



Australian Government

Department of Education, Employment and Workplace Relations

TLIM4003A Develop safe motorcycle riding behaviours in others

Release: 1

TLIM4003A Develop safe motorcycle riding behaviours in others

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required by motorcycle riding instructors to teach clients from diverse backgrounds how to develop and maintain safe motorcycle riding strategies. These strategies include recognising and dealing with behavioural barriers to learning, developing motorcycle 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 motorcycle riding techniques, and meeting community expectations. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

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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 motorcycle rider expertise, navigation skills, road law expertise, routine procedures and regulatory requirements to the development of safe motorcycle riding behaviour in others across a range of operational situations.

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

Definition of a motorcycle (class R) in this context is a 'two or three wheel motorcycle/motorbike'.

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
1 Deliver training on safe motorcycle riding principles	1.1 Training objectives and methods are planned and documented 1.2 Training is conducted in a safe and accessible environment 1.3 Specific needs for training are identified and confirmed through observation and assessment of client's capabilities 1.4 Information on safe motorcycle riding principles is made available and made clear to client 1.5 Principles behind low-risk riding 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 riding risks, road safety issues, and human psychological and physiological aspects
2 Demonstrate low-risk riding strategies to clients	2.1 Proactive riding techniques that keep the motorcycle rider at a low-risk level are demonstrated 2.2 Low-risk riding behaviours are demonstrated consistently, including the ability to control a motorcycle 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 2.3 Skills and knowledge needed to consciously make choices that will minimise risks are explained and demonstrated to client 2.4 Features and benefits of protective clothing are explained and demonstrated to client
3 Demonstrate applicable safe motorcycle riding rules and regulations to clients	3.1 Relevant rules and regulations for each motorcycle riding task are identified and clarified when riding with a client, including purpose of road rules, road signs, signals and markings 3.2 Road rules applicable to timing and space in traffic situations are explained and demonstrated to client
4 Monitor and maintain safe motorcycle riding behaviours of clients	4.1 Unsafe riding 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 riding safely 4.2 Legal ramifications of riding offences are made clear to client 4.3 Importance of continuous effort and practice of low-risk riding is conveyed 4.4 Learner rider's safe motorcycle riding competence is reviewed and adjusted, including behaviour while riding, response to other road users and ability to manage risks 4.5 Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of client
5 Evaluate clients on their	5.1 Sufficient evidence requirements are specified to show

ELEMENT	PERFORMANCE CRITERIA
safe motorcycle riding competence	consistent achievement of client's safe motorcycle riding competence 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 5.3 Learner rider's safe motorcycle riding competence is evaluated, including ability to consistently deal with and adjust to diverse riding environments, obey road rules, perceive hazards, make correct judgements in response, anticipate and avoid collisions, and make safe decisions in stressful situations 5.4 Learner's demonstration of safe motorcycle riding behaviours is recorded according to workplace process and procedures
6 Review evaluation of client's safe motorcycle riding competence	6.1 Process to review evaluation of the client's safe motorcycle riding competence is established and followed by the enterprise, industry or registered training organisation 6.2 Review activities are documented, findings are validated and review approach is evaluated 6.3 Feedback is provided to client in relation to evaluation outcomes

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 motorcycle riding practices
- Cognitive skills, motivation and attitudes related to safe motorcycle riding behaviours
- Causal attribution theory as it relates to riding motorcycles
- Causes of single motorcycle crashes
- Low-risk riding strategies for a range of crash situations (i.e. same, adjacent, and opposite direction crashes)
- Low-risk riding strategies for a range of riding conditions (i.e. light, weather, road, traffic, motorcycle, and rider)
- Definition of safe motorcycle riding behaviours
- Riding hazards and hazard perception testing

