ecognition of
Prior Learning (RPL)

EVIDENCE GUIDE FOR TRANSPORT, GENERAL FREIGHT HANDLING, AND CONVEYING GOODS

National Certificate in Professional Driving

Qualification ID: 50285

Evidence Guide for

Document 5

Transport, freight handling and conveying goods

UNIT STANDARDS IN THIS VOLUME

Unit Standard Number	Unit Standard Title	NQF Level	Credit Value
123261	Plan road transport service delivery	3	8
123262	Load general freight	2	6
123259	Convey dangerous goods by road	3	4

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INTRODUCTION TO RPL TRANSPORT, FREIGHT HANDLING AND CONVEYING GOODS

1. Background

In the Recognition of Prior Learning (RPL) Evidence Document 5, you will be assessed in line with all three 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 IDNational certificate in Professional Driv*ing 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 assessment s 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 crosscheck the evidence.

You may discover when you go through the 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	Plan road transport service delivery
2. Unit Standard Number	123261
3. NQF Level	3
4. Total Credit Value	8
5. Field	Field 11 - Services
6. Registration Date	2006-06-29
7. Registration End Date	2009-06-29
8. Purpose of the Unit Standard	The purpose of the learning is to ensure that professional drivers are able to deliver road transport services in a professional manner by contextualising their own service delivery within the broader sector and industry, planning their trips, and anticipating various scenarios that may occur once they are driving vehicles on the open road. By achieving this unit standard, learners are able to make informed choices regarding their own performance, as well as the performance of vehicles. This will improve the level of road transport service, and will ensure unnecessary expenditure is prevented, improving the profitability of road transport service delivery. The competencies attained to achieve this unit standard will allow the learner to pursue a career in any related road transport service area. Credited learners are capable of: □ Contextualising the road transport sector within the transport industry. □ Describing vehicle components according to manufacturer specifications. □ Planning for road transport trips according to specified contexts. □ Explaining the impact of specific conditions in terms of vehicle and driver performance.
9. Learning assumed to be in place	It is assumed that learners have already attained NQF Level 2 Mathematical Literacy and Communication competence.
10. Unit Standard Range	The typical scope of this unit standard includes: □ Controlled office or workshop environments, transport depots, open yard areas, mobile vehicles and/or customer premises.
11. Specific outcomes and assessment criteria	**Specific Outcome 1** Contextualise the road transport sector within the transport industry. **Assessment Criteria** 1. *Current legislation and codes applicable to the road transport sector are identified in terms of their stated purpose and how they relate to driving. (Legislation and codes can include, but are not limited to relevant road traffic legislation (National, Provincial and Municipal), occupational safety, health and environment legislation, road accident legislation, industrial collective agreements, etc.)* 2. *Categories of licenses, as well as Professional Driving Permits are accurately identified and related to the vehicles to which they apply.* 3. *The relationships between road transport and other modes of transport are explained in terms of the flow of freight, passengers, and services, and the road transport industry is classified as a service industry.* 4. *The volume of passengers and freight carried, as well as the number of people employed in the road transport Industry, are accurately identified, and career opportunities within the industry are identified, in terms of the possible roles in the road transport Industry and the*

opportunity for movement between these roles.

5. *Stated advantages to customers in using road transport are justified in terms of the characteristics of road transport.*
6. *Types of road transport services are described in terms of their role in the movement of people and freight/goods and the type and configuration of vehicles required for service provision. (Passenger services and freight delivery services are included; Passenger services include scheduled urban bus service, intercity route services, tour coach, charter coach, school bus, shuttle service, and taxi service; freight delivery services include general freight, furniture removals, bulk liquids and gases, livestock, refrigerated cargo, logs, abnormal freight, courier goods, containers, concrete vehicles. Evidence is required for eight types.)*
7. *Costs associated with the operation of Road Transport Services are accurately identified and strategies for cost reduction are identified in terms of the driver`s* role in a road transport operations.

Specific Outcome 2
Describe vehicle components according to manufacturer specifications.
Outcome Range:
One vehicle is required, and the gross vehicle mass must exceed 3.5 tons.
Assessment Criteria

1. *All specified vehicle components are accurately located and identified. (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.)*
2. *They function only if vehicle components are described according to manufacturer`s specification.*
3. *Effects of vehicle components on the safe and efficient operation of the vehicle are described according to manufacturer's specification.*
4. *Interaction between components is explained according to manufacturer specification.*
5. *The effect of weather, road, and traffic conditions on each of the components is described according to manufacturer's specification*.

Specific Outcome 3
Plan for road transport trips according to specified contexts.

