



**Australian Government**

**Assessment Requirements for TLIM0016  
Develop low risk car driving behaviours in  
others**

**Release: 1**

# Assessment Requirements for TLIM0016 Develop low risk car driving behaviours in others

## Modification History

**Release 1.** This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria on at least one occasion and include:

- assessing risks and applying skills for crash avoidance and management while driving
- assisting drivers to develop low risk driving behaviours
- communicating effectively with others from all ages, educational backgrounds, diverse cultural backgrounds and life experiences
- completing and maintaining documentation
- dealing with and adjusting to a wide range of driving environments and conditions
- delivering information about instructions, procedures and other information relevant to driving a vehicle
- demonstrating road positioning, speed and traffic management skills
- demonstrating slow speed manoeuvres
- demonstrating time and space management in a range of traffic situations to accommodate other road users
- developing and following lesson plan
- engaging and motivating drivers
- guiding and controlling a vehicle while instructing a driver
- identifying hazards and human factors that may impact on driving situations and implementing responsive low risk car driving practices
- implementing contingency plans
- implementing work health and safety (WHS)/occupational health and safety (OHS) requirements and practices, including:
  - anticipating and identifying hazards
  - conducting pre-start checks
  - minimising, controlling or eliminating hazards
  - observing and interpreting driver behaviour that may put people at risk
- locating and complying with appropriate legislative, regulatory and procedural requirements
- maintaining personal skill development
- maintaining records of learner progress
- making correct response judgements
- managing time effectively to:

- ensure all learning objectives are covered
- pace learning
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring driver progress by:
  - assessing driver interaction with others
  - identifying driver concerns
  - monitoring driver acquisition of new skills, knowledge and competency requirements
  - recognising driver readiness to take on new skills and tasks
- monitoring vehicle performance and taking appropriate action, as required
- negotiating complex traffic and road conditions
- obeying road rules, making low risk decisions in stressful situations, and instructing drivers to take appropriate action
- observing and interpreting the driving behaviour of others
- planning, documenting and communicating training objectives and methods in accordance with developed lesson plan
- reading and analysing driver information
- reading and following learning programs and plans
- recognising and interpreting road signs and signals, and implementing pertinent action to enable low risk car driving
- reporting promptly and/or rectifying identified problems, faults or malfunctions
- responding appropriately to cultural differences in the workplace
- teaching, facilitating learning and demonstrating skills in the development of low risk car driving behaviours, using a learner-centred approach
- using relevant state/territory driver licensing and testing standards
- using verbal and non-verbal communication techniques to:
  - ask relevant and appropriate questions
  - demonstrate skills
  - listen
  - provide clear information
  - provide explanations
- working collaboratively with other road users when driving a vehicle
- working effectively with drivers by:
  - establishing trust
  - maintaining a calm demeanour
  - maintaining appropriate relationships
  - maintaining tolerance
  - providing constructive feedback
  - recognising and being sensitive to individual differences and diversity
  - using appropriate body language.

## Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria and include knowledge of:

- barriers to learning, including motivation, attitude, cognitive behaviours, positive and negative outcomes of prior learning, language and other specific needs
- behaviour principles including causal attribution and optimism bias
- causes and effects of unsafe car driving practices
- cognitive skills, motivation and behaviours related to low risk car driving
- content and requirements of relevant learning program and/or lesson plan
- content of learning resources and learning materials
- contributing factors that could lead to collisions or incidents, such as:
  - age, experience, drugs, alcohol, medication, road conditions, fatigue and time of day
  - driver values, emotions, limitations and personal needs
  - emotional factors, driver's own behaviours, opinions, beliefs and driver's operation at high levels of risk
  - speed, space, vision, road conditions, vehicle condition and environmental conditions
- differences between urban and rural environments
- diverse range of training methods and scenarios to meet individual driver needs
- effects of drugs, medication and alcohol on low risk car driving ability
- effects of stress and fatigue on low risk car driving ability
- emergency management plans and procedures
- factors involved in controlling a vehicle at different speeds and under variable road and weather conditions
- higher-order skills necessary for driving safely including:
  - correct response decision making
  - hazard recognition in relation to hazard perception, response and anticipation
  - multi-tasking
- impact of different driving environments
- importance of observation and attention as they relate to driving vehicles
- learner characteristics and needs
- learning principles and learning styles of different cohorts
- lesson plan development techniques
- low risk driving behaviours including:
  - creating and maintaining crash avoidance space
  - obeying road rules and directions
  - protecting crash avoidance space
- low risk driving strategies
- maintaining records of learner progress
- management processes and recording procedures for vehicle collisions or incidents
- motivation and attitudinal issues as they relate to driving vehicles
- penalties and consequences of driving offences

- principles of risk management and road safety
- proactive and responsible driving behaviours
- relevant road rules and traffic safety legislation including:
  - alcohol and drugs
  - driver licensing
  - vehicle registration
  - vehicle standards
- relevant state/territory driver licensing authority driver licensing and testing standards
- relevant WHS/OHS and environmental procedures and regulations, including:
  - relevant policies and procedures for hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency management
  - responsibilities of drivers
  - risk controls for specific learning environments
  - roles and responsibilities of key personnel
- responsibility to other road users
- sources and availability of relevant learning resources and learning materials
- training techniques that enhance learning and when to use them
- types of adverse driving conditions commonly encountered during driving activities
- vehicle operation and control including:
  - cabin drill
  - managing accelerator
  - managing brakes
  - managing steering
  - starting, moving off, shutting down and securing
- workplace procedures to be followed in a driving emergency.

## Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Final assessment must occur in a vehicle typical of that used in industry and on a variety of road conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- suitable vehicle that meets state/territory requirements.

## **Links**

Companion Volume Implementation Guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851>