



Technical and Vocational Education and Training Authority



National Competency Standard for Bus Operator

Standard Code: TRNS03V1//20

Qualification Name: National Certificate III in Bus Operations
Qualification Code: TRNS03Q1L3V1/20

PREFACE

Technical and Vocational Education and Training (TVET) Authority was established with the vision to develop a TVET system in the Maldives that is demand driven, accessible, beneficiary financed and quality assured, to meet the needs of society for stability and economic growth, the needs of Enterprise for a skilled and reliable workforce, the need of young people for decent jobs and the needs of workers for continuous mastery of new technology.

TVET system in the Maldives flourished with the Employment Skills Training Project (ESTP) funded by ADB with the objective of increasing the number of Maldivians, actively participating in the labor force, employed and self-employed. The Project supported expansion of demand driven employment-oriented skills training in priority occupations and to improve the capacity to develop and deliver Competency Based Skill Training (CBST). The project supported delivery of CBST programs to satisfy employer demand-driven needs.

Recognizing the importance of developing the youth sector to enable Maldives to transition from an upper-middle-income country to high-income country, the World Bank Country Partnership Framework (CPF) proposes to finance the Maldives Enhancing Employability and Resilience of Youth (MEERY) project. As part of the MEERY project is financing for skills development and entrepreneurship in priority sectors such as tourism, ICT and construction sector MEERY continues to provide support to TVET Authority to develop National Occupational Standard, instructional materials, assessment resource book and trainees log book for the National Occupational Standard for "Bus Operator". As part of the MEERY Project, TVET Authority has only undertaken to review standard which were developed in the ESTP Project to increase the economic opportunities for youth's trainees and promote equitable economic & social development in the country.

The National Competency Standards (NCS) provide the base for this training. Currently CBST is offered for six key sectors in the Maldives: Tourism, Fisheries and Agriculture, Transport, Construction, Social and the Information and Technology sectors. These sectors are included as priority sectors that play a vital role in the continued economic growth of the country.

The NCS are developed in consultation with Employment Sector Councils representing employers. They are designed using a consensus format endorsed by the Maldives Qualifications Authority (MQA) to maintain uniformity of approach and the consistency of content amongst occupations. This single format also simplifies benchmarking the NCS against relevant regional and international standards. NCS specify the standards of performance of a competent worker and the various contexts in which the work may take place. NCS also describes the knowledge, skills and attitudes required in a particular occupation. They provide explicit advice to assessors and employers regarding the knowledge, skills and attitudes to be demonstrated by the candidates seeking formal recognition for the competency acquired following training or through work experience. By sharing this information, all participants in the training process have the same understanding of the training required and the standard to be reached for certification. Certification also becomes portable and can be recognized by other employers and in other countries with similar standards.

NCS are the foundation for the implementation of the TVET system in Maldives. They ensure that all skills, regardless of where or how they were developed can be assessed and recognized. They also form the foundation for certifying skills in the Maldives National Qualification Framework (MNQF).

NCS are developed by the Technical and Vocational and Education Training Authority of Ministry of Higher Education. The NCS are endorsed by the Employment Sector Councils of the respective sectors and validated by the Maldives Qualification Authority.



Mohamed Hashim
Minister of State for Higher Education
TVET Authority



Ahmed Nisham
Director, Standard Development & Statistics
TVET Authority

TECHNICAL PANEL MEMBERS			
#	Name	Designation	Organization
01	Hussain Nishan	Engineer	Maldives Ports Limited
02	Mohamed Shaneez	Manager	Maldives Transport and Contracting Company
03	Ali Rameez	Assistant Manager	Maldives Airports Company Limited
04	Abdulla Iyad Mohamed	Senior Technical Officer	Housing Development Corporation
05	Abdul Razzaq Adam	Assistant Lecturer	Polytechnic

VERSION	DEVELOPER	DATE	STANDARD CODE
V1	Maldives Institute of Technology	29 th September 2020	TRNS03V1/20

EMPLOYMENT SECTOR COUNCILS

#	Name	Designation	Organization
01	Captain Adhil Rasheed	CEO	Maritime Academy of Maldives
02	Fathimath Nishar	Assistant Director	Ministry of Youth, Sports, and Community Empowerment
03	Ahmed Ifthikhar	Director	Ministry of Economic Development
04	Hussain Nazeer	Assistant Director	Maldives Transport Authority
05	Captain Ahmed Zubair	Lecturer	Centre for Maritime Maldives, Maldives National University
06	Ahmed Shahid	Port Captain	State Trading Organization (STO)
07	Abdulla Mohamed	Director Airworthiness	Maldives Civil Aviation Authority
08	Ahmed Haleem	Deputy Director	Maldives Transport Authority
09	Abdul Razzaq Adam	Assistant Lecturer	Maldives Polytechnic
10	Aishath Neesha Khaleel	Assistant General Manager	Maldives Ports Limited (MPL)
11	Ali Fathih	Transport Service Department Manager	Maldives Transport Contracting Company

National Occupational Standard has been endorsed by:

Captain Adhil Rasheed
Chairperson
Transport Employment Sector Council



Fathimath Nishar
Vice-Chairperson
Transport Employment Sector Council



Technical and Vocational Education and Training Authority
Ministry of Higher Education
Handhuvaree Hingun, M. World Dream
Male', Maldives

Date of Endorsement: 29th September 2020

Date of Revision: NA

Standard Development Process

Bus Operator occupations were profiled through a study of the occupation across Maldivian workplaces. Referred occupational profiling process led to the development of the Draft Occupational Standard.

Referred draft occupational standard is then submitted to a team of Technical Panel (TP) selected from the Maldivian workplaces to review the Bus Operators Standard. The members of the TP provided technical support by recommending changes to the Bus Operator Standard through incorporation of units of competencies and editing of the already included competency units. Purpose of this process was to develop a standard that reflects authentic work practices of Bus Operators across the Maldives. Technical Panel meetings continued in reviewing the Bus Operator Standard until the Final Draft is developed and agreed among all the participating members.

Final Draft of the Bus Operator Standard is then submitted to the Transport Sector Council (TSC) for endorsement and validation. A brief report on how the National Occupational Standard of Bus Operators was compiled is also presented to the TSC together with the standard. Council members ensured that the industry needs, including all the core and common competencies presented in the Bus Operator standard reflect the work practices of Bus Operator occupations across the Maldives. With further editing, Bus Operator Standard has been endorsed by the Council.