REQUIRED KNOWLEDGE AND SKILLS

- Effects of drugs, medication and alcohol on safe motorcycle riding ability
- Effects of stress and fatigue on safe motorcycle riding ability
- Factors and consequences of motorcycle crashes and collisions
- Factors that increase potential accidents
- Hazard recognition as it relates to riding motorcycles
- Human factors and impacts on riding environments
- Importance of observation and attention as they relate to riding motorcycles
- Low-risk riding techniques
- Management processes and recording procedure for motorcycle collisions
- Motivation and attitudinal issues as they relate to riding motorcycles
- Proactive and responsible riding behaviours
- Procedures for space and time management to avoid collisions
- Procedures to be followed in the event of a riding emergency
- Processes for hazard identification and response
- Principles of risk management as they relate to riding motorcycles
- 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. rider licensing, motorcycle registration, alcohol and drugs, and motorcycle standards)
- Rules of braking
- Rules of observation
- Rules of steering and counter-steering
- Safe riding strategies (safe method of riding)
- Rules of body weight transfer
- Slow speed manoeuvres
- Values and beliefs related to riding
- Motorcycle controls, safety devices, instruments and indicators and their use
- Features and benefits of protective riding apparel
- Legal requirements of protective riding apparel
- Motorcycle handling procedures
- Vision - understanding importance of vision to the safe and effective riding of motorcycles

Required skills:

- Adapt appropriately to cultural differences in the motorcycle rider instruction environment, including modes of behaviour and interactions with others

Required skills:

- Apply basic and specific traffic skills while developing safe motorcycle riding behaviours in others
- Apply basic road skills and motorcycle operation skills while developing safe motorcycle riding behaviours in others
- Apply multi-skills, e.g. monitoring riding 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 motorcycle riding behaviours in others
- Apply skills for crash avoidance and management while developing safe motorcycle riding behaviours in others
- Assess risks
- Communicate effectively with others from diverse cultural backgrounds when riding a motorcycle, 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 motorcycle riding behaviours in others
- Deliver information on instructions, procedures, information and signs relevant to the riding of a motorcycle
- Demonstrate higher order riding skills while developing safe motorcycle riding behaviours in others
- Demonstrate higher order thinking skills, including optimism bias, causal attribution and cognitive dissonance needed by instructors when developing safe motorcycle riding behaviours in others
- Demonstrate traffic management skills
- Demonstrate motorcycle control skills
- Documentation skills related to the riding of a motorcycle by others
- Guide and control a motorcycle in the course of the development of safe motorcycle riding behaviours in others
- Implement contingency plans for unexpected events that may occur when clients are riding a motorcycle
- Interpret and follow operational instructions while developing safe motorcycle riding behaviours in others
- Make correct decisions while developing safe motorcycle riding behaviours in others
- Manage a range of adverse conditions while developing safe motorcycle riding behaviours in others
- Manage and motivate behavioural change of clients
- Manage conflict as a trainer and as a business person
- Manage a group of novice riders in a range of traffic environments

Required skills:

- Manage a group of novice riders in an off-street training situation
- Modify activities depending on differing operational contingencies, risk situations and environments
- Monitor performance of clients in applying knowledge and techniques on safe motorcycle riding
- Monitor performance of motorcycle and take appropriate action where required
- Negotiate complex traffic and road conditions
- Observe and interpret the riding behaviour of others
- Perceive hazards and control motorcycles while developing safe motorcycle riding behaviours in others
- Read and interpret instructions, procedures, information and signs relevant to the analysis of safe motorcycle riding behaviours
- Report promptly and/or rectify identified problems, faults or malfunctions that may arise while developing safe motorcycle riding behaviours in others
- Road positioning skills
- Speed management skills
- Teach, facilitate learning and demonstrate skills in the development of safe motorcycle riding behaviours, with learner-centred approach
- Work collaboratively with other road users when riding a motorcycle
- 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 motorcycle riding
 - identification of hazards and human factors that may impact on riding situations and implementation of

EVIDENCE GUIDE

	- responsive safe motorcycle riding practices - recognition of road signs and signals, and implementation of pertinent action to enable safe motorcycle riding
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 riding and using motorcycles in relevant state or territory - motorcycle rider learner permit, rider licence requirements and issue procedures applicable in
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RANGE STATEMENT

