



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **TLIM4002A Develop safe heavy vehicle driving behaviours in others**

**Release: 1**

## **TLIM4002A Develop safe heavy vehicle driving behaviours in others**

### **Modification History**

Not Applicable

## Unit Descriptor

### Unit Descriptor

This unit involves the skills and knowledge required by heavy vehicle driving instructors to teach clients from diverse backgrounds how to develop and maintain safe heavy vehicle driving strategies. These strategies include recognising and dealing with behavioural barriers to learning, developing heavy vehicle control skills, interpreting and applying regulatory requirements and road laws, developing critical higher order skills such as hazard perception and responding appropriately, exercising risk management strategies that contribute to safe heavy vehicle driving techniques, and meeting community expectations. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

## Application of the Unit

### Application of the Unit

Instructional activities must be carried out in compliance with the relevant road transport law.

Work is performed without supervision. It involves the application of training competence and experience, professional heavy vehicle driver expertise, navigation skills, road law expertise, routine procedures and regulatory requirements to the development of safe heavy vehicle driving behaviour in others across a range of operational situations.

The development of safe heavy vehicle driving behaviours in others involves the application of adult learning principles, instructional methods and high-level safe heavy vehicle driving expertise to maintain the safe operation of an instructional vehicle across a variety of driving contexts.

Definition of a heavy vehicle (class LR, MR, HR, HC and MC) in this context is a 'vehicle greater than 4.5 tonnes GVM and also includes a vehicle seating more than 12 adults, including the driver'.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## **Pre-Requisites**

Not Applicable

## **Employability Skills Information**

**Employability Skills**                      This unit contains employability skills.

## **Elements and Performance Criteria Pre-Content**

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<b>1 Deliver training on safe heavy vehicle driving principles</b>	<ul style="list-style-type: none"><li>1.1 Training objectives and methods are planned and documented</li><li>1.2 Training is conducted in a safe and accessible environment</li><li>1.3 Specific needs for training are identified and confirmed through observation and assessment of client's capabilities</li><li>1.4 Information on safe heavy vehicle driving principles is made available and made clear to client</li><li>1.5 Principles behind low-risk driving are made clear to client, including specific factors that constitute an actual risk of a collision, factors contributing to the formation of opinions and beliefs about driving risks, road safety issues, and human psychological and physiological aspects</li></ul>
<b>2 Demonstrate low-risk driving strategies to clients</b>	<ul style="list-style-type: none"><li>2.1 Proactive driving techniques that keep the heavy vehicle driver at a low-risk level are demonstrated</li><li>2.2 Low-risk driving behaviours are demonstrated consistently, including the ability to control a vehicle at different speeds and under variable road and weather conditions; and the ability to judge time and space in a range of traffic situations to accommodate other road users</li><li>2.3 Skills and knowledge needed to consciously make choices that will minimise risks are explained and demonstrated to client</li><li>2.4 Load placement and load restraints are explained and demonstrated to client</li></ul>
<b>3 Demonstrate applicable safe heavy vehicle driving rules and regulations to clients</b>	<ul style="list-style-type: none"><li>3.1 Relevant rules and regulations for each heavy vehicle driving task are identified and clarified when driving with a client, including purpose of road rules, road signs, signals and markings</li><li>3.2 Road rules applicable to timing and space in traffic situations are explained and demonstrated to client</li></ul>
<b>4 Monitor and maintain safe heavy vehicle driving behaviours of clients</b>	<ul style="list-style-type: none"><li>4.1 Unsafe driving behaviours are identified and constructive feedback is provided to client in relation to hazard perception, anticipation, correct decision making in response, multi-tasking, and other higher order skills necessary for driving safely</li><li>4.2 Legal ramifications of driving offences are made clear to client</li><li>4.3 Importance of continuous effort and practice of low-risk driving is conveyed</li><li>4.4 Learner driver's safe heavy vehicle driving competence is reviewed and adjusted, including behaviour while driving, response to other road users and ability to manage risks</li><li>4.5 Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of client</li></ul>