With the endorsement from the Transport Sector Council, final document of the National Occupational Standard of Bus Operator is submitted to Maldives Qualification Authority (MQA) for approval. With approval from MQA, the National Occupational Standard of Bus Operator is published on TVETA website, to be used by training providers in delivering Bus Operator Training programs across the Maldives.

Description of “Bus Operator Occupation”

Bus Operators play an important role in facilitating safe and enjoyable bus ride between selected destinations where bus services operate with more than 20 passengers anywhere across the Maldives. Through trained Bus Operators, all bus operator services will be streamlined with enhanced safety, security and standard services to the passengers whom avail bus services across the Maldives.

Referred standard is developed at a time when Bus Services are expanding with enhanced transport links across greater Malé and other areas of the Maldives. Increase of bus services lead to increasing employment opportunities for Maldivians to become Bus Operators.

Bus Operators use the roads and will comply with all the driving regulations of the Transport Authority of Maldives while driving their respective buses. In addition to compliance, services offered from buses will be standardized through enhanced skills training, for quality services to passengers using these bus services.

Job opportunities upon completion of “National Certificate-3 for Bus Operator”

Upon successful completion of the National certificate-3 in for Bus Operator, students can work in the following jobs.

1. *Bus operators for enterprises offering bus services across the Maldives*
2. *Bus operator for the tourism establishments for transportation of guests and employees.*
3. *Driver of bus and other passenger vehicles.*

KEY FOR CODING

Coding Competency Standards and Related Materials

DESCRIPTION	REPRESENTED BY
Industry Sector as per ESC (Three letters)	Construction Sector (CON) Fisheries and Agriculture (FNA) Information, Communication and Technology (ICT) Transport Sector (TRN) Tourism Sector (TOU) Social Sector (SOC) Foundation (FOU)
Competency Standard	S
Occupation with in an industry sector	Two digits 01-99
Unit	U
Common Competency	CR
Core Competency	CM
Optional / Elective Competency	OP
Assessment Resources Materials	A
Learning Resources Materials	L
Curricular	C
Qualification	Q1, Q2 etc.
MNQF level of qualification	L1, L2, L3, L4 etc.
Version Number	V1, V2 etc.
Year of Last Review of standard, qualification	By “/” followed by two digits responding to the year of last review, example /20 for the year 2020

1. Endorsement Application for Qualification 01		
2. NATIONAL CERTIFICATE III FOR BUS OPERATIONS		
3. Qualification code: TRNS03Q1L3V1/20		Total Number of Credits: 53
4. Purpose of the qualification This qualification describes the performance outcomes, skills and knowledge required to safely operate a bus with more than 20 passengers as categorized by the Maldives Transport Authority. Standard includes all the regulatory requirements including addition of competencies to ensure the bus services across the Maldives is standardized and streamlined for enhanced services.		
5. Regulations for the qualification		National Certificate III in Bus Operations will be awarded to those who are competent in units of 1+2+3+4+5+6+7+8+9+10+11
6. Schedule of Units		
Unit No	Unit Title	Code
Common Competencies		
01	Apply work ethics and professionalism	TRNCM02V1/20
02	Provide effective customer care	TRNCM05V2/20
03	Perform basic computer operations	TRNCM06V2/20
04	Perform effective workplace communication	TRNCM09V1/20
Core Competencies		
05	Operate and inspect engine and its systems	TRNS03CR05V1/20
06	Process financial transactions	TRNS03CR06V1/20
07	Perform driving of bus and obtain license	TRNS03CR07V1/20
08	Inspect and report failure of bus system	TRNS03CR08V1/20
09	Operate passenger bus	TRNS03CR09V1/20
10	Drive and obtain B1 and B2 vehicle license	TRNS03CR10V1/20
11	Comply to road rules and regulations	TRNS03CR11V1/20
7. Accreditation requirements		The training provider should place trainees in relevant industry or sector to provide the trainees the hands-on experience exposure related to this qualification.
8. Recommended sequencing of units		As appearing under the section 06

Units Details

#	Unit Title	Code	Level	No of Credit
01	Apply work ethics and professionalism	TRNCM02V1/20	III	03
02	Provide effective customer care	TRNCM05V2/20	III	05
03	Perform basic computer operations	TRNCM06V2/20	III	03
04	Perform effective workplace communication	TRNCM09V1/20	III	05
05	Operate and inspect engine and its systems	TRNS03CR05V1/20	III	05
06	Process financial transactions	TRNS03CR06V1/20	III	05
07	Perform driving of bus and obtain license	TRNS03CR07V1/20	III	06
08	Inspect and report failure of bus system	TRNS03CR08V1/20	III	05
09	Operate passenger bus	TRNS03CR09V1/20	III	06
10	Drive and obtain B1 and B2 vehicle license	TRNS03CR10V1/20	III	06
11	Comply to road rules and regulations	TRNS03CR11V1/20	III	04

Packaging of National Qualifications:

National Certificate III in Bus Operations will be awarded to those who are competent in units of 1+2+3+4+5+6+7+8+9+10+11

Qualification Code: TRNS03Q1L3V1/20

Competency Standard for Bus Operator

UNIT TITLE Apply work ethics and professionalism					
DESCRIPTOR	This module covers the knowledge, skills and attitudes required in demonstrating proper work values and professionalism while working as a Bus Operator. Besides ethical values, knowledge and skills are also developed on maintaining integrity at work.				
CODE	TRNCM02V1/20	LEVEL	III	CREDIT	03

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Define the purpose of work	<p>1.1 One's unique sense of purpose for working and the why's of work are identified, reflected on and clearly defined for one's development as a person and as a member of society.</p> <p>1.2 Personal mission is in harmony with company's values.</p>
2. Apply work values/ethics	<p>2.1 Work values/ethics/concepts are identified and classified in accordance with company's ethical standard guidelines.</p> <p>2.2 Work policies are undertaken in accordance with company's policies and guidelines on work ethical standard.</p> <p>2.3 Resources are used in accordance with company's policies and guidelines.</p> <p>2.4 Punctuality, absence from work, sick, family and annual leave is maintained in alignment to the Employment Act of the Maldives</p>
3. Deal with ethical problems	<p>3.1 Company's ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct/behavior are followed.</p> <p>3.2 Work incidents/situations are reported according to company protocol/guidelines.</p> <p>3.3 Resolution and/or referral of ethical problems identified are reported/documented based on standard operating procedure</p>
4. Maintain integrity of conduct in the workplace	<p>4.1 Personal behavior and relationships with co-workers and/or clients are demonstrated consistent with ethical standards, policy and guidelines.</p>

	<p>4.2 Work practices are satisfactorily demonstrated and consistent with industry work ethical standards, organizational policy and guidelines.</p> <p>4.3 Instructions to co-workers are provided based on ethical lawful and reasonable directives</p>
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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.