	- relevant state or territory - occupational health and safety legislation in relevant state or territory - equal opportunity legislation in relevant state or territory - workplace relations legislation in relevant state or territory
Safe riding principles include:	- requirements of safe riding - abiding by the road laws - importance of cooperation with other road users - importance of motivation to riding safely, which includes values, emotions and personal needs - safe riding policies - correct riding position - appropriate navigational skills, including ability to plan a trip - road safety issues - management of fatigue, alcohol, drugs and medication - rules and regulations applicable to safe riding - implications of unsafe riding behaviours
Principles behind low-risk riding include:	- specific factors that constitute an actual risk of a collision - factors contributing to the formation of opinions - beliefs about low-risk riding - road safety issues - human psychological and physiological aspects
Characteristics of clients may include information in relation to:	- gender - age (within regulatory guidelines) - riding experience, including learner rider, mature age rider being re-tested, overseas rider and experienced rider being rehabilitated after an accident - educational background and general knowledge - social and economic background with diverse attitudes - effects of prior and current learning - individual learning styles - novice rider's beliefs about capacity for learning to ride, i.e. their self-efficacy - client motivation - client's capacity to self-monitor own learning and riding
Communication may include:	- oral, aural or signed communication - written communication

RANGE STATEMENT

- Factors that affect client's progress may include:
- level of confidence
 - effects of previous and current learning
 - decision making skills in a range of riding situations
 - self-esteem and peer pressure on client
 - external expectations of client performance, e.g. parents/guardians
 - optimism bias (tendency to view negative incidents such as road accidents as unlikely to happen to them; overestimation of riding ability; and underestimation of accident risk)
 - causal attribution (explains that a rider'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)
- Resources may include:
- training materials and publications
 - location
 - personnel
 - OH&S and other workplace resource requirements
 - enterprise/industry standard operating procedures
 - funding for training facilities, resources and staff
- Road users may include:
- pedestrians
 - cyclists
 - drivers or riders of trams and trains, and motor vehicles, including motorcycles, light vehicles and heavy vehicles
- Specific needs may relate to:
- age (within regulatory guidelines)
 - disability (within regulatory guidelines)
 - language, literacy and numeracy needs
 - those requiring refresher training
- Training delivery and riding may be undertaken in/at:
- a range of motorcycle types
 - restricted spaces
 - open roads, e.g. freeways, main and busy roads, country roads and suburban roads
 - controlled or open environments
 - a simulated environment
 - a range of weather conditions
 - day or night
- Training delivery methods and practice may include:
- facilitation of small group discussions
 - demonstrations
 - explanations
 - problem solving
 - mentoring

RANGE STATEMENT

- coaching while riding (an individual rider or a group of riders, in a public street and off-street training environments)
 - instructor promotion of forms of self-awareness, i.e. self-efficacy and self-monitoring by novice rider
 - commentary riding
 - working in a team with other instructors
 - combination of the above
- Training sessions may include:
- one-to-one demonstration
 - small group demonstration (2 to 6 persons)
- Training assessment may include:
- affective, e.g. satisfaction with the program
 - cognitive, e.g. knowledge and skills gain
 - psychomotor skills, e.g. ability to change gear smoothly
 - modification of techniques based on client feedback, e.g. by use of client feedback sheets
- Training support may include:
- language and literacy specialists
 - training and assessment partners
 - trainers, teachers and assessors
- Variables for achieving competency may include:
- participant characteristics
 - resources, e.g. time, location, space, people and costs
- Workplace documents and procedures may include:
- company/enterprise/organisational procedures and policies
 - record of clients' riding skills, knowledge and abilities
 - standards and certification requirements
 - quality assurance procedures and checklists
 - emergency procedures

Unit Sector(s)

Not Applicable

Competency Field

Competency Field M - Training and Assessment