Assessment Criteria

1. *Information is obtained pertaining to passengers/freight is comprehensive and relevant to route planning.*
2. *Equipment is selected in accordance with selection criteria. (Selection criteria include, but are not limited to freight requirements, legal requirements and expected weather conditions on route.)*
3. *Factors affecting service are described in terms of the potential impact on service.*
4. *Factors can include excessive passenger demand, route deviations and delays, breakdowns, vehicle defects and accidents.*

Specific Outcome 4
Explain the impact of specific conditions in terms of vehicle and driver performance.

	Outcome Range: Conditions include weather, road and/or traffic conditions. **Assessment Criteria** 1. *The effect that weather, road, and traffic conditions have on 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 vehicles is explained in terms of relevant, specified efficiency and effectiveness criteria.* **3.** *The effect of internal psychological responses and medical conditions on driving performance is described in terms of how to manage these responses and conditions. (Psychological responses can include stress, effects of substance abuse, etc.)*
12. Unit Standard Accreditation and Moderation Options	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. Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA. Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with the relevant ETQA. 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.
13. Unit Standards Essential Embedded knowledge	Relevant Legislation and Codes, such as the Road Traffic Act of 1993, Occupational Health & Safety Act 1993, and the Road Accident Fund in terms of Act 56 of 1996. Categories of licenses and Professional Driving Permits. Relationship between road transport and other modes of transport. Volume of Freight and Passengers carried annually. Number of Road Transport employees. Types of freight delivery systems and vehicle configurations used. Types of passenger services and vehicles used. Career paths within the Road Transport Industry. Route planning and selection, and the impact of route deviations. Cross-border operations and requirements. Cost associated with road transport operations and how it can be reduced. Specified organisational procedures for planning. 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. Effects of vehicle components on the safe and efficient operation of the vehicle. Vehicle component manufacturer specification. Interaction between vehicle components.

	The effect of weather, road and traffic conditions on each of the vehicle components. Vehicle inspection and recording requirements. Vehicle defects reporting. Information pertaining to passengers/freight relevant to route planning. Equipment selection in accordance with selection criteria. Factors affecting service and their potential impact on service. The effect that weather, road and traffic conditions have on vehicle performance and driver actions. The influence of driver actions on the cost effective and efficient operation of vehicles. The effect of internal psychological responses and medical conditions on driving performance
14. Critical Cross-field Outcomes	**IDENTIFYING** Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions regarding vehicle defects. **ORGANISING** Organise and manage oneself and one's activities responsibly and effectively when vital vehicle components are inspected in a systematic way in order to comply with the relevant legislation, and all vehicle defects are identified accurately, comprehensively and timeously. **COLLECTING** Collect, analyse, organise and critically evaluate information to contextualise the road transport sector within the transport industry and to describe vehicle components according to manufacturer specifications. **COMMUNICATING** Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation when all vehicle defects are reported accurately, comprehensively and timeously, so that the necessary actions to rectify defects are initiated. **SCIENCE** Use science and technology effectively and critically, showing responsibility towards the environment and health of others when the effects of vehicle components on the safe and efficient operation of the vehicle are described according to manufacturer specification. **DEMONSTRATING** Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when costs associated with the operation of Road Transport Services are accurately identified and strategies for cost reduction are identified in terms of drivers` role in a road transport operations, the effect of weather, road and traffic conditions on each of the vehicle components is described according to manufacturer specification, and the effect of internal psychological responses and medical conditions on driving performance is described in terms of how to manage these responses and conditions.

EVIDENCE GUIDE

Unit Standard ID Title: Plan road transport service delivery

Unit Standard number: 123261

Specific Outcome 1
Contextualise the road transport sector within the transport industry.

Assessment Criteria

1. *Current legislation and codes applicable to the road transport sector are identified in terms of their stated purpose and how they relate to driving. (Legislation and codes can include, but are not limited to relevant road traffic legislation (National, Provincial and Municipal), occupational safety, health and environment legislation, road accident legislation, industrial collective agreements, etc.)*
2. *Categories of licenses, as well as Professional Driving Permits are accurately identified and related to the vehicles to which they apply.*
3. *The relationships between road transport and other modes of transport are explained in terms of the flow of freight, passengers, and services, and the road transport industry is classified as a service industry.*
4. *The volume of passengers and freight carried, as well as the number of people employed in the road transport Industry, are accurately identified, and career opportunities within the industry are identified, in terms of the possible roles in the road transport Industry and the opportunity for movement between these roles.*
5. *Stated advantages to customers in using road transport are justified in terms of the characteristics of road transport.*
6. *Types of road transport services are described in terms of their role in the movement of people and freight/goods and the type and configuration of vehicles required for service provision. (Passenger services and freight delivery services are included; Passenger services include scheduled urban bus service, intercity route services, tour coach, charter coach, school bus, shuttle service, and taxi service; freight delivery services include general freight, furniture removals, bulk liquids and gases, livestock, refrigerated cargo, logs, abnormal freight, courier goods, containers, concrete vehicles. Evidence is required for eight types.)*
7. *Costs associated with the operation of Road Transport Services are accurately identified and strategies for cost reduction are identified in terms of the driver's* role in a road transport operations.

