Component Specification

Articulated Vehicle Driving Instruction Theory

Level 6

6N0090
1. Introduction
The Further Education and Training Awards Council is the single national awarding body in further education and training in Ireland. It is responsible for determining the standards for named awards at levels 1 to 6 on the National Framework of Qualifications. All named awards are devised in line with the National Qualifications Authority of Ireland's determinations and guidelines.

2. The National Framework of Qualifications
The National Framework of Qualifications comprises 10 levels ranging from initial learning (level 1) to the most advanced levels of learning (level 10).

At each level there are one or more award types. An award type is a grouping of awards that share similar features. The National Qualifications Authority of Ireland has determined Award Type Descriptors for each award type. See www.nqai.ie. The Award Type Descriptor identifies the key strands and sub-strands of knowledge, skill and competence for that award type.

3. Guide to Level
Learning outcomes at this level include a comprehensive range of skills which may be vocationally-specific and/or of a general supervisory nature, and require detailed theoretical understanding. The outcomes also provide for a particular focus on learning skills. The outcomes relate to working in a generally autonomous way to assume design and/or management and/or administrative responsibilities. Occupations at this level would include higher craft, junior technician and supervisor.

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<thead>
<tr>
<th>Strand</th>
<th>Sub-strand</th>
<th>Nature of learning</th>
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<tbody>
<tr>
<td>Knowledge</td>
<td>Breadth</td>
<td>Specialised knowledge of a broad area</td>
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<tr>
<td></td>
<td>Kind</td>
<td>Some theoretical concepts and abstract thinking, with significant depth in some areas</td>
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<tr>
<td>Know How &amp; Skill</td>
<td>Range</td>
<td>Demonstrate a comprehensive range of specialised skills and tools</td>
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<td></td>
<td>Selectivity</td>
<td>Formulate responses to well defined abstract problems</td>
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<tr>
<td>Competence</td>
<td>Context</td>
<td>Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts</td>
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<td></td>
<td>Role</td>
<td>Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form and function within, multiple and complex heterogeneous groups.</td>
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<tr>
<td></td>
<td>Learning to Learn</td>
<td>Learn to take responsibility for own learning within a managed environment.</td>
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<tr>
<td></td>
<td>Insight</td>
<td>Express an internalised, personal world view, reflecting engagement with others.</td>
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Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI (www.nqai.ie)
4. Award Specifications
FETAC determines the standards for all awards in partnership with relevant stakeholders. This award was developed in line with the Council policy on Standards Development published in September 2005.

Standards are published in the form of Award Specifications. A Specification is devised in respect of each named award. Each Specification provides a comprehensive description of the features, characteristics and standards of the award.

ACertificate Specification is published for each named major award.

AComponent Specification is published for each named minor award. Please note that each component (i.e. minor award) is associated with one or more Certificates (i.e. major, special purpose or supplemental award). See www.fetac.ie.

ASpecific Purpose Specification is published for each special purpose award.

ASupplemental Specification is published for each supplemental award.

Standards are expressed in terms of learning outcomes, i.e. concise statements of what the learner is expected to know or be able to do in order to achieve that award.

Learning outcomes for all awards (i.e. major, special purpose, supplemental awards) are contained within the associated Component Specifications.
5. Component Details

Title Articulated Vehicle Driving Instruction Theory

Teideal as Gaeilge Feithicil Altach Teoiric Teagaisc Tiomána

Award Type Minor

Code 6N0090

Level 6

Credit Value 15

Purpose The purpose of this award is to equip the learner with the knowledge of driving regulations, legislation, procedures and skills required to instruct a learner driver in articulated vehicle driving.

The award provides credit towards the Level 6 Specific Purpose Certificate in Articulated Vehicle Driving Instruction.

