	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
38	Fails to react to hazard	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
	CORNERING		
39	Cuts corner	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
40	Too fast	<input type="checkbox"/> <input checked="" type="radio"/>	
41	Mounts curb	<input type="checkbox"/> <input checked="" type="radio"/>	
42	Too wide	<input type="checkbox"/> <input checked="" type="radio"/>	
	OVERTAKING		
43	Fails to check safety ahead	<input checked="" type="radio"/>	
44	Fails to check safety behind	<input checked="" type="radio"/>	
45	Fails to back down	<input type="checkbox"/> <input checked="" type="radio"/>	
46	Accelerates when being overtaken	<input type="checkbox"/> <input checked="" type="radio"/>	
	COMMUNICATION AND ATTITUDE		
47	Hooter used when not required	<input type="checkbox"/> <input checked="" type="radio"/>	
48	Indicators not used correctly	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
49	Shows irritation of other road users	<input type="checkbox"/> <input checked="" type="radio"/>	
50	Demonstrates displeasure to others	<input checked="" type="radio"/>	
	MANOEUVERING		
51	Alley docking from left	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
52	Alley docking from right	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	
53	Reversing in a straight line	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="radio"/>	

EVIDENCE GUIDE

Specific Outcome 3

Ensure the maintenance of road transport service quality.

Assessment Criteria

1. Time schedules are considered, implications for freight/passengers are established, and appropriate action is taken to ensure the maintenance of freight quality/passenger safety and comfort.
2. The impact of load positioning on the stability of the vehicle combination is accurately described.
3. The impact of additional trailers on the dynamics of the vehicle combination is explained in terms of the interaction of the following aspects and their impact on the stability of the vehicle combination:

- Mass of individual vehicle units in the combination.
 - Speed of the combination.
 - Direction of travel.
 - Road surface.
 - Load distribution.
 - Jack-knifing.
4. Driving style is adapted in order to maintain freight quality/passenger safety and comfort during transportation
 5. Organisational standards are adhered to with full consideration of safety and comfort factors and actions are implemented to rectify problems for specific contexts. (Safety factors can include stopping only at scheduled locations, passenger door only opened and closed when completely stationary, load (e.g., number of passengers, freight mass, loading of coach and trailer, etc.) restricted to design and legal limit of vehicle, luggage and emergency doors fully secured, attachment of luggage trailer confirmed; Comfort factors include acceleration and deceleration forces applied gradually; cornering speeds maintained within comfort levels; moving off only when passengers are seated or standing securely.)

Evidence Required				Evidence sign off											
Practical Illustration															
The learner must include the following evidence in the Portfolio of Evidence.				Self-assessment											
				Initial											
<table border="1"> <thead> <tr> <th>Criteria</th> <th>Managing unforeseen problems</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Time schedules</td> <td>The learner communicated any implications relating to freight or passengers</td> <td></td> <td></td> </tr> <tr> <td>The learner has taken appropriate action to the maintenance of freight quality and or ensured the passengers safety in line with the safety procedures</td> <td></td> <td></td> </tr> </tbody> </table>				Criteria	Managing unforeseen problems	Yes	No	Time schedules	The learner communicated any implications relating to freight or passengers			The learner has taken appropriate action to the maintenance of freight quality and or ensured the passengers safety in line with the safety procedures			Date
				Criteria	Managing unforeseen problems	Yes	No								
Time schedules	The learner communicated any implications relating to freight or passengers														
	The learner has taken appropriate action to the maintenance of freight quality and or ensured the passengers safety in line with the safety procedures														
				ECF evaluation											

<p>The learner is able to describe the impact of load positioning on the stability of the rigid light vehicle</p>	<p>The learner is able to illustrate how to resolve a problem when the freight is not stable</p>				<p>Initial</p>
<p>Practical Demonstration: The learner is able to demonstrate ...</p>	<p>Managing unforeseen problems</p>	<p>Yes</p>	<p>No</p>		
<p>That the driving style is adapted in order to maintain freight handling during transportation</p>	<p>The learner is able to demonstrate how he/she will act if there are unforeseen problems e.g. weather, rain etc.</p>				
<p>Organisational standards are adhered to with full consideration of safety and comfort factors and appropriate actions implemented to rectify problems are appropriate for specific contexts</p>					

EVIDENCE GUIDE

Specific Outcome 4

Handle unexpected situations according to specified procedures.

