

# JAUPT Appraisal Criteria Course Application

April 2021  
V0.8

## 1. Introduction

The criteria laid out in this document will be checked against the 'Course Application Form', Trainer Evidence, Course Summary and, if required, training materials e.g. DVDs, presentation material etc. This is to ensure the requirements have been met and provide standardisation in the way in which course applications are assessed.

The criteria are underpinned by the Vehicle Drivers (Certificates of Professional Competence) Regulations 2007 (as amended) for Driver CPC in Great Britain and Northern Ireland.

## 2. The Course Application Form

Relevant application forms, guidance and examples can be downloaded from <https://www.gov.uk/guidance/set-up-a-driver-cpc-training-centre>

### Page One

This page will confirm:

- **1.1** The name of the approved centre, which should match that displayed on the Centre Approval Certificate
- **1.2** The approved centre number, which should match that displayed on the Centre Approval Certificate e.g. ACXXXXX
- **1.3** The course title should be short, concise and describe the subject of the course.

This is particularly important where a course has approval or certification from another body, and so meets requirements for another syllabus.

For Driver CPC purposes, any course submitted for approval should be titled appropriately to reflect its relevance to Driver CPC and not any other award or qualification. This might mean that such a course could have two titles, one for Driver CPC periodic training and another for the other approval.

**Please note that if the course is a modular course, it MUST contain the word 'module' or 'modular' within the title.**

- **1.4** The proposed start date is an **indication** of when the centre would like the approval period to start. **This cannot be guaranteed and JAUPT cannot be held responsible, should the approval period start after the date requested. If this has passed or is blank the approval date should begin the next working day.**
- **1.5** The course number **may** change if there is a change to:
  - The Learning Outcomes
  - Course Content
  - Sector

### Application for Driver CPC Course Approval

#### Section 1: Approved Centre Details

1.1 Name of approved centre:	<input type="text"/>
1.2 Centre approval number (if known):	<input type="text"/>
1.3 Proposed name of course:	<input type="text"/>
1.4 Proposed approval start date:	<input type="text"/>

**Please note:**  
Complete and valid course applications will be processed within 15 working days, if the application requires additional information it will be 30 working days. Where we are unable to process an application due to it being incomplete or invalid (despite requesting additional information) within the 30-working day period, the application may be refused.

All approval documentation will be sent to the person responsible for Driver CPC at the approved centre.

1.5 Has this course been previously approved?  Yes  No

If Yes - what was the course number?

If the course is modular how many 3.5-hour modules are you submitting?

A course is approved for 12 months, any training delivered before the approval start date or after the expiry date will not count towards Driver CPC.

JAUPT will send a courtesy reminder when the course is due to expire and a further notification once the course has expired. Once expired, the course cannot be delivered as periodic training.

- Additional 3.5-hour module (applicable to modular courses only)
- Removal of 3.5-hour module (application to modular courses only)

A name change does not necessarily constitute a change in course number. This only applies if there is a change of content, sector etc.

## Page Two

This page will confirm:

- **2.1** The sector will assist in determining whether the content of the course is suitable to the trainees attending for Driver CPC periodic training purposes.
- **2.2** The training location will enable you to understand where the course is taking place. If the course has a practical element the centre needs to provide detail on the course summary as to how this will be managed.
- **2.3** If the course is partially delivered as e-learning you need to ensure it meets the requirements detailed in section 3.5
- **2.4** All courses must be at least, 7 hours in length. Advise checking with the centre if the course is more than 7 hours e.g. 14 or 35 hours to break it down into multiple courses e.g. 2 or 5 courses.
- **2.5** There is no legislative/regulatory requirement on the ratio. However, this will provide information as to if the course will be effectively managed to ensure the minimum attendance requirement of 7 hours is met.
- **2.6** If this is blank you do not need to go back to the centre. However, if you discover through appraising the course summary this is clearly linked to another qualification this should be queried.
- **2.7** The completion of the syllabus tick boxes is a critical part of an application as it allows JAUP to understand what parts of the syllabus the course relates to.