Units The Learning Outcomes are grouped into the following units:

1. Driving Regulations & Legislation
2. Driving Procedures
3. Driving Skills
4. Instructing Learner Drivers

Learning Outcomes Learners will be able to:

1. Driving Regulations & Legislation
   1.1 Explain the rules of the road including legislation and regulation relevant to road use
   1.2 Explain driver testing procedures and documentation to include a driving test report form
   1.3 Explain the regulations pertaining to each of the following:
       - Provisional licence
       - L-plates
       - Certificates of competency
       - Statements of failure
       - Insurance discs
       - Tax discs
       - NCT discs
1.4 Outline the sequence of licensing that relates to articulated and articulated type vehicles

1.5 State driver testing rules on 'Representative of vehicle category' for test purposes

1.6 List the regulations covering the use of seat belts and head restraints

1.7 State the rules relating to the use of works vehicles and land tractors on a public road

1.8 Identify the following as they apply to articulated vehicles:
   - speed limits
   - stopping distances

1.9 Explain the tachograph regulations for articulated vehicles.

2 Driving Procedures

2.1 Explain road safety precepts and practices in the context of articulated vehicle driving techniques and handling vehicle controls

2.2 Outline the correct road procedures to use when driving

2.3 Explain the meaning and uses of:
   - Road markings
   - Road signs
   - Roadwork signs
   - Information signs

2.4 Describe how to deal with:
   - traffic lights
   - pedestrian crossings
   - motorways

2.5 Explain the difficulties encountered by vulnerable road users

2.6 Interpret driver hand signals, Garda signals and signals given by other road users

2.7 Identify the basic mechanical principles associated with the operation of an articulated vehicle e.g. trailer connections, suzies and cables.

3 Driving Skills

3.1 Identify issues arising around visibility and observation

3.2 Explain the influence of stopping distances and road position on driving

3.3 Identify the driving challenges associated with:
   - parking
   - overtaking
   - skidding
   - speeding
   - accidents
   - hazards awareness
   - weather conditions
   - visibility
3.4 Identify how the following affect driving:
- alertness
- night driving
- use of alcohol and drugs
- mobile phones

3.5 Explain the influence of the following on driving:
- instrument panel
- general vehicle condition
- exhaust
- fuel consumption
- brakes
- coolant
- lights
- tyres

4 Instructing Learner Drivers

4.1 Outline the syllabus for learner drivers
4.2 Identify common errors made by learner drivers
4.3 Explain the principles of adult teaching and learning
4.4 Identify a range of pedagogical approaches and techniques relevant to driving instruction
4.5 Identify appropriate techniques for assessing learner driver achievement.

Assessment

General Information
Details of FETAC's assessment requirements are set out in Assessment Guidelines for Providers.

All FETAC assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are reliable and valid but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See FETAC's Provider Guidelines for Programme Validation.

Assessment Techniques
In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.
The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See FETAC's Provider Guidelines for Programme Validation.

All learning outcomes must be assessed.

**Examination - Theory**

100%

**Description**

**Examination - Theory**

An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions.

A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge.

The Examination is set and administered through the Road Safety Authority. This is a multiple choice examination comprising 100 questions. The examination will test the candidates knowledge of: driving legislation and regulation; driving procedures and skills; instruction pedagogy.

The examination is structured in five bands. These bands comprise:

1) Driver Testing Procedures & Documentation
2) Road Safety Precepts & Practices
3) Pedagogy
4) Basic mechanics & maintenance of vehicles
5) Category specific

**Recognition of Prior Learning (RPL)**

Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider’s Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at www.fetac.ie for further information and registration details.

**Grading**

Pass 50-64%
Merit 65-79%
Distinction 80-100%

**Specific Validation Requirements**

The Road Safety Authority has statutory responsibility for the regulation of the driving instruction industry. FETAC has validated the RSA's programme as the single national programme associated with this award.

1. Learners may contact the Road Safety Authority directly and can apply to have their knowledge, skill and competence assessed by the RSA.
2. Providers can apply for approval to the RSA to deliver the
FETAC validated programme associated with this award

3 Vehicles used for the purposes of learning and assessment must meet the standards and ‘representative of vehicle category’ requirements set out by the Road Safety Authority

Supporting Documentation

1 Road Safety Authority Approved Driving Instructor: Train the Trainer programme.

Access

To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.

Transfer

Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.