Tools, equipment and material used in this unit may include:

For the purpose of delivering the assignment, students need to be familiarized with the following.

- ✓ Employment act of Maldives

ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices.

Critical aspects (for assessment)

It is critical that the assessment undertaken for this module be holistic and involve the following.

- ✓ Group discussion
- ✓ Role play
- ✓ Self-paced learning
- ✓ Written
- ✓ Demonstration
- ✓ Observation
- ✓ Interviews/questioning

Assessment conditions

Assessment must reflect both events and processes over a period of time.\

UNDERPINNING KNOWLEDGE AND SKILL

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>Knowledge to be developed:</p> <ul style="list-style-type: none"> ✓ Work responsibilities/job functions ✓ Company code of conduct/values ✓ Concept of work values/ethics ✓ Company policies and guidelines ✓ Work ethical standard ✓ Company's identified ethical problems ✓ Work incidents/situation ✓ Standard operating procedures ✓ Report writing and documentation ✓ Fundamental rights at work including gender sensitivity ✓ Corporate social responsibilities ✓ Human and interpersonal Relations ✓ Value Formation ✓ Professional Code of Conduct and Ethics 	<p>Skills to be developed:</p> <ul style="list-style-type: none"> ✓ Purpose for working and the why's of work are identified, reflected and linked to self-development ✓ Work values/ethics/concepts are identified and classified in accordance with companies' ethical standard ✓ Work policies are undertaken in accordance with company's policies. ✓ Resources are used in accordance with company's policies and guidelines. ✓ Work incidents/situations are reported according to company guidelines ✓ Personal behavior and relationships with co-workers and clients are within ethical standard ✓ Work practices are satisfactorily demonstrated and consistent. ✓ Instructions to co-workers are provided based on ethical lawful and reasonable directives

UNIT TITLE		Provide effective customer care			
DESCRIPTOR	This unit addresses the importance of caring for customers in the transport industry, especially while working as a Bus Operator. It is a very important unit related to providing effective customer care and will include greetings, identifying needs of, delivering quality customer care, handling of inquiries, complaints and managing angry customers.				
CODE	TRNCM05V2/20	LEVEL	III	CREDIT	05

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
1. Greet customers and colleagues	1.1 Customers and colleagues greeted according to standard procedures and social norms 1.2 Sensitivity to cultural and social differences demonstrated	
2. Identify and attend to customer needs	2.1 Appropriate interpersonal skills are used to ensure that customer needs are accurately identified 2.2 Customer needs are assessed for urgency so that priority for service delivery can be identified 2.3 Personal limitation in addressing customer needs is identified and where appropriate, assistance is sought from supervisor 2.4 Customers informed correctly 2.5 Personal limitation identified and assistance from proper sources sought when required	
3. Deliver service to customers	3.1 Customer needs are promptly attended to in line with organizational procedure 3.2 Appropriate rapport is maintained with customer to enable high quality service delivery 3.3 Opportunity to enhance the quality of service and products are taken wherever possible	
4. Handle inquiries	4.1 Customer queries handled promptly and properly 4.2 Personal limitations identified and assistance from proper sources sought when required	
5. Handle complaints	5.1 Responsibility for handling complaints taken within limit of responsibility 5.2 Personal limitations identified and assistance from proper sources sought when required 5.3 Operational procedures to handling irate or difficult customers followed correctly 5.4 Details of complaints and comments from customers properly recorded	

6. Handle and manage angry customers	6.1 Apply principles related to anger management 6.2 Meet with angry customers and console them accordingly 6.3 Maintain a log book for recording customer service incidents.
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Range Statement

Procedures included:

- ✓ Greeting procedure
- ✓ Complaint and comment handling procedure
- ✓ Incidence reporting procedures
- ✓ General knowledge of property
- ✓ Standard operating procedures for service deliveries
- ✓ Non-verbal and verbal communication
- ✓ Dress and accessories
- ✓ Gestures and mannerisms
- ✓ Voice tonality and volume
- ✓ Culturally specific communication customs and practices
- ✓ Cultural and social differences

Includes but are not limited to:

- ✓ Modes of greeting, fare welling and conversation
- ✓ Body language/ use of body gestures
- ✓ Formality of language

Interpersonal skills:

- ✓ Interactive communication
- ✓ Good working attitude
- ✓ Sincerity
- ✓ Pleasant disposition
- ✓ Effective communication skills
- ✓ Customer needs

Customer with limitation may include:

- ✓ Those with a disability
- ✓ Those with special cultural or language needs

- ✓ Unaccompanied children
- ✓ Parents with young children
- ✓ Pregnant women
- ✓ Single women

Tools, equipment and materials required may include:

- ✓ Relevant procedure manuals
- ✓ Availability of telephone, printer, computer, internet, etc.
- ✓ Availability of data on projects and services; tariff and rates, promotional activities in place etc.

ASSESSMENT GUIDE

Form of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices.

Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations. This unit may be assessed in conjunction with all units which form part of the normal job role.

- ✓ Assessment requires evidence that the candidate:
- ✓ Complied with industry practices and procedures
- ✓ Used interactive communication with others
- ✓ Complied with occupational, health and safety practices
- ✓ Promoted public relation among others
- ✓ Complied with service manual standards
- ✓ Demonstrated familiarity with company facilities, products and services
- ✓ Applied company rules and standards
- ✓ Applied telephone ethics
- ✓ Applied correct procedure in using telephone, printer, computer, internet
- ✓ Handled customer complaints
- ✓ Depict effective communication skills

Assessment conditions

- ✓ Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- ✓ Assessment of hygienic work practices must be constantly evaluated.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>Knowledge to be developed:</p> <ul style="list-style-type: none">✓ effective customer services principles, including requirements to meet customer service needs and expectations✓ workplace products and services✓ customer service reporting procedures✓ customer service problem-resolution procedures.	<p>Skills to be developed:</p> <ul style="list-style-type: none">✓ promote products and services in a clear and direct manner✓ identify customer needs and expectations✓ resolve customer concerns and complaints by taking appropriate action, including:<ul style="list-style-type: none">• handling customer needs in a courteous, discreet and sensitive manner• addressing customer complaints and escalating where necessary✓ apply workplace procedures relating to customer feedback, including:<ul style="list-style-type: none">• customer service and continuous improvement processes• workplace customer service practices