Evidence Required **Written Knowledge Test**		**Evidence sign off**
Question 1 Identify the Legislation for Road Transport. **Question 2** Identify the codes that are applicable to Road Transport. **Question 3** Describe the purpose of the following legislation and how this relates to dirving. o Occupational Health and Safety Act o Health and Environment Legislation o Road Accident Legilsation		**Self-assessment** *Initial* *Date* **ECF evaluation**

o Industrial Collective Agreements **Question 4** Identify the categories of Licenses. **Question 5** Define Professional Driving Permit **Question 6** Explain the relationships between road transport and other modes of transport. The elements include: o flow of freight, o passengers and o services **Question 7** Identify the volume of passengers and freight carried **Question 8** *Ask your senior the following:* *What are the possible roles in the road transport Industry?.* *What is the opportunity for movement between these roles?* **Question 9** State the advantages to customers in using road transport **Question 10** Describe the types *of road transport services in terms of their role in the movement of people and freight/goods.* **Question 11** Describe the type and configuration of vehicles required for service provision **Question 12** *Ask your senior the following:* The costs associated with the operation of Road Transport Services. Plans in place to reduce the cost in terms of the driver`s role in a road transport operations.		*Date* *Initial*

EVIDENCE GUIDE

Specific Outcome 2
Describe vehicle components according to manufacturer specifications.
Outcome Range:
One vehicle is required, and the gross vehicle mass must exceed 3.5 tons.

Assessment Criteria

1. *All specified vehicle components are accurately located and identified. (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.)*
2. *They function only if vehicle components are described according to manufacturer's specification.*
3. *Effects of vehicle components on the safe and efficient operation of the vehicle are described according to manufacturer's specification.*
4. *Interaction between components is explained according to manufacturer specification.*
5. *The effect of weather, road and traffic conditions on each of the components is described according to manufacturer`s specification*.

Evidence Required **A copy of the Manufacturer specification and answers**		**Evidence sign off**
Instruction: The learner must study the vehicle components in line with the manufacturer specifications. The learner must answer the questions with reference to the Manufacturer Specifications. **Checklist:** 1. Describe the vehicle components and the effect on safe and efficient operation of the vehicle: o Electrical system ☐ o Cooling System ☐ o Lubrication system ☐ o Fuel ☐ o Clutch ☐ o Gearbox ☐ o Differential lock ☐ o Brake system ☐ o Tyres ☐ o Retardation devices ☐ o Cab instruments ☐ o Warning devices ☐ 2. *Describe the effect of weather, road and traffic conditions on each of the component to manufacturer`s specification*.		**Self-assessment** *Initial* *Date* **ECF evaluation** *Date* *Initial*

EVIDENCE GUIDE

Specific Outcome 3
Plan for road transport trips according to specified contexts.

Assessment Criteria

1. *Information is obtained pertaining to passengers/freight is comprehensive and relevant to route planning.*
2. *Equipment is selected in accordance with selection criteria. (Selection criteria include, but are not limited to freight requirements, legal requirements and expected weather conditions on route.)*
3. *Factors affecting service are described in terms of the potential impact on service.*
4. *Factors can include excessive passenger demand, route deviations and delays, breakdowns, vehicle defects and accidents.*

Evidence Required

Direct Observation – On the job

Planning Checklist

Criteria	Competent	Not yet competent	Comments
Plan for road transport trips			
Information is obtained pertaining to passengers or freight handling. The information is relevant to the route planning.			
The correct equipment is selected for specific job function in line with the standards and legislation			
The potential impact on service is alerted before the time			
Manage: Passenger demand			
Route deviations and delays			
Vehicle breakdown			
Accident reports are completed (if applicable)			

Evidence sign off

Self-assessment

Initial

Date

ECF evaluation

Date

Initial

EVIDENCE GUIDE

Specific Outcome 4
Explain the impact of specific conditions in terms of vehicle and driver performance.
Outcome Range:
Conditions include weather, road and/or traffic conditions.