ELEMENT	PERFORMANCE CRITERIA
<b>5 Evaluate clients on their safe heavy vehicle driving competence</b>	<p>5.1 Sufficient evidence requirements are specified to show consistent achievement of client's safe heavy vehicle driving competence</p> <p>5.2 Evaluation methods, processes and procedures are communicated clearly to client and applied consistently with the licence requirements of the state or territory regulatory authority</p> <p>5.3 Learner driver's safe heavy vehicle driving competence is evaluated, including ability to consistently deal with and adjust to diverse driving environments, obey road rules, perceive hazards, make correct judgements in response, anticipate and avoid collisions, and make safe decisions in stressful situations</p> <p>5.4 Learner's demonstration of safe heavy vehicle driving behaviours is recorded according to workplace process and procedures</p>
<b>6 Review evaluation of client's safe heavy vehicle driving competence</b>	<p>6.1 Process to review evaluation of the client's safe heavy vehicle driving competence is established and followed by the enterprise, industry or registered training organisation</p> <p>6.2 Review activities are documented, findings are validated and review approach is evaluated</p> <p>6.3 Feedback is provided to client in relation to evaluation outcomes</p>

## Required Skills and Knowledge

### REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

#### Required knowledge:

- Barriers to learning, including motivation, attitude, cognitive behaviours, positive and negative outcomes of prior learning, language and other special needs
- Causes and effects of unsafe heavy vehicle driving practices
- Cognitive skills, motivation and attitudes related to safe heavy vehicle driving behaviours
- Causal attribution theory as it relates to driving vehicles
- Causes of single vehicle crashes
- Low-risk driving strategies (six positions in which a crash involving two or more vehicles, where at least one is a heavy vehicle, can occur and the appropriate defences)
- Low-risk driving strategies for six types of driving conditions (i.e. light, weather, road, traffic, vehicle and driver)
- Definition of safe heavy vehicle driving behaviours

## **REQUIRED KNOWLEDGE AND SKILLS**

- Driving hazards and hazard perception testing
- Effects of drugs, medication and alcohol on safe heavy vehicle driving ability
- Effects of stress and fatigue on safe heavy vehicle driving ability
- Factors and consequences of vehicle crashes and collisions
- Factors that increase potential accidents
- Hazard recognition as it relates to driving vehicles
- Humans factors and impacts on driving environments
- Importance of observation and attention as they relate to driving vehicles
- Low-risk driving techniques
- Management processes and recording procedure for vehicle collisions
- Motivation and attitudinal issues as they relate to driving vehicles
- Proactive and responsible driving behaviours
- Procedures for space and time management to avoid collisions
- Procedures to be followed in the event of a driving emergency
- Processes for hazard identification and response
- Principles of risk management as they relate to driving vehicles
- Principles of road safety
- Relevant OH&S and environmental procedures and regulations
- Road signs, signals and markings and their meanings
- Road transport law (state or territory road rules and traffic safety legislation, e.g. driver licensing, vehicle registration, alcohol and drugs, and vehicle standards)
- Rules of braking
- Rules of observation
- Rules of steering
- Safe driving strategies (safe method of driving)
- Slow speed manoeuvres
- Values and beliefs related to driving
- Vehicle controls, safety devices, instruments and indicators and their use
- Vehicle handling procedures
- Vision - understanding importance of vision to the safe and effective driving of vehicles

### **Required skills:**

- Adapt appropriately to cultural differences in the heavy vehicle driver instruction environment, including modes of behaviour and interactions with others
- Apply basic and specific traffic skills while developing safe heavy vehicle driving behaviours in others