UNIT TITLE Perform basic computer operations					
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to start up a personal computer or business computer terminal; to correctly navigate the desktop environment; and to use a range of basic functions.				
CODE	TRNCM06V2/20	LEVEL	III	CREDIT	03

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA	
1. Start computer, system information and features	1.1.	Adjust workspace, furniture and equipment to suit user ergonomic requirements	
	1.2.	Ensure work organization meets organizational and occupational health and safety (OHS) requirements for computer operation	
	1.3.	Start computer or log on according to user procedures	
	1.4.	Identify basic functions and features using system information	
	1.5.	Customize desktop configuration, if necessary, with assistance from appropriate persons	
	1.6.	Use help functions as required	
2. Organize files using basic directory and folder structures	2.1	Create folders/subfolders with suitable names	
	2.2	Save files with suitable names in appropriate folders	
	2.3	Rename and move folders/subfolders and files as required	
	2.4	Identify folder/subfolder and file attributes	
	2.5	Move folders/subfolders and files using cut and paste, and drag and drop techniques	
	2.6	Save folders/subfolders and files to appropriate media where necessary	
	2.7	Search for folders/subfolders and files using appropriate software tools	
	2.8	Restore deleted folder/subfolders and files as necessary	
3. Print information	3.1	Print information from installed printer	

	3.2 View progress of print jobs and delete as required
	3.3 Change default printer if installed and required
4. Shut down computer	4.1 Close all open applications
	4.2 Shut-down computer according to user procedures
5. Basic Microsoft Word and Excel skills	5.1. Ensure data is entered, checked and amended in accordance with organizational and task requirements, to maintain consistency of design and layout 5.2. Format spreadsheet using software functions; to adjust page and cell layout to meet information requirements, in accordance with organizational style and presentation requirements 5.3. Ensure formulae are used and tested to confirm output meets task requirements, in consultation with appropriate personnel as required 5.4. Use manuals, user documentation and online help to overcome problems with spreadsheet design and production 5.5. Format document using appropriate software functions to adjust page layout to meet information requirements, in accordance with organizational style and presentation requirements 5.6. Use system features to identify and manipulate screen display options and controls 5.7. Use manuals, user documentation and online help to overcome problems with document presentation and production

Range Statement:

This unit covers computer hardware to include personal computers used independently or within networks, related peripherals, such as printers, scanners, keyboard and mouse, and storage media such as disk drives and other forms of storage. Software used must include but not limited to word processing, spreadsheets, database and billing software packages and Internet browsing software.

Tools, equipment and materials required may include:

- ✓ Storage device
- ✓ Different software and hardware
- ✓ Personal computers system
- ✓ Laptop computer
- ✓ Printers

- ✓ Scanner
- ✓ Keyboard
- ✓ Mouse
- ✓ Disk drive /CDs, DVDs, compressed storage device

ASSESSMENT GUIDE

The assessment 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 occupational standard

Forms of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- ✓ direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate
- ✓ demonstration of techniques
- ✓ oral or written questioning to assess knowledge of computer operations and functions
- ✓ review of shortcuts created
- ✓ review of folders/subfolders created.

Critical aspects (for assessment)

Evidence of the following is essential:

- ✓ navigation and manipulation of the desktop environment within the range of assigned workplace tasks
- ✓ knowledge of organizational requirements for simple documents and filing conventions
- ✓ application of simple keyboard functions to produce documents with a degree of speed and accuracy relevant to the level of responsibility required.

Assessment conditions

- ✓ Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.
- ✓ Assessment must include direct observation of tasks.
- ✓ Where assessment of competency includes third-party evidence, individuals must provide evidence
- ✓ Assessors must verify performance evidence through questioning on skills and knowledge to ensure correct interpretation and application

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>Knowledge required:</p> <ul style="list-style-type: none">✓ Basic ergonomics of keyboard and computer use✓ Main types of computers and basic features✓ Of different operating systems✓ Main parts of a computer✓ Storage devices and basic categories of memory✓ Relevant software✓ General security and computer Viruses	<p>Skills required:</p> <ul style="list-style-type: none">✓ communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions and to receive feedback✓ problem-solving skills to solve routine problems in the workplace, while under direct supervision✓ technology skills to use equipment safely while under direction, basic keyboard and mouse skills and procedures relating to logging on and accessing a computer✓ basic typing techniques and strategies.

UNIT TITLE Perform effective workplace communication					
DESCRIPTOR	This unit addresses the need for effective communication across the workplace. It describes the ethics of communication and shows the importance of selecting the best method of communication during various situations. It also identifies the barriers to communication and explains how to overcome them. The unit also requires competency in electronic communication.				
CODE	TRNCM09V1/20	LEVEL	III	CREDIT	05

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Communicate with customers and colleagues	1.1 Proper channels and methods of communication use 1.2 Workplace interactions with customers and colleagues appropriately made 1.3 Appropriate non-verbal communication used 1.4 Appropriate lines of communication followed
2. Participate in workplace meetings and discussions	2.1 Meetings and discussions attended on time Operating and maintenance procedures of engine cooling, lubrication, and fuel, electrical, pneumatic & hydraulic 2.2 Procedures to expressing opinions and following instructions clearly followed 2.3 Questions asked and responded to effectively 2.4 Meeting and discussion outcomes interpreted and implemented correctly
3. Handle relevant work related documentation	3.1 Conditions of employment understood correctly. 3.2 Relevant information accessed from appropriate sources 3.3 Relevant data on workplace forms and other documents filled correctly 3.4 Instructions and guidelines understood and followed properly 3.5 Reporting requirements completed properly
4. Handle electronic communication	4.1 Procedures for sending emails learnt 4.2 Procedure for attaching files learnt 4.3 Basic email writes up in English demonstrated correctly

Range Statement:

As per the range of communication protocols are involved, students need to undertake the following.

- ✓ Standard communication process and protocols with clients and colleagues
- ✓ Minute taking after formal meetings and discussions
- ✓ Reporting organizational hierarchy to colleagues
- ✓ Sending electronic communication with write up and attachment

Tools, equipment and material used

Tools, equipment and materials used for this unit may include but not limited to the following.

- ✓ Computer or Laptop
- ✓ Note pads
- ✓ Pens/pencils
- ✓ Minute taking forms with formats

ASSESSMENT GUIDE**Forms of assessment**

Assessment for the unit needs to be continuous and holistic and must include real or simulated workplace activities.

Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of communicating effectively with others involved in or affected by the work. This unit may be assessed in conjunction with all and units which form part of the normal job role.

Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>Knowledge requirements:</p> <ul style="list-style-type: none">✓ Proper communication channels and methods✓ Appropriate non-verbal communications✓ Communication lines✓ Methods and techniques in participating in meetings and group discussions✓ Methods of taking notes and minutes✓ Understanding employment contract✓ Interpreting and understanding job descriptions✓ Techniques of writing emails and attaching documents	<p>Skills requirements:</p> <ul style="list-style-type: none">✓ Handling of communications among customers and colleagues✓ Following employment contractual requirements and job-related tasks✓ Undertake note taking and minutes✓ Compose and Sending emails✓ Sending attachment through emails

UNIT TITLE Operate and inspect engine and its systems					
DESCRIPTOR	This unit describes the performance outcomes required to inspect heavy vehicle engines. It is preferred that the capacity of the engine selected for developing this competency be from a heavy vehicle or should have capacity of more than 2000cc.				
CODE	TRNS03CR05V1/20	LEVEL	III	CREDIT	05

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Understand and interpret fundamentals of internal combustions engines, their parts and functions	1.1 Fundamentals of internal combustions engines, especially diesel and petrol engines 1.2 Engine cycles including two and four stroke cycles 1.3 Identification of engine parts and their functions 1.4 Engine parts of diesel and petrol engines
2. Understand and interpret various engines systems, their functions and servicing techniques.	2.1 Overview of engine systems 2.2 Operating and maintenance procedures of engine cooling, lubrication, and fuel, electrical, pneumatic & hydraulic
3. Perform all pre-operative checks and start the engine	3.1 Perform Daily Check 3.2 Ensure all pre-starting checks are performed prior to starting engine 3.3 Start the engine and undertake checks to be performed while engine is running.

Range Statement:

This section specifies work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Servicing activities to be performed on engines are follows.

- ✓ Oil level Inspect and Top-up
- ✓ Air filter inspect and Clean
- ✓ Coolant Top-up
- ✓ Battery
- ✓ Belt

Tools, equipment and material used

The following resources must be made available:

- ✓ automotive repair workplace or simulated workplace
- ✓ workplace instructions
- ✓ manufacturer engine specifications

ASSESSMENT GUIDE

Before competency can be determined, individuals must demonstrate they can perform the following according to the standards defined in this unit's elements, performance criteria, range of conditions and foundation skills:

- ✓ Inspect and service the engines of two different vehicles or machinery

Forms of assessment

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting. Assessment must include direct observation of tasks.

Critical aspects (for assessment)

Inspection need to include the following.

- ✓ identification of working principles of engines, their parts, systems
- ✓ pre- and post-service inspections for oil and fluid leaks
- ✓ analyzing abnormal engine noises
- ✓ inspecting auxiliary components.
- ✓ analyzing abnormal smoke and color of the smoke

Assessment conditions

- ✓ Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.
- ✓ Assessment must include direct observation of tasks.
- ✓ Where assessment of competency includes third-party evidence, individuals must provide evidence that links them to the engines that they have worked on, e.g. repair orders.
- ✓ Assessors must verify performance evidence through questioning on skills and knowledge to ensure correct interpretation and application.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>Knowledge requirements:</p> <ul style="list-style-type: none">✓ Identify functions of engine systems including lubrication / cooling/ fuel / pneumatic and electrical system etc.✓ Applications of engine oils and filters ancillary components, including mountings belts, pulleys and hoses✓ Proper starting techniques of vehicle engines.	<p>Skills requirements:</p> <ul style="list-style-type: none">✓ Inspect and service the engines of two different vehicles or machinery

UNIT TITLE Process financial transactions					
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to accept and process cash and other payments for products and services, and reconcile takings at the end of the service period or day.				
CODE	TRNS03CR06V1/20	LEVEL	III	CREDIT	05

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Process customer payments.	1.1 Receive, check and record cash float. 1.2 Check customer payments against sale value 1.3 Provide correct change for cash payments. 1.4 Process and record transactions according to organizational procedures. 1.5 Prepare and issue accurate receipts including all relevant tax details. 1.6 Complete transactions using appropriate software applications in line with organizational speed and customer service requirements.
2. Reconcile takings.	2.1 Balance customer payments at designated time according to organizational policy. 2.2 Separate cash floats from takings prior to balancing. 2.3 Determine point-of-sale records of customer payments. 2.4 Accurately count and calculate customer payments. 2.5 Balance cash and other payments with point-of-sale records. 2.6 Investigate or report discrepancies in the reconciliation. 2.7 Record takings according to organizational procedures. 2.8 Transport and secure cash floats, cash and other payments according to organizational security procedures.
3. Understanding the fare process.	3.1 Know how to receive fares and issue receipts or tickets 3.2 Determine the different ways of paying for fares and identify regulations and policies relating to concessionary fares. 3.3 Know how to process valid passenger tickets and passes 3.4 Know how to follow the alternative ticket procedure in case of machine failure.

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. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Tools, equipment and materials required may include:

Assessment must ensure use of:

- ✓ a real or simulated business operation where financial transactions are processed
- ✓ special equipment and software currently used are applied to process and reconcile financial transactions
- ✓ current commercial procedures and documentation for the processing of financial transactions of cash and other forms of payments are documented properly

ASSESSMENT GUIDE

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for this Occupational Standard.

Forms of assessment

Assessment for the unit needs to be continuous and holistic and must include real or simulated workplace activities.

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of opportunities for communication.

Assessment conditions

Skills must be demonstrated in an operational facility or events environment where financial transactions are processed. This can be:

- ✓ an industry workplace
- ✓ A simulated industry environment.

Assessment must ensure access to:

- ✓ point-of-sale equipment and software currently used to process and reconcile financial transactions
- ✓ current commercial procedures and documentation for the processing of financial transactions
- ✓ cash and other forms of payments
- ✓ customers from whom the individual can take payments and with whom they can interact; these can be:
- ✓ customers in an industry workplace who are assisted by the individual during the assessment process; or
- ✓ Individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organization.
- ✓ assessors must satisfy the Standards for Registered Training Organizations' requirements for assessors.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none">✓ types of financial transactions that commonly take place in a bus<ul style="list-style-type: none">➤ application of goods and services tax (GST)➤ payments include cash/cheque➤ credit card➤ electronic funds transfer at point of sale (EFTPOS)➤ deposits➤ foreign currency➤ petty cash disbursements➤ refunds➤ vouchers✓ procedures for processing and recording different types of transactions	<ul style="list-style-type: none">✓ Process at least six different financial transactions using at least three different types of financial transactions listed in the knowledge evidence to address different types of customer payments✓ process each of the above financial transactions:✓ in line with security and other relevant procedures✓ in a logical sequence✓ within customer time constraints✓ so that all customers are served effectively✓ complete reconciliations of three different work or service periods within designated timelines