Assessment Criteria

1. *The effect that weather, road and traffic conditions have on 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 vehicles is explained in terms of relevant, specified efficiency and effectiveness criteria.*
3. *The effect of internal psychological responses and medical conditions on driving performance is described in terms of how to manage these responses and conditions. (Psychological responses can include stress, effects of substance abuse, etc*

Evidence Required

Direct observation – On the job (The inspection list can be included)

Inspection Checklist (Behavior – Driver Performance)

Criteria The learner comply with the following …	**Competent**	**Not yet competent**	**Comments**
Responsible actions and the learner follow all instructions in line with the legislation and all relevant procedures and standards Road surfaces Including: potholes, dirt roads			

Evidence sign off

Self-assessment

Initial

Date

ECF evaluation

Date

Initial

Unit Standard 2 of this Volume

1. Unit Standard ID Title	Load general freight
2. Unit Standard Number	123262
3. NQF Level	2
4. Total Credit Value	6
5. Field	Field 11 - Services
6. Registration Date	2006-06-29
7. Registration End Date	2009-06-29
8. Purpose of the Unit Standard	The purpose of the learning credited in this unit standard is to ensure that learners are able to safely load, secure, and off-load freight carried on vehicles. Credited learners can adhere to given time frames and specified requirements for specific types of freight. Improved general freight loading prevents accidents where vehicles lose loads, and ensures that loads and persons are not damaged or injured. If the condition of loads is preserved, customer service and profitability are improved, and the professional image of the transport sector will be maintained. This set of competence is transferable to all other fields where loading of general freight is required, and thus improves the employability of credited learners. Credited learners are capable of: □ Preparing for loading/off-loading processes according to specified procedures. □ Loading general freight according to context requirements. □ Securing general freight according to product requirements. □ Off-loading general freight according to specified procedures.
9. Learning assumed to be in place	It is assumed that learners have already attained the competencies of Mathematic literacy at NQF Level 1, and Communication and language at NQF Level 1.
10. Unit Standard Range	The typical scope of this unit standard includes: □ Controlled office or workshop environments, transport depots, open yard areas, mobile vehicles and/or customer premises.
11. Specific outcomes and assessment criteria	**Specific Outcome 1** Prepare for loading/off-loading processes according to specified procedures **Assessment Criteria** 1. *Information is obtained pertaining to freight that is comprehensive and relevant.* 2. *The characteristics and specific requirements of the commodity to be transported are identified. (Commodities can include liquids, perishables, fragile goods, hazardous goods, livestock, etc.)* 3. *Compatibility of commodities to be transported is established and appropriate action is taken to ensure the maintenance of the freight quality.* 4. *Appropriate securing and/or loading equipment and personal protective equipment are available and functional.* **Specific Outcome 2** Load general freight according to context requirements. **Assessment Criteria** 1. *Loading site is evaluated for suitability and the vehicle is positioned accordingly.* 2. *Loading information is reconciled with the actual load.* 3. *Loading sequence is planned in accordance with*

	loading criteria. (Loading criteria include, but are not limited to the "last out; first in-principle" and legal requirements in terms of gross vehicle mass and axle loading.) 4. *Vehicle is loaded according to operational, safety and legal requirements and by using the appropriate means.* 5. *The impact of load positioning and type on the stability of the vehicle is accurately described.* 6. *The safety problems associated with the transportation of general freight are identified for speciic contexts.* **Specific Outcome 3** Secure general freight according to product requirements. **Assessment Criteria** 1. *The appropriate securing equipment is selected in accordance with selection criteria. (Selection criteria include, but are not limited to freight requirements, legal requirements and expected weather conditions on route.)* 2. *The appropriate securing equipment is utilised in a safe manner and in accordance with commodity and vehicle requirements. (Securing equipment includes, but is not limited to lashing, protective, and restraining equipment.)* 3. *On-the-road problems are addressed according to specified procedures.(Problems include shifting loads.)* **Specific Outcome 4** Off-load general freight according to specified procedures. **Assessment Criteria** 1. *Off-loading site is evaluated for suitability and the vehicle is positioned accordingly.* 2. *Vehicle is off-loaded according to operational; safety and legal requirements and by using the appropriate means.* 3. *Off-loading information is reconciled with the cargo, which has been off-loaded.* 4. *Housekeeping principles are applied so that the site is left as it was found; all debris is cleared and equipment is checked against the inventory and safely stored.* 5. *Relevant information is timeously communicated to the appropriate parties. (Information includes, but is not limited to non-conformance to quality standards, delays, and customer complaints)*
12. Unit Standard Accreditation and Moderation Options	□ 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. □ Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA. □ Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA. □ 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.
13. Unit Standards Essential Embedded knowledge	□ SABS Codes of Practice for freight securing on vehicles, specifically with regard to: > Safety problems associated with the transportation of freight.