**Required skills:**

- Apply basic road skills and vehicle operation skills while developing safe heavy vehicle driving behaviours in others
- Apply multi-skills, e.g. monitoring heavy vehicle internal operational systems and monitoring driving environment, anticipating traffic hazards and instructing clients to take appropriate action
- Apply precautions and required action to minimise, control or eliminate hazards that may exist when developing safe heavy vehicle driving behaviours in others
- Apply skills for crash avoidance and management while developing safe heavy vehicle driving behaviours in others
- Assess risks
- Communicate effectively with others from diverse cultural backgrounds when driving a vehicle, including different modes of behaviour
- Communicate effectively with people of all ages, educational backgrounds and life experiences
- Conduct observations and plan required activities when developing safe heavy vehicle driving behaviours in others
- Deliver information on instructions, procedures, information and signs relevant to the driving of a vehicle
- Demonstrate higher order driving skills while developing safe heavy vehicle driving behaviours in others
- Demonstrate higher order thinking skills, including optimism bias, causal attribution and cognitive dissonance needed by instructors when developing safe heavy vehicle driving behaviours in others
- Demonstrate traffic management skills
- Demonstrate vehicle control skills
- Documentation skills related to the driving of a vehicle by others
- Guide and control a vehicle in the course of the development of safe heavy vehicle driving behaviours in others
- Implement contingency plans for unexpected events that may occur when clients are driving a vehicle
- Interpret and follow operational instructions while developing safe heavy vehicle driving behaviours in others
- Make correct decisions while developing safe heavy vehicle driving behaviours in others
- Manage a range of adverse conditions while developing safe heavy vehicle driving behaviours in others
- Manage and motivate behavioural change of clients
- Manage conflict as a trainer and as a business person
- Modify activities depending on differing operational contingencies, risk situations and environments
- Monitor performance of clients in applying knowledge and techniques on safe heavy vehicle



**Required skills:**

driving

- Monitor performance of vehicle and take appropriate action where required
- Negotiate complex traffic and road conditions
- Observe and interpret the driving behaviour of others
- Operate mono and dual vehicle controls as applicable
- Perceive hazards and control vehicle while developing safe heavy vehicle driving behaviours in others
- Read and interpret instructions, procedures, information and signs relevant to the analysis of safe heavy vehicle driving behaviours
- Report promptly and/or rectify identified problems, faults or malfunctions that may arise while developing safe heavy vehicle driving behaviours in others
- Road positioning skills
- Speed management skills
- Teach, facilitate learning and demonstrate skills in the development of safe heavy vehicle driving behaviours, with learner-centred approach
- Work collaboratively with other road users when driving a vehicle
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

- Evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
  - compliance with appropriate legislative, regulatory and procedural requirements relating to safe heavy vehicle driving
  - identification of hazards and human factors that may impact on driving situations and implementation of responsive safe heavy vehicle driving practices
  - recognition of road signs and signals, and implementation of pertinent action to enable safe heavy vehicle driving

## EVIDENCE GUIDE

### Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
  - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
  - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
  - relevant and appropriate materials and equipment, and
  - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

### Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
  - through activities in an appropriately simulated environment at the registered training organisation, and/or
  - in an appropriate range of situations in the workplace

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Applicable regulations and legislation may include:

- Road transport law, for example:
  - legislation and related regulations applicable to driving and using heavy vehicles in relevant state or territory
  - heavy vehicle driver learner permit, driver licence requirements and issue procedures applicable in relevant state or territory
  - occupational health and safety legislation in relevant state or territory
  - equal opportunity legislation in relevant state or

## RANGE STATEMENT

	<ul style="list-style-type: none"><li>territory</li><li>workplace relations legislation in relevant state or territory</li></ul>
Safe driving principles include:	<ul style="list-style-type: none"><li>requirements of safe driving</li><li>abiding by the road laws</li><li>importance of cooperation with other road users</li><li>importance of motivation to driving safely, which includes values, emotions and personal needs</li><li>safe driving policies</li><li>correct driving position</li><li>appropriate navigational skills, including ability to plan a trip</li><li>road safety issues</li><li>management of fatigue, alcohol, drugs and medication</li><li>rules and regulations applicable to safe driving</li><li>implications of unsafe driving behaviours</li></ul>
Principles behind low-risk driving include:	<ul style="list-style-type: none"><li>specific factors that constitute an actual risk of a collision</li><li>factors contributing to the formation of opinions</li><li>beliefs about low-risk driving</li><li>road safety issues</li><li>human psychological and physiological aspects</li></ul>
Characteristics of clients may include information in relation to:	<ul style="list-style-type: none"><li>gender</li><li>age (within regulatory guidelines)</li><li>driving experience, including learner driver, mature age driver being re-tested, overseas driver and experienced driver being rehabilitated after an accident</li><li>educational background and general knowledge</li><li>social and economic background with diverse attitude</li><li>effects of prior and current learning</li><li>individual learning styles</li><li>novice driver's beliefs about capacity for learning to drive, i.e. their self-efficacy</li><li>client motivation</li><li>client's capacity to self-monitor own learning and driving</li></ul>
Communication may include:	<ul style="list-style-type: none"><li>oral, aural or signed communication</li><li>written communication</li></ul>
Factors that affect client's progress may include:	<ul style="list-style-type: none"><li>level of confidence</li><li>effects of previous and current learning</li><li>decision making skills in a range of driving situations</li><li>self-esteem and peer pressure on client</li><li>external expectations of client performance, e.g.</li></ul>

