**SCHEME OF WORK**

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| **Course Description**  *Tell us what you are hoping trainees will get from attending the course, detail the benefits of the course* | **To understand and comply with Drivers Hours and WTD**  **To understand the proper use of tachograph equipment and**  **To understand hazard perception, speed awareness other professional driver issues** |
| **Trainer Names and/or Qualifications Experience Required** | EDNA EXAMPLE – DQC Holder, 10+ years LGV Driving Experience, Train the Trainer Course |

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| **Timing**  *In minutes* | **Objectives/learning outcomes**  *e.g. What is the content that will be delivered. Please provide us with as much detail as possible* | **Trainer Activities**  *e.g. What will the trainer be doing to show they are learning/participating* | **Trainee Activities**  *e.g. What will the trainee be doing to show they are learning/participating* | **Resources**  *e.g. Presentation, Student Notes, Practical activity Materials* | **Location**  *e.g. Classroom, Yard, On Road, In Vehicle (please specify* | **Syllabus References**  [Click here>](https://www.gov.uk/government/publications/driver-cpc-syllabus/driver-certificate-of-professional-competence-cpc-syllabus) |
|  | Course Registration and administration prior to start of course. Identity and eligibility checks conducted. If applicable, license checks conducted for on road / practical courses. | Check all Licenses, signatures and physical likeness of trainee  Follow the Centre procedure for checking trainee’s identification. | Provide Identification  Sign attendance sheet | Registration document  pens | Classroom | **N/A** |
| **15** | Welcome and introduction  Health & safety briefing including fire evacuation procedures.  Wellbeing e.g. toilet facilities, breaks, running times of the course.  Fair Processing Notice.   Aims and Objectives of the Course Learning Agreement. Establishing pre-existing knowledge of trainees | Provide overview of course  Provide the course aims and Objectives  Describe and explain Fair Processing Notice  Facilitate the Ice Breaker session  Facilitate group exercise to define the Ground Rules for the day  Explain emphasis on participation and practical application  Describe the topics to be covered  Explain and carry out a pre-course assessment/prior knowledge exercise  Ask for any questions and explain about question and answer sessions | Listen to the overview of course  Listen to aims and objectives  Receive a copy of the FPN Take part in the ice breaker activity  Discuss and agree the ground rules  Answer and participate in the pre-course assessment/prior knowledge exercise  Ask any questions | Flip chart  Pens  FPN Notice | Classroom | **N/A** |
| **90** | Drivers hours  Establishing the rules  EU and domestic  Dealing with variations  Working time directive | Explain the WTD and Drivers Hours Rules  Facilitate discussion on trainee’s experiences  Show DVSA DVD  Explain and issue Case Study Exercise  Facilitate groups to ensure participation in case study exercise  Encourage and answer | Listen to explanation of Drivers Hours and WTD  Ask appropriate questions  Watch DVD  Participate in Case Study exercise | Handout on Drivers Hours  Driver & Vehicle Agency CD – ‘Rules on Drivers Hours and Tachographs’  Case study Papers | Classroom | **2.1** |
| **45** | Drivers Hours  Re affirming the rules, impact it has on a driver’s life | Discussion and quiz (no testing) Trainer to identify students having problems with Numeracy | Participate in discussion / complete quiz | Quiz papers / Pens | Classroom | **2.1** |
| **15** | **BREAK** | **BREAK** | **BREAK** | **BREAK** | **BREAK** | **BREAK** |
| **60** | Tachographs/Analogue and Digital  Describe what an analogue Tachograph looks like  Explain the elements of Digital Tachographs and the differences between the two systems.  To understand what is required for a manual trace on a tachograph. | To explain and cover:  Demonstration of tachographs and explanation of legal requirements. Including events, faults, downloads etc., using simulator. Included will be vehicle unit functions, pictograms, and menu. Use of printer, mixed driving, mode switches, VTC, driver cards, record keeping, roadside enforcement etc. | Participation in demonstration / activities. | Driver & Vehicle Agency CD – ‘Rules on Drivers Hours and Tachographs’ DVD content appropriate | Classroom | **2.1** |
| **20** | Summary on tachographs | Trainer to check learning outcomes have been met  Identify where “tweaks” e.g. improvements may be required  What worked well / what didn’t. | Participation / review summary on tachographs. | Feedback forms / Pens Verbal discussion | Classroom |  |
| **60** | Traffic Regulations / Highway code:  Road Safety provisions & Offences.  Highway code: Basics and refresher & recent changes. | To talk through / detail:  Verbal discussion. Interactive discussion and case studies | Interactions and discussions | PowerPoint  Handouts  Flipchart / white board | Classroom | **2.2**  **2.1**  **2.2** |
| **30** | **LUNCH** | **LUNCH** | **LUNCH** | **LUNCH** | **LUNCH** | **LUNCH** |
| **60** | Speed awareness, seatbelts and Drink aware:  Examples and explanations of speed, too slow / too fast, environment and consequences of speed  Seatbelts – Why and statistics  Drinking aware – units / effects / consequences of prescribed drugs. | Covering / explaining the topics of:  Verbal explanation, interactive discussion and case studies | Interactions and discussion | PowerPoint.  Handouts and DVD / media clips ROSPA add for drugs and driving. ROPSA ad’ seatbelts | Classroom | **2.1**  **2.2** |
| **50** | Drug Awareness / Hazard Perception:  Affects / law / processing time and consequences  Hazards – understanding hazards, recognizes them and reaction times | To explain / give verbal explanation / discussions | Participate in group chat / discussions | PowerPoint / handouts | Classroom | **3.1**  **3.4** |
| **20** | Q&A Quiz  Open forum / question form | Distribute quiz papers / initiate talk / discussion | Complete quiz / participate in group chat | Quiz paper / handouts | Classroom |  |
| **15** | Course evaluation:  Review topics covered  Review Aims and Objectives have been met / achieved  Any outstanding issues  Completion of feedback form | Group discussion / distribute feedback forms | Review / ask questions.  Complete feedback form | Feedback Form | Classroom |  |
| **420** |  |  |  |  |  |  |
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