You will need to check that the centre has correctly completed the syllabus subject area tick boxes against the content and syllabus reference numbers on the course summary to ensure they match. Where 1.4, 1.6 or 3.1 of the subject areas are checked (either with other subject areas or in isolation) the content (course summary) should be reviewed **BEFORE** taking payment as some courses, known to us are not suitable for periodic training and it would be poor customer service to process it.

**Section 2: Course details**

2.1 Sector(s) to which this course is to be delivered:  LGV  PCV

2.2 Training delivery:  On Road / In Vehicle  Yard / Outside Area  
 Classroom

2.3 Is there an E-learning element to the course (Yes/No)    
If yes, this should be included within the total length of the course below in 2.4   
A 7-hour course can be split into two parts over two consecutive days i.e. equally into 3.5 sessions or two hours E-learning on one day and five hours classroom training the next.

2.4 Total length of course (in hours)

2.5 What is the anticipated driver/trainer ratio for this course?

2.6 If this course is intended for delivery as part of another programme or qualification, please provide details:

2.7 Subject area of the course (tick all that apply):

The numbers below are syllabus reference numbers as stated within the European Directive 2003/59 EC.

<input type="checkbox"/> 1.1 Vehicle Systems (Transmission System)	<input type="checkbox"/> 2.3 Regulations for Carriage of Passengers(PCV)
<input type="checkbox"/> 1.2 Vehicle Systems (Safety Controls)	<input type="checkbox"/> 3.1 Health, Safety and Emergencies
<input type="checkbox"/> 1.3 Safe and Fuel-Efficient Driving	<input type="checkbox"/> 3.2 Prevention of Criminality and Trafficking
<input type="checkbox"/> 1.3.a Managing Risks	<input type="checkbox"/> 3.3 Personal Health and Wellbeing
<input type="checkbox"/> 1.4 Loading/Unloading (LGV)	<input type="checkbox"/> 3.4 Physical/Mental Health and Wellbeing
<input type="checkbox"/> 1.5 Customer Service / Disability Awareness(PCV)	<input type="checkbox"/> 3.5 First Aid
<input type="checkbox"/> 1.6 Loading/Unloading (PCV)	<input type="checkbox"/> 3.6 Professional Driver and Company Issues
<input type="checkbox"/> 2.1 Legislation (Including Drivers Hours, Rules and Regulations and the Working Time Directive)	<input type="checkbox"/> 3.7 Economic Environment for Carriage of Goods (LGV)
<input type="checkbox"/> 2.2 Regulations for Carriage of Goods (LGV)	<input type="checkbox"/> 3.8 Economic Environment for Carriage of Goods (PCV)

- **2.8.1** A course summary **must** be provided with the application. Further information can be found on “Appraisal of Course Summary”
- **2.8.2** Aims and Objectives\* of the course are required to assist in understanding the course learning outcomes and assessing if it meets the Level 2 requirement (see explanation 3.3 - Level 2 training)

*\*Aim = A desired outcome e.g. To provide up-to-date legislative information on Tachographs*

*\*Objective = How you are going to achieve the aim? Describe why we need Tachographs. Demonstrate how to use them and provide information of the rules around them and examples of what happens if they are breached.*

- **2.8.3** A trainer must be able to demonstrate that they have the appropriate subject matter expertise and relevant experience to deliver a specific Driver CPC periodic training course.

Their full name, driving licence number and specific evidence must be provided for each trainer delivering the course.

**The trainer evidence must be cross referenced with the content of the course or specific module(s) and the syllabus references (in 2.7 of the application form) to ensure the trainer has the appropriate subject matter expertise.**

**Only trainers submitted with the application can deliver the course.**

If the trainer evidence has been submitted previously, we still require the above evidence. For further information see “Appraisal of Trainer Evidence”.