## RANGE STATEMENT

	parents/guardians
	<ul style="list-style-type: none"><li>• optimism bias (tendency to view negative incidents such as road accidents as unlikely to happen to them; overestimation of driving ability; and underestimation of accident risk)</li><li>• causal attribution (explains that a driver's actions often depend upon their interpretation of the cause of events, limiting the ability to make objective risk assessments and resulting in a tendency to blame external causes)</li></ul>
Resources may include:	<ul style="list-style-type: none"><li>• training materials and publications</li><li>• location</li><li>• personnel</li><li>• dual control vehicle</li><li>• OH&amp;S and other workplace resource requirements</li><li>• enterprise/industry standard operating procedures</li><li>• funding for training facilities, resources and staff</li></ul>
Road users may include:	<ul style="list-style-type: none"><li>• pedestrians</li><li>• cyclists</li><li>• drivers or riders of trams and trains, and motor vehicles, including motorcycles, light vehicles and heavy vehicles</li></ul>
Specific needs may relate to:	<ul style="list-style-type: none"><li>• age (within regulatory guidelines)</li><li>• disability (within regulatory guidelines)</li><li>• language, literacy and numeracy needs</li><li>• those requiring refresher training.</li></ul>
Training delivery and driving may be undertaken in/at:	<ul style="list-style-type: none"><li>• a range of vehicle types</li><li>• restricted spaces</li><li>• open roads, e.g. freeways, main and busy roads, country roads and suburban roads</li><li>• controlled or open environments</li><li>• a simulated environment</li><li>• a range of weather conditions</li><li>• day or night</li></ul>
Training delivery methods and practice may include:	<ul style="list-style-type: none"><li>• facilitation of small group discussions</li><li>• demonstrations</li><li>• explanations</li><li>• problem solving</li><li>• mentoring</li><li>• coaching while driving</li><li>• instructor promotion of forms of self-awareness, i.e. self-efficacy and self-monitoring by novice driver</li><li>• commentary driving</li></ul>

## RANGE STATEMENT

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|---|---|
| Training sessions may include:                  | <ul style="list-style-type: none"><li>• combination of the above</li><li>• one-to-one demonstration</li><li>• small group demonstration (2 to 6 persons)</li></ul>  |
| Training assessment may include:                | <ul style="list-style-type: none"><li>• affective, e.g. satisfaction with the program</li><li>• cognitive, e.g. knowledge and skills gain</li><li>• psychomotor skills, e.g. ability to change gear smoothly</li><li>• modification of techniques based on client feedback, e.g. by use of client feedback sheets</li></ul> |
| Training support may include:                   | <ul style="list-style-type: none"><li>• language and literacy specialists</li><li>• training and assessment partners</li><li>• trainers, teachers and assessors</li></ul>   |
| Variables for achieving competency may include: | <ul style="list-style-type: none"><li>• participant characteristics</li><li>• resources, e.g. time, location, space, people and costs</li></ul>   |
| Workplace documents and procedures may include: | <ul style="list-style-type: none"><li>• company/enterprise/organisational procedures and policies</li><li>• record of clients' driving skills, knowledge and abilities</li><li>• standards and certification requirements</li><li>• quality assurance procedures and checklists</li><li>• emergency procedures</li></ul>    |

## Unit Sector(s)

Not Applicable

## Competency Field

<b>Competency Field</b>	M - Training and Assessment
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