	> Basic precautions including basic criteria for freight securing and cargo distribution and arrangements on vehicles. > Freight securing equipment - different types and the selection thereof. □ Permissible gross vehicle mass and axle loadings and tyre specifications. □ The impact of overloading on vehicle performance and safety. □ Weigh bridge procedures. □ Procedures for dealing with on-the-road problems.
14. Critical Cross-field Outcomes	**ORGANISING** Organise and manage oneself and one's activities responsibly and effectively in order to arrange the correct loading sequence. **COLLECTING** Collect, analyse, organise and critically evaluate information in order to collect information about the freight commodity and route and to select the appropriate securing equipment. **COMMUNICATING** Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation to clients and other role-players. **SCIENCE** Use science and technology effectively and critically, showing responsibility towards the environment and health of others in order to utilise loading and securing equipment.

EVIDENCE GUIDE – Integrated On the job

Unit Standard ID Title: Load General Freight

Unit Standard number: 123262

Specific Outcome 1
Prepare for loading/off-loading processes according to specified procedures

Assessment Criteria
1. *Information is obtained pertaining to freight that is comprehensive and relevant.*
2. *The characteristics and specific requirements of the commodity to be transported are identified. (Commodities can include liquids, perishables, fragile goods, hazardous goods, livestock, etc.)*
3. *Compatibility of commodities to be transported is established and appropriate action is taken to ensure the maintenance of the freight quality.*
4. *Appropriate securing and/or loading equipment and personal protective equipment are available and functional.*

Specific Outcome 2
Load general freight according to context requirements.

Assessment Criteria
1. *Loading site is evaluated for suitability and the vehicle is positioned accordingly.*
2. *Loading information is reconciled with the actual load.*
3. *Loading sequence is planned in accordance with loading criteria. (Loading criteria include, but are not limited to the "last out; first in-principle" and legal requirements in terms of gross vehicle mass and axle loading.)*
4. *Vehicle is loaded according to operational, safety and legal requirements and by using the appropriate means.*
5. *The impact of load positioning and type on the stability of the vehicle is accurately described.*
6. *The safety problems associated with the transportation of general freight are identified for speciic contexts.*

Specific Outcome 3
Secure general freight according to product requirements.

Assessment Criteria
1. *The appropriate securing equipment is selected in accordance with selection criteria. (Selection criteria include, but are not limited to freight requirements, legal requirements and expected weather conditions on route.)*
2. *The appropriate securing equipment is utilised in a safe manner and in accordance with commodity and vehicle requirements. (Securing equipment includes, but is not limited to lashing, protective, and restraining equipment.)*
3. *On-the-road problems are addressed according to specified procedures.(Problems include shifting loads.)*

Specific Outcome 4
Off-load general freight according to specified procedures.

Assessment Criteria
1. *Off-loading site is evaluated for suitability and the vehicle is positioned accordingly.*
2. *Vehicle is off-loaded according to operational; safety and legal requirements and by using the appropriate means.*
3. *Off-loading information is reconciled with the cargo, which has been off-loaded.*
4. *Housekeeping principles are applied so that the site is left as it was found; all debris is cleared and equipment is checked against the inventory and safely stored.*
5. *Relevant information is timeously communicated to the appropriate parties. (Information includes, but is not limited to non-conformance to quality standards, delays, and customer complaints)*

EVALUATION Criteria Checklist

Evidence Required

Before - Step 1 - Prepare for loading/off-loading processes according to specified procedures

Criteria	Exceed requirements	Meet requirements	Does not meet requirements	Comments
1. *Pre-planning Information pertaining to freight that is comprehensive and relevant.*				
2. *Identifying commodities to be transported such as: liquids, perishables, fragile goods, hazardous goods, livestock, etc*				
3. *Appropriate action is taken to ensure the maintenance of the freight meets the quality.*				
4. *Appropriate securing and/or loading equipment and personal protective equipment are available and functional.*				

During - Step 2 - Load general freight according to context requirements.

Criteria	Exceed requirements	Meet requirements	Does not meet requirements	Comments
1. *Evaluating the general load and loading information to accept with the actual load in line with requirements.*				
2. *The vehicle is positioned accordingly to the correct procedures*				
3. *Loading sequence is planned according to the "last out; first in-principle" and legal requirements in terms of gross vehicle mass and axle loading is applied.*				
4. *The learner is able to describe the impact of load positioning and type on the stability of the vehicle is accurately*				
5. *The learner is able to identify the safety problems associated with the transportation of general freight*				

Evidence sign off

Self-assessment

Initial

Date

ECF evaluation

Date

Initial

EVALUATION Criteria Checklist

Evidence Required

Evaluation Checklist

During - Step 3 - Secure general freight according to product requirements.

Criteria	Exceed requirements	Meet requirements	Does not meet requirements	Comments
1. *The appropriate securing equipment is selected to freight requirements, legal requirements and expected weather conditions on route.*				
2. *The appropriate securing equipment is utilised in a safe manner and in accordance with commodity and vehicle requirements. (Securing equipment includes, but is not limited to lashing, protective, and restraining equipment.)*				
3. *On-the-road problems are addressed according to specified procedures.(Problems include shifting loads.)*				

After - Step 4 - Off-load general freight according to specified procedures.

