**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 traineeFollow the Centre procedure for checking trainee’s identification. | Provide IdentificationSign attendance sheet | Registration documentpens | Classroom | **N/A** |
| **15** | Welcome and introductionHealth & 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 courseProvide the course aims and ObjectivesDescribe and explain Fair Processing NoticeFacilitate the Ice Breaker sessionFacilitate group exercise to define the Ground Rules for the dayExplain emphasis on participation and practical applicationDescribe the topics to be coveredExplain and carry out a pre-course assessment/prior knowledge exerciseAsk for any questions and explain about question and answer sessions | Listen to the overview of courseListen to aims and objectivesReceive a copy of the FPN Take part in the ice breaker activityDiscuss and agree the ground rulesAnswer and participate in the pre-course assessment/prior knowledge exerciseAsk any questions | Flip chartPensFPN Notice | Classroom | **N/A** |
| **90** | Drivers hoursEstablishing the rulesEU and domesticDealing with variationsWorking time directive | Explain the WTD and Drivers Hours RulesFacilitate discussion on trainee’s experiencesShow DVSA DVDExplain and issue Case Study ExerciseFacilitate groups to ensure participation in case study exerciseEncourage and answer | Listen to explanation of Drivers Hours and WTDAsk appropriate questionsWatch DVDParticipate in Case Study exercise | Handout on Drivers HoursDriver & Vehicle Agency CD – ‘Rules on Drivers Hours and Tachographs’Case study Papers | Classroom | **2.1** |
| **45** | Drivers HoursRe 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 likeExplain 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 metIdentify where “tweaks” e.g. improvements may be requiredWhat 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 | PowerPointHandoutsFlipchart / 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 speedSeatbelts – Why and statisticsDrinking 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 consequencesHazards – 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 QuizOpen forum / question form | Distribute quiz papers / initiate talk / discussion | Complete quiz / participate in group chat | Quiz paper / handouts | Classroom |  |
| **15** | Course evaluation:Review topics coveredReview Aims and Objectives have been met / achievedAny outstanding issuesCompletion of feedback form | Group discussion / distribute feedback forms | Review / ask questions.Complete feedback form | Feedback Form | Classroom |  |
| **420** |  |  |  |  |  |  |
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