Outcome Range:

Unexpected situations can include, but are not limited to incidents, accidents, breakdowns, fire on vehicle, medical emergency, hi-jacking, mechanical failure (e.g. burst tyre), spillage/load loss, etc.

Assessment Criteria

1. Vehicle and cab instruments are monitored for malfunctions and appropriate action is taken, where required.
2. Driving is adapted to unexpected situations safely and according to specified procedures.
3. Unexpected situations are reported according to operational procedures and legal requirements.

Evidence Required	Evidence sign off
<p>Practical Questioning and Illustration (Strictly use the Health and Safety Procedures and other standards in this context)</p> <p>The learner must be able to demonstrate action and explain the steps to follow with the following unforeseen problems that may occur: (Mark a tick next to each answer that was provided and where learner is found competent)</p> <ul style="list-style-type: none"> o Accidents <input type="checkbox"/> o Fire on vehicle <input type="checkbox"/> o Medical emergency <input type="checkbox"/> o Hi-jacking <input type="checkbox"/> o Mechanical failure <input type="checkbox"/> o Spillage <input type="checkbox"/> o Potholes <input type="checkbox"/> o Bad weather conditions <input type="checkbox"/> <p>Written Knowledge Test</p> <p>Question 1 What must a hijacker do to hijack your vehicle?</p> <p>Question 2 What should a driver do if he / she is hijacked?</p> <p>Question 3 List three additional aspects a driver must consider apart from driving the vehicle.</p> <p>Question 4 List three possible causes of a skid.</p> <p>Problem solving question (In line with company procedures)</p> <p>Question 5 Explain the procedures to follow when you are involved in an accident where a pedestrian has been killed ...</p>	<p style="text-align: center;">Self-assessment</p> <p style="text-align: center;"><i>Initial</i></p> <hr/> <p style="text-align: center;"><i>Date</i></p> <hr/> <p style="text-align: center;">ECF evaluation</p> <p style="text-align: center;"><i>Initial</i></p>

EVIDENCE GUIDE

Specific Outcome 5

Park vehicle combination in accordance with specified requirements.

Assessment Criteria

1. Vehicle combination is parked within designated or reserved areas in accordance with manufacturer specifications, traffic regulations and operational procedures.
2. Vehicle combination is shut down in accordance with manufacturer specifications, traffic regulations and operational procedures.
3. Vehicle combination is secured in accordance with manufacturer specifications, traffic regulations and operational procedures.
4. Security and convenience factors are taken into account.(Factors include proximity to main pedestrian entrances, access to luggage compartments and ease of conveyance and loading, security of parked and unattended vehicle, etc.)

Evidence Required				Evidence sign off	
Task Park rigid heavy vehicle in accordance with specified requirements The learner must be able to ...				Self-assessment	
				<i>Initial</i>	
				<i>Date</i>	
				ECF evaluation	
				<i>Initial</i>	
	Practical criteria	Yes	No		
1	Park the vehicle in the correct position	<input type="checkbox"/>	<input type="checkbox"/>		
2	Allow the engine to idle before switching off	<input type="checkbox"/>	<input type="checkbox"/>		
3	Check that the park brake is applied	<input type="checkbox"/>	<input type="checkbox"/>		
4	Check that the lights are off	<input type="checkbox"/>	<input type="checkbox"/>		
5	Record the kilometer reading	<input type="checkbox"/>	<input type="checkbox"/>		
6	Switch off correctly	<input type="checkbox"/>	<input type="checkbox"/>		
7	Stow all items and equipment in the cab out of sight	<input type="checkbox"/>	<input type="checkbox"/>		
8	Clean the cab	<input type="checkbox"/>	<input type="checkbox"/>		
9	Close all windows and lock all doors	<input type="checkbox"/>	<input type="checkbox"/>		
11	Ensure that the canopy is locked, secure & safe	<input type="checkbox"/>	<input type="checkbox"/>		

EVIDENCE GUIDE

Specific Outcome 6

Couple and uncouple a drawing vehicle and trailer/s according to specified procedures.