UNIT TITLE Perform driving of bus and obtain license					
DESCRIPTOR	This unit involves the skills and knowledge required to drive a passenger bus safely including systematic and efficient control of all vehicle functions; monitoring of traffic and road conditions; management of vehicle condition and performance; and effective management of hazardous situations and obtain relevant Driver's License for passenger buses with capacity of more than 20 passenger seating capacity				
CODE	TRNS03CR07V1/20	LEVEL	III	CREDIT	06

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA	
1. Drive the Bus	1.1	The vehicle is started, steered, maneuvered, positioned and stopped in accordance with traffic regulations and manufacturer's instructions	
	1.2	Engine operation is maintained within the manufacturer's specified torque range and temperature through effective transmission use	
	1.3	Braking system of bus is managed and operated to ensure effective control of the coach/bus under all conditions	
	1.4	Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving	
	1.5	The bus is driven in reverse, maintaining visibility and achieving accurate positioning	
	1.6	The coach/bus is parked, shut down and secured in accordance with manufacturers specifications, traffic regulations and workplace procedures	
	1.7	Appropriate procedures are followed in the event of a driving emergency	
2. Monitor traffic and road conditions	2.1	The most efficient route of travel is taken through monitoring and anticipation of traffic flows and conditions, road standards and other factors likely to cause delays or route deviations	
	2.2	Traffic and road conditions are constantly monitored and acted upon to enable safe operation and ensure no injury to people or damage to property, equipment, loads and facilities.	

<p>3. Monitor and maintain performance of Bus</p>	<p>3.1 Vehicle performance is maintained through pre-operational inspections and checks</p> <p>3.2 Monitor and attend vehicle dashboard or operator console</p> <p>3.3 Performance and efficiency of vehicle operation is monitored during use</p> <p>3.4 Defective or irregular performance or malfunctions are repaired or reported to the appropriate authority</p> <p>3.5 Vehicle records are maintained/updated and information is processed in accordance with workplace procedures</p> <p>3.6 Dash Board Operator Console</p>
<p>4. Obtain Driving License for Buses with passenger seating capacity of more than 20.</p>	<p>4.1 Undertake Theory Exam if required</p> <p>4.2 Attend Driving Test of passenger bus with more than 20 seats</p> <p>4.3 Obtain Driving License to drive a passenger bus with more than 20 seats</p>

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.

Tools, equipment and material used

The following resources must be made available:

- ✓ A passenger bus with more than 20 seats
- ✓ workplace instructions
- ✓ vehicle specifications of the manufacturer
- ✓ Tools, equipment and materials appropriate for inspecting and servicing equipment in case of emergency

ASSESSMENT GUIDE

The assessment 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 occupational standard.

Forms of assessment

Assessment of this unit must be undertaken by a competent instructor or organization and as a minimum, assessment of knowledge must be conducted through appropriate written/oral tests.

Practical assessment must occur through appropriately simulated activities under the guidance of a qualified instructor or organization in an appropriate range of situations in the workplace

Critical aspects (for assessment)

The 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:

- ✓ the underpinning knowledge and skills
- ✓ relevant legislation and workplace procedures
- ✓ other relevant aspects of the range statement

Assessment conditions

- ✓ Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.
- ✓ Assessment must include direct observation of tasks.
- ✓ Where assessment of competency includes third-party evidence, individuals must provide evidence
- ✓ Assessors must verify performance evidence through questioning on skills and knowledge to ensure correct interpretation and application

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none">✓ Relevant road rules, regulations, permit and license requirements of the relevant Authority✓ Passenger bus controls, instruments and indicators and their use and handling procedures✓ Driving hazards and related defensive driving techniques✓ Procedures to be followed in the event of a driving emergency✓ Pre-operational checks carried out on coaches/buses and related action✓ Road navigation techniques✓ Fatigue management strategies	<ul style="list-style-type: none">✓ Comply with regulations related to safe driving of Bus✓ Perform driving skills to satisfy relevant License requirements.✓ Operate electronic communication equipment✓ Collaboratively with others when driving a bus✓ Report and/or rectify any problems, faults or malfunctions that may arise when driving a bus✓ Minimize, control or eliminate hazards while driving bus.✓ Apply fatigue management knowledge and techniques✓ Facilitate servicing of bus and its equipment in terms of maintenance schedule and standard operating procedures✓ Check and replenish fluids and carry out lubrication and cooling processes regularly.✓ Drain Pneumatic system after and before operation

UNIT TITLE Inspect and report failure of bus system					
DESCRIPTOR	This unit describes the performance outcomes required to identify failures often encountered the function and basic operation of a range of vehicle mechanical systems and components.				
CODE	TRNS03CR08V1/20	LEVEL	III	CREDIT	05

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA	
1. Locate, identify mechanical system, their functions and operating procedures how they need to be serviced	1.1	Identify various mechanical systems of vehicles such as the drive train – including the transmission, suspension and steering systems, brake system and the frame and body.	
	1.2	Understand and interpret functions and working procedures of the above systems	
	1.3	Identification of maintenance activities related to the above systems	
2. Inspect mechanical systems of vehicles.	2.1	Explain functions of the parts	
	2.2	Explain services to be performed on the systems	
3. Create a daily check list of mechanical systems and implement them.	3.1	Prepare a daily checks list for coach/bus mechanical systems	
	3.2	Perform daily inspection for the coach /bus mechanical systems	
4. Locate, identify electrical components their functions and operating procedures how they need to be serviced	4.1	Prepare a daily checks list for coach/bus electrical components.	
	4.2	Perform daily inspection for the coach /bus electrical components.	
5. Locate, identify security systems their functions and operating procedures how they need to be serviced	5.1	Prepare a daily checks list for coach/bus security systems	
	5.2	Perform daily inspection for the coach /bus security systems.	

Range Statement:

This section specifies work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

In particular, the range of mechanical systems need to include transmission, suspension and steering systems, brake system and the frame and body.

Tools, equipment and material used

- ✓ Equipment and tools and necessary for the driver in driving the vehicle

ASSESSMENT GUIDE

Before competency can be determined, individuals must demonstrate they can perform the following according to the standards defined in this unit's elements, performance criteria, range of conditions and foundation skills:

- ✓ Inspect and service the engines of two different vehicles or machinery

Forms of assessment

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting. Assessment must include direct observation of tasks.

Critical aspects (for assessment)

Inspection need to include the following.