Criteria	Exceed requirements	Meet requirements	Does not meet requirements	Comments
1. *Off-loading site is evaluated for suitability and the vehicle is positioned accordingly*				
2. *Vehicle is off-loaded according to operational; safety and legal requirements.*				
3. *Off-loading information is prepared to accept the cargo, which has been off-loaded.*				
4. *Housekeeping principles are applied so that the site is left as it was found; all debris is cleared and equipment is checked against the inventory and safely stored.*				
5. *Important information is communicated and brought under the relevant persons attention with non-conformance to quality standards, delays, and customer complaints*				

Evidence sign off

Self-assessment

Initial

Date

ECF evaluation

Date

Initial

Unit Standard 3 of this Volume

1. Unit Standard ID Title	Convey dangerous goods by road
2. Unit Standard Number	123259
3. NQF Level	3
4. Total Credit Value	4
5. Field	Field 11 - Services
6. Registration Date	2006-06-29
7. Registration End Date	2009-06-29
8. Purpose of the Unit Standard	The purpose of learning is to ensure safe loading, conveying and off-loading of dangerous goods according to legal and organisational requirements. Credited learners can convey dangerous goods in accordance with legal, safety, manufacturer and other relevant requirements and handle incidents safely when they occur. Credited learners are capable of: □ Complying with relevant legal documentation requirements. □ Applying safety and standard operating procedures during loading and off-loading. □ Applying safety procedures in the event of an incident. □ Complying with the requirements of SANS 10231 in terms of behaviour on route.
9. Learning assumed to be in place	It is assumed that learners have already attained NQF Level 2 Mathematical Literacy and Communication competence.
10. Unit Standard Range	The learner should prove competence relevant for all nine class of substances.
11. Specific outcomes and assessment criteria	**Specific Outcome 1** Comply with relevant legal documentation requirements. **Assessment Criteria** 1. *Legal concepts are defined and their responsibilities explained in terms of the National Road Traffic Act 93 of 1996. (Legal concepts include:* □ *Consignee. Consignor. Operator. Qualified Person.* 2. *The meaning and function of each component on warning signs and documents are explained, in terms of SANS 10232 Part 1. (Warning signs and documents include:* □ *Warning panel. Danger Warning Diamond. Tremcard/Treccard. Dangerous Goods Declaration.* 3. *Danger warning placards, specific to the substance loaded on the vehicle, are checked for correct fitting on the vehicle.* 4. *All relevant statutory documents are carried and placed in the designated space. (Statutory documents include, for example, Regulation 281 of the National Road Traffic Act.)* **Specific Outcome 2** Apply safety and standard operating procedures during loading and off-loading in terms of SANS 10231. **Assessment Criteria** 1. *Information is extracted from relevant sources and utilised to ensure safe handling of classified goods and substances* 2. *Duties of the driver before proceeding on route, in terms of SANS 10231, are adhered to at all times.* 3. *Standard Operating Procedures (relating to the class of*

	substance/goods and related equipment) are adhered to in order to prepare the vehicle for loading and off-loading. 4. *Personal Protective equipment, suitable to the class of substance, is worn during loading and off-loading.* 5. *Safety equipment and procedures suitable to the class of substance, is used during loading and off-loading* 6. *The nine hazard classes are listed and the properties of the class of substance transported are explained.* 7. *The concept of compatibility is explained as it relates to dangerous goods.* **Specific Outcome 3** Apply safety procedures in the event of an incident. **Assessment Criteria** 1. *Information is extracted from the tremcard/treccard or other relevant source/s and utilised to implement the appropriate response in the event of an incident.* 2. *The correct fire extinguishing equipment is utilised in the event of an incident.* 3. *Personal protective equipment suitable to the class of substance is worn in the event of an incident.* 4. *Safety equipment suitable to the class of substance is used in the event of an incident.* **Specific Outcome 4** Comply with the requirements of SANS 10231 in terms of behaviour on route. **Assessment Criteria** 1. Driving style is adopted in order to maintain load quality and avoid incidents during transportation. 2. Duties on route in terms of SANS 10231 are adhered to at all times.
12. Unit Standard Accreditation and Moderation Options	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. Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA. Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with the relevant ETQA. 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
13. Unit Standards Essential Embedded knowledge	Credited learners understand and can explain: National Road Traffic Act 93 of 1996, Chapter VIII, pertaining to the transportation of Dangerous Goods. The following SANS codes, pertaining to the transportation of Dangerous Goods and the duties/responsibilities of the driver: > SANS 10231. > SANS 10231 part 1. Documents to be carried by the driver and/or placed in the designated space.