Assessment Criteria

1. Procedures for coupling and uncoupling a drawing vehicle and trailer/s are appropriate for specific trailer type.
2. All systems connecting trailer to drawing vehicle are functional when coupling
3. Systems include suzi-pipes, electrical connections, fifth wheel, and locking pin.
4. All systems are correctly disconnected, when uncoupling.

Evidence Required				Evidence sign off																																																																	
Practical				Self-assessment																																																																	
Trailer Checklist				<i>Initial</i>																																																																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #ffff00;"> <th style="width: 5%;"></th> <th style="width: 75%;">Trailer criteria</th> <th style="width: 10%;">Yes</th> <th style="width: 10%;">No</th> </tr> </thead> <tbody> <tr><td>1</td><td>Trailer for any damage</td><td></td><td></td></tr> <tr><td>2</td><td>Trailer for cleanliness</td><td></td><td></td></tr> <tr><td>3</td><td>The trailers licence disc is still valid & COF disc</td><td></td><td></td></tr> <tr><td>4</td><td>The trailers indicator lenses & reflectors</td><td></td><td></td></tr> <tr><td>5</td><td>The trailers registration plate</td><td></td><td></td></tr> <tr><td>6</td><td>The trailers right hand side tyres, rims, wheel nuts, valves</td><td></td><td></td></tr> <tr><td>7</td><td>The trailers visibility tape condition</td><td></td><td></td></tr> <tr><td>8</td><td>The trailers information plate</td><td></td><td></td></tr> <tr><td>9</td><td>The trailers spare wheel/s</td><td></td><td></td></tr> <tr><td>10</td><td>The trailers tail & stop light lenses</td><td></td><td></td></tr> <tr><td>11</td><td>The trailers park brake is applied</td><td></td><td></td></tr> <tr><td>12</td><td>The trailers landing legs</td><td></td><td></td></tr> <tr><td>13</td><td>The trailers chevron</td><td></td><td></td></tr> <tr><td>14</td><td>The trailers left hand side rear tyres, rims, wheel nuts and valves</td><td></td><td></td></tr> <tr><td>15</td><td>The trailers attachments & hydraulic condition</td><td></td><td></td></tr> </tbody> </table>					Trailer criteria	Yes	No	1	Trailer for any damage			2	Trailer for cleanliness			3	The trailers licence disc is still valid & COF disc			4	The trailers indicator lenses & reflectors			5	The trailers registration plate			6	The trailers right hand side tyres, rims, wheel nuts, valves			7	The trailers visibility tape condition			8	The trailers information plate			9	The trailers spare wheel/s			10	The trailers tail & stop light lenses			11	The trailers park brake is applied			12	The trailers landing legs			13	The trailers chevron			14	The trailers left hand side rear tyres, rims, wheel nuts and valves			15	The trailers attachments & hydraulic condition			<i>Date</i>	
	Trailer criteria	Yes	No																																																																		
1	Trailer for any damage																																																																				
2	Trailer for cleanliness																																																																				
3	The trailers licence disc is still valid & COF disc																																																																				
4	The trailers indicator lenses & reflectors																																																																				
5	The trailers registration plate																																																																				
6	The trailers right hand side tyres, rims, wheel nuts, valves																																																																				
7	The trailers visibility tape condition																																																																				
8	The trailers information plate																																																																				
9	The trailers spare wheel/s																																																																				
10	The trailers tail & stop light lenses																																																																				
11	The trailers park brake is applied																																																																				
12	The trailers landing legs																																																																				
13	The trailers chevron																																																																				
14	The trailers left hand side rear tyres, rims, wheel nuts and valves																																																																				
15	The trailers attachments & hydraulic condition																																																																				
				ECF evaluation																																																																	
				<i>Initial</i>																																																																	