## 2.8 Course delivery

**2.8.1** Please provide details of the training programme for this specific course in the form of a course summary. Please refer to the course summary example which can be found at: [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/224196/driver-cpc-course-summary-example.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/224196/driver-cpc-course-summary-example.pdf)

**2.8.2** Please provide the aims and objectives (i.e. learning outcomes) for this specific course:

Aims:

Objectives:

**2.8.3** Please provide the following trainer(s) details, as only named/registered trainer(s) can deliver this course or the modules within it:

- Full name
- Driving Licence details
- Evidence of qualifications and/or experience of training delivery skills
- Evidence of subject knowledge or qualifications, for each subject area as listed above in 2.7
- If registered on a Voluntary Register, which one?

If you have submitted trainer evidence previously and there is no change to the trainer's skills and knowledge we can use our records to confirm the trainer meets the requirement of the directive. To

**Page Four**

- **3.1** If a centre wishes to publish the course on the JAUPT website it offers them two key benefits:
  1. Increased publicity – very important for commercial training providers
  2. Validation of the approved course

Not every centre wants to publicise, therefore, it s up to the centre to inform us of what they want.

- **4.1** This section is about payments. If the centre has paid the appropriate fee this does not have any impact on the appraisal process of the application. This is because the application is not referred for appraisal until the payment has been received and confirmed.
- **4.2** This section provides a checklist to the centre to ensure they have included all required information including reading and understand the confirmatory statements within the centre’s approved application. If this box is not ticked, you must ask the centre for confirmation in writing.

**Section 3: Publication**

3.1 Would you like this course to be publicised on [gov.uk](http://gov.uk) website?  Yes  No

**Section 4: Payment**

**4.1** Payment of the current fee is accepted via the methods below and should be made within 5 working days of application receipt by JAUPT. Payment for modular courses must be rounded up to the nearest full hour.

Cheque (Cheques should be made payable to DVSA)

Credit / Debit card

[BACS](#) Please use the following bank details for BACS payment:

Bank Name: Nat West  
Sort Code: 60-70-80  
Account Number: 10004440

Please ensure your remittance advice is included.

Name:

Position:

Date:

### 3. Course Summary

A course summary can come in various formats, but usually they look like the examples below:

#### COURSE SUMMARY

<b>Course Description</b> Tell us what you are hoping trainees will get from attending the course, detail the benefits of the course.						
<b>Trainer Names and/or Qualifications Experience Required</b>						
<b>Timing</b> <small>In minutes</small>	<b>Objectives/learning outcomes</b> <small>e.g. What is the content that will be delivered? Please provide us with as much detail as possible.</small>	<b>Trainer Activities</b> <small>e.g. What will the trainer be doing to show they are learning/participating?</small>	<b>Trainee Activities</b> <small>e.g. What will the trainee be doing to show they are learning/participating?</small>	<b>Resources</b> <small>e.g. Presentation, Slides/Notes, Practical activity Materials</small>	<b>Location</b> <small>e.g. Classroom, Yard, On Road, in Vehicle (please specify)</small>	<b>Syllabus References</b> <small>Click here</small>
15	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK
30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
15	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK

Course Summary						
Name of course:						
Number of trainees:						
Session No.	Timings (Minutes)	Content	Delivery Method	Resources (DVD Titles/ Vehicle Details)	Location	Driver CPC Syllabus Reference
	Prior to start of Course	Identify and Licence Checks, Course Administration – including completion of registration form.				
1						
2						
3						
4						
Comfort Break						
5						
6						
7						
8						
9						
Lunch Break						
10						
11						
12						
Comfort Break						
13						
14						
15						

The course summary needs to provide you with a good level of detail to enable you to understand the content being delivered, how it is being managed and provide assurances that it meets the requirements of periodic training. Where this does not provide this level of information you can request a more detailed summary, and, if required supporting materials such as presentation material.

#### 3.1 Training Time

All courses must be **at least**