	Document procedures for substances to be loaded and after off-loading. Nine hazard classes and the warning diamonds. Properties/hazards of the class of substance transported. Loading and off-loading procedures for the class of substances transported, bulk and packaged goods. Concept of compatibility. Meaning and function of each component on the Warning Panel; Danger Warning Diamond; Tremcard/Treccard and Dangerous Goods Declaration. The names, functions, purpose and use of personal protective equipment and safety equipment provided for use during loading, off-loading or an incident. The procedures for reporting and reacting to incidents for the class of substance to be transported. Tremcard/Treccard Dangerous Goods Declaration and any other additional document used to access information about the substance. The meaning of the following terminology: > Consignee. > Consignor. > Qualified person. > Emergency response guide. > Classified Goods & Substances. > Dangerous Goods Placard. > Multi-Load/Mixed Load. > Multi-Load/Mixed Load warning diamond. > Operator. > Road Tanker (Bulk). > Exempt Quantity. > Route Instruction. > Designated Space. > United Nations Number. > Operator Registration. > Incident. > Professional Driving Permit. > Operator Advice Number. > Specialist Advice Number. The following regulations: > (115 F) part 3 Chapter 4 of the National Road Traffic Act > (116 C) > (117) > (117 E) > (118) > (120) > (122) > (123) > (124)
14. Critical Cross-field Outcomes	**IDENTIFYING** Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions when an emergency situation arises.

	WORKING Work effectively with others as a member of a team, group, organisation or community to load and off-load vehicles and handle accidents or spillages. **ORGANISING** Organise and manage oneself and one`s activities responsibly and effectively to meet legal requirements. **COLLECTING** Collect, analyse, organise and critically evaluate information pertaining to the conveyance of dangerous goods by road **COMMUNICATING** Communicate effectively when reporting incidents. **DEMONSTRATING** Demonstrate an understanding of the world as a set of related systems where the incorrect handling and conveying of dangerous goods can pose a threat of injury to people, materials and/or the environment.

EVIDENCE GUIDE

Unit Standard ID Title: Convey dangerous goods by road

Unit Standard number: 123259

Specific Outcome 1
Comply with relevant legal documentation requirements.

Assessment Criteria

1. *Legal concepts are defined and their responsibilities explained in terms of the National Road Traffic Act 93 of 1996. (Legal concepts include:*

- *Consignee. Consignor. Operator. Qualified Person.*

2. *The meaning and function of each component on warning signs and documents are explained, in terms of SANS 10232 Part 1. (Warning signs and documents include:*

- *Warning panel. Danger Warning Diamond. Tremcard/Treccard. Dangerous Goods Declaration.*

3. *Danger warning placards, specific to the substance loaded on the vehicle, are checked for correct fitting on the vehicle.*
4. *All relevant statutory documents are carried and placed in the designated space. (Statutory documents include, for example, Regulation 281 of the National Road Traffic Act.)*

Evidence Required **Questioning**		**Evidence sign off**
Question 1 In terms of the National Road Traffic Act of 1996, what is a "consignee" and what are they responsible for? **Question 2** In terms of the National Road Traffic Act of 1996, what is a "consignor" and what are they responsible for? **Question 3** In terms of the National Road Traffic Act of 1996, what is an "operator" and what are they responsible for? **Question 4** In terms of the National Road Traffic Act of 1996, what is a "qualified person" and what are they responsible for? **Question 5** Using the example provided, identify the various components of warning signs and indicate their meaning and function.		**Self-assessment** *Initial* *Date* **ECF evaluation**

Question 6 Name and briefly explain the contents of the documents, which must accompany the conveyance of dangerous goods. **Question 7** Where and how must the documents, which must accompany the conveyance of dangerous goods, be stored?		*Date* *Initial*

EVIDENCE GUIDE

Specific Outcome 2
Apply safety and standard operating procedures during loading and off-loading in terms of SANS 10231.

Assessment Criteria

1. *Information is extracted from relevant sources and utilised to ensure safe handling of classified goods and substances*
2. *Duties of the driver before proceeding on route, in terms of SANS 10231, are adhered to at all times.*
3. *Standard Operating Procedures (relating to the class of substance/goods and related equipment) are adhered to in order to prepare the vehicle for loading and off-loading.*
4. *Personal Protective equipment, suitable to the class of substance, is worn during loading and off-loading.*
5. *Safety equipment and procedures suitable to the class of substance, is used during loading and off-loading*
6. *The nine hazard classes are listed and the properties of the class of substance transported are explained.*
7. *The concept of compatibility is explained as it relates to dangerous goods.*

Evidence Required

Structured interview

Description	Competent	Not yet competent	Comments
Information must be available to ensure the safe handling of dangerous goods. In which location can this information be found ?			
What source documentation should be used to ensure the safe handling of dangerous goods and substances?			
According to SANS 10231, what are the duties of the driver of a vehicle conveying dangerous goods before proceeding on route.			