- ✓ Identification of working principles of mechanical systems of vehicles
- ✓ pre- and post-service inspections on mechanical systems and their procedures
- ✓ analyzing abnormal mechanical system noises
- ✓ inspecting component wear of mechanical systems

Assessment conditions

- ✓ Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.
- ✓ Assessment must include direct observation of tasks.
- ✓ Where assessment of competency includes third-party evidence, individuals must provide evidence that links them to the engines that they have worked on, e.g. repair orders.
- ✓ Assessors must verify performance evidence through questioning on skills and knowledge to ensure correct interpretation and application.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>Knowledge requirements:</p> <ul style="list-style-type: none">✓ Interpret and explain functions and operating process of vehicle mechanical systems such as the transmission, suspension and steering systems, brake system and the frame and body.✓ Identify and explain functions of relevant tools and their proper use✓ Explain fundamentals of hydraulics and pneumatics system and their application and maintenance of such systems in vehicles.	<p>Skills requirements</p> <ul style="list-style-type: none">✓ Observe operation of mechanical systems such as the transmission, suspension and steering systems, brake system and the frame and body.

UNIT TITLE Operate passenger bus					
DESCRIPTOR	This unit involves the skills and knowledge required to operate a passenger coach/bus across a variety of contexts.				
CODE	TRNS03CR09V1/20	LEVEL	III	CREDIT	06

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Explain the types of bus services and their operational details	1.1 Explain single-decker bus services and its operational details 1.2 Identifying Double-decker bus and its operational details 1.3 Identifying Coach/Motor coach services and its operational details 1.4 Identifying School bus services and its operational details 1.5 Identifying Minibus and its operational details
2. Providing services for to all including passengers with special needs.	2.1 Check and confirm that the coach/bus has the correct type and amount of equipment for seating and securing passengers and wheelchairs before starting the journey. 2.2 Help passengers onto coach/bus and use passenger lifts and equipment safely. 2.3 Identify correct methods of offering and giving help to passengers with special needs and understanding the rights of disabled passengers to travel in safety and comfort. 2.4 Dealing with incidents during a journey involving passengers with special needs and taking action with safety and care if a passenger is injured or ill. 2.5 Communicating with passengers in a way that is appropriate to their needs and respond to passenger requests for information in a positive and helpful way.
3. Transportation of accompanied and unaccompanied luggage or parcel	3.1 Know how to accept and load luggage for transporting and perform safe practices when loading luggage onto coach/bus. 3.2 Understanding safe practices for distributing luggage to help unloading from coach /bus. 3.3 Understanding how to deal with damaged or problem luggage's and the regulations related to transporting particular items. 3.4 Know how to unload and handover luggage and perform safe practices when unloading

	<p>the luggage from coach /bus.</p> <p>3.5 Know how to deal with unclaimed luggage and understand how to deal with suspect packages.</p> <p>3.6 Know how to accept and load unaccompanied luggage or parcels for transporting</p> <p>3.7 Know how to unload and handover unaccompanied luggage parcels safely</p>
4. Loading and unloading passengers	<p>4.1 Know how load passengers to the coach/bus safely</p> <p>4.2 Know how unload passengers from coach/bus safely</p>

Range Statement:

This section specifies work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

In particular, the range of mechanical systems need to include transmission, suspension and steering systems, brake system and the frame and body.

Tools, equipment and material used

The following resources must be made available:

- ✓ Providing exposure to ongoing public transport systems
- ✓ Standard Operating Procedure (SOP of enterprises engaged in providing bus service to public.
- ✓ All the relevant documents and materials

ASSESSMENT GUIDE

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for this Occupational Standard.

Forms of assessment

Assessment for the unit needs to be continuous and holistic and must include real or simulated workplace activities.

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of opportunities for communication.

Assessment conditions

Skills must be demonstrated in an operational facility or events environment where bus services are provided to the public.

Critical aspects (for assessment)

The 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.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>Knowledge to be provided:</p> <ul style="list-style-type: none">✓ Fundamentals of public transport systems✓ Regulations on operating bus services✓ Types of bus services✓ Fare process and GST✓ Legal Rights of Passengers✓ Legal Rights of people with Disability✓ Process and protocols in managing luggage.	<p>Skills to be taught:</p> <ul style="list-style-type: none">✓ Effective skills to operate bus service✓ Ongoing bus services provide professional and relevant services to people with special needs✓ Safe and responsible luggage handling is provided to the clients.

UNIT TITLE Drive and obtain B1 and B2 vehicle license					
DESCRIPTOR	<p>This unit describes the performance outcomes required to develop the skills for driving B1 and B2 vehicle categories and obtain license from Transport Authority.</p> <p>B1 refers to passenger bus less than 9 while B2 refers to passenger bus with seating capacity between 10 to 20.</p>				
CODE	TRNS03CR10V1/20	LEVEL	III	CREDIT	06

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
1. Drive the vehicle and obtain license from appropriate authority	1.1. Vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations and manufacturer's instructions 1.2. Engine power is managed to ensure efficiency and performance and to minimise engine and transmission damage 1.3. Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving 1.4. The vehicle is driven in reverse, maintaining visibility and achieving accurate positioning 1.5. Vehicle lights and indicators are used in accordance with traffic regulations and manufacturer's instructions 1.6. The vehicle is parked, shut down and secured in accordance with manufacturers specifications, traffic regulations and workplace procedures 1.7. Appropriate procedures are followed and obtain license from appropriate authority	
2. Monitor traffic and road conditions	2.1 The most efficient route of travel is taken through monitoring and anticipation of traffic flows and conditions, road standards and other factors likely to cause delays or route deviations 2.2 Traffic and road conditions are constantly monitored and acted upon to enable safe operation and ensure no injury to people or damage to property, equipment, loads and facilities	
3. Monitor and maintain vehicle performance	3.1 Vehicle performance is maintained through pre-operational inspections and checks of the vehicle 3.2 Performance and efficiency of vehicle operation is monitored during use 3.3 Defective or irregular performance or malfunctions are reported to the appropriate authority 3.4 Vehicle records are maintained/updated and information is processed in accordance with workplace procedures	

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.

Type of vehicle includes:

- ✓ Bus with passenger capacity less than 9
- ✓ Bus with passenger capacity between 10 and 20.

Driving may be carried out in typical road transport situations, including:

- ✓ operations conducted at day or night
- ✓ typical weather conditions
- ✓ while at a client's workplace or work site

Vehicle handling procedures may include:

- ✓ starting a vehicle
- ✓ steering and maneuvering a vehicle
- ✓ accelerating and braking
- ✓ positioning and stopping a vehicle
- ✓ reversing a vehicle
- ✓ operating vehicle controls, instruments and indicators
- ✓ using defensive driving techniques
- ✓ managing engine performance

Pre-operational checks may include:

- ✓ visual check of vehicle
- ✓ checking and topping up of fluid levels
- ✓ checks of tire's pressures
- ✓ checks of operation of vehicle lights and indicators
- ✓ checks of brakes

Driving hazards may include (examples only):

- ✓ wet roads
- ✓ fire in vehicle
- ✓ leaking fuel
- ✓ faulty brakes
- ✓ parked vehicles on the road
- ✓ faulty steering mechanism on vehicle
- ✓ pedestrians crossing the road
- ✓ flooded sections of road
- ✓ windy sections of road

Servicing activities to be performed on engines are follows.

- ✓ Oil level Inspect and Top-up
- ✓ Air filter inspect and Clean
- ✓ Coolant Top-up
- ✓ Battery
- ✓ Belt

Tools, equipment and material used

- ✓ Equipment and tools and necessary for the driver in driving the vehicle

ASSESSMENT GUIDE

Before competency can be determined, individuals must demonstrate they can perform driving of vehicles specified in the unit according to the road rules and regulations stipulated by the relevant authorities.

Forms of assessment

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting. Assessment must include direct observation of tasks.

Critical aspects (for assessment)

The 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:

- ✓ the underpinning knowledge and skills
- ✓ relevant legislation and workplace procedures

Assessment conditions

- ✓ Competency is to be assessed at a location set by the relevant licensing authorities.
- ✓ Assessment must include direct observation of tasks. And theory exams.
- ✓ Assessors must verify performance evidence through questioning on skills and knowledge to ensure correct interpretation and application.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>Knowledge requirements:</p> <ul style="list-style-type: none">✓ Relevant road rules, regulations, permit and license requirements of the relevant authority✓ Vehicle controls, instruments and indicators and their use✓ Vehicle handling procedures✓ Driving hazards and related defensive driving techniques✓ Procedures to be followed in the event of a driving emergency✓ Engine power management and safe driving strategies✓ Efficient driving techniques✓ Pre-operational checks carried out on vehicle and related action✓ Differences between transmission types✓ Causes and effects of fatigue on drivers✓ Factors which increase fatigue-related accidents	<p>Skills requirements:</p> <ul style="list-style-type: none">✓ Communicate effectively with others when driving a vehicle✓ Read and interpret instructions, procedures, information and signs relevant to the driving of a commercial vehicle✓ Interpret and follow operational instructions and prioritize work✓ Operate electronic communication equipment to required protocol✓ Promptly report and/or rectify any identified problems, faults or malfunctions that may arise when driving a commercial vehicle.✓ Monitor and anticipate traffic hazards and take appropriate action✓ Apply fatigue management knowledge and techniques✓ Check and replenish fluids and carry out lubrication processes in the course of work activities

UNIT TITLE Comply to road rules and regulations					
DESCRIPTOR	This unit involves the skills and knowledge required for operating vehicle safely on the roads and always be compliant to the road rules and regulations of relevant authorities.				
CODE	TRNS03CR11V1/20	LEVEL	III	CREDIT	04

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA	
1. Understand and interpret rules and regulations for safe driving of vehicles on the roads.		1.1 Interpret road rules enacted from the respective institutions 1.2 Road rules relevant to driving vehicles are explained 1.3 Road signs and their meanings are explained	
2. Apply relevant regulations while driving vehicles on the roads		2.1 Current road rules applicable to driving vehicles are always observed and applied 2.2 Road signs, signals and markings are identified and complied accordingly 2.3 Purpose of road rules and traffic safety laws in ensuring safe and efficient regulation of traffic flow is interpreted and applied when driving a heavy vehicle	
3. Apply safe driving etiquettes		3.1 Requirements for safe vehicle driving are applied 3.2 Safety of pedestrians are always given priority while driving vehicles 3.3 Road safety signs are always observed and relevant actions are undertaken 3.4 Give ways to other vehicles while driving on the roads 3.5 Discipline and proper etiquettes are maintained while driving vehicles on the roads	

Range Statement:

This section specifies work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Tools, equipment and material used

- ✓ Traffic regulations of the Maldives
- ✓ Good driving skills
- ✓ Driving etiquette for vehicle drivers or operators

ASSESSMENT GUIDE

Before competency can be determined, individuals must demonstrate they can perform the following according to the standards defined in this unit's elements, performance criteria, range of conditions, underpinning knowledge and skills.

Forms of assessment

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting. Assessment must include direct observation of tasks.

Critical aspects (for assessment)

Inspection need to include the following.

- ✓ Traffic regulation of the Maldives
- ✓ Road conditions and safe driving practices
- ✓ Driving etiquette for vehicle drivers or operators

Assessment conditions

Assessment must occur in workplace operational situations in a heavy vehicle typical of that used in industry and on a variety of road conditions.

Resources for assessment must include:

- ✓ a range of relevant exercises, case studies and/or simulations
- ✓ applicable documentation including workplace procedures and regulations.
- ✓ relevant materials, tools and equipment currently used in industry
- ✓ Suitable vehicle that meets road worthiness regulations of Maldives

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>Knowledge to be developed:</p> <ul style="list-style-type: none">✓ Road rules and regulations of Maldives✓ Road signs and their meanings✓ Driving hazards and related to driving techniques✓ Pedestrian behavior of Maldivian roads✓ Driver values, emotions, limitations and personal needs including behaviors of driver.✓ Relevant road rules and traffic safety legislation including:<ul style="list-style-type: none">• driver licensing• vehicle registration• vehicle standards• fatigue management• mass, dimensions and loading management• speed compliance✓ road signs, signals and markings✓ types of driving conditions commonly encountered requiring steering operation/control.	<p>Skills to be developed:</p> <ul style="list-style-type: none">✓ Applying correct steering control techniques in a variety of driving conditions✓ Applying road rules✓ Carrying out pre-operational checks✓ Complying with appropriate regulatory and procedural requirements while driving vehicles vehicle✓ Implementing work health and safety requirements and practices when:<ul style="list-style-type: none">• conducting prestart-up checks• identifying hazards• minimizing, controlling or eliminating hazards• observing and interpreting driver behavior that may put people at risk• maintaining situational awareness• making necessary adjustments to suit driving environment• managing speed and space while driving a vehicle• maneuvering vehicle at slow speed• monitoring and anticipating traffic hazards and taking appropriate and timely action