Evidence sign off

Self-assessment

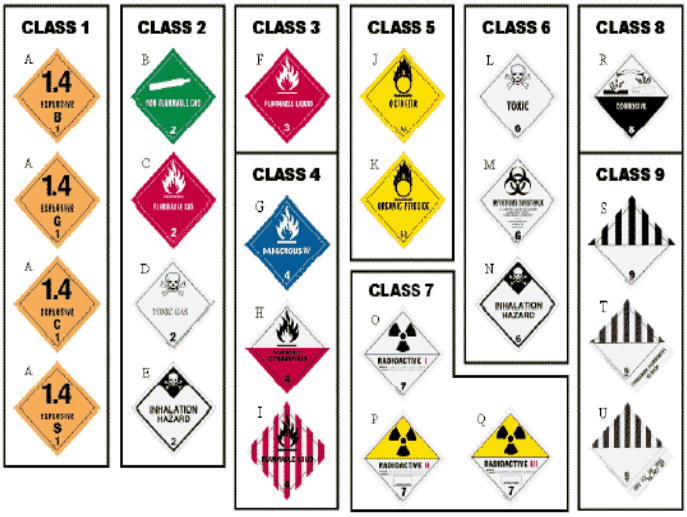
Initial

Date

ECF evaluation

Date

Initial

Evidence Required Written Knowledge Test		Evidence sign off
Question 1 List the items of personal protective equipment that are available when loading and off-loading dangerous goods. **Question 2** What types of safety equipment are available when loading and off-loading dangerous goods? **Question 3** Name the 9 (nine) hazard classes together with their sub-divisions (sub-classes).  **Question 4** Identify the properties of the 9 (nine) hazard classes together with their sub-divisions (sub-classes). **Question 5** Explain the concept of "compatibility".		**Self-assessment** *Initial* *Date* **ECF evaluation**

EVIDENCE GUIDE

Specific Outcome 3
Apply safety procedures in the event of an incident.

Assessment Criteria

1. *Information is extracted from the tremcard/treccard or other relevant source/s and utilised to implement the appropriate response in the event of an incident.*
2. *The correct fire extinguishing equipment is utilised in the event of an incident.*
3. *Personal protective equipment suitable to the class of substance is worn in the event of an incident.*
4. *Safety equipment suitable to the class of substance is used in the event of an incident.*

Evidence Required **Assignment**		**Evidence sign off**
Reflexive Question 1 An incident involving dangerous goods occurs. Where can one find details about the dangerous goods involved in such an incident ? **Reflexive Question 2** Where would one find a Tremcard and what is this card used for ? **Reflexive Question 3** What fire extinguisher/s would one use when: a. wood is burning. b. alcohol is burning. c. propane is burning. d. sodium is burning. **Reflexive Question 4** Which is the most common fire extinguisher found in a dangerous goods loading/off-loading area? Why do you think that this is so? **Reflexive Question 5** Starting at the head and moving down the body to the feet, explain what personal protective equipment could be used when loading/off-loading dangerous goods. **Reflexive Question 6** Why could gasses and vapours be dangerous and what personal protective equipment should one put on when they are present?		**Self-assessment** *Initial* *Date* **ECF evaluation**

Reflexive Question 7 What type of general safety equipment might one expect to find in a dangerous goods loading/off-loading area? **Reflexive Question 8** When must an incident report be completed ? **Reflexive Question 9** Is the Occupational Health and Safety Law linked to SA National Standards documentation? Motivate your answer ?		*Date* *Initial*

EVIDENCE GUIDE

Specific Outcome 4
Comply with the requirements of SANS 10231 in terms of behaviour on route.

Assessment Criteria

1. *Driving style is adopted in order to maintain load quality and avoid incidents during transportation.*
2. *Duties on route in terms of SANS 10231 are adhered to at all times.*

Evidence Required

Written Knowledge Test

Question 1

Discuss the driving style required from drivers transporting dangerous goods.

Question 2

Explain the SANS 10231 on-route requirements when transporting dangerous goods.

Inspection Checklist (Behavior – On route)

Criteria The learner comply with the following …	**Competent**	**Not yet competent**	**Comments**
Driving style is adopted in order to maintain load quality and avoid incidents during transportation			
Duties on route in terms of SANS 10231 are adhered to at all times.			

Evidence sign off

Self-assessment

Initial

Date

ECF evaluation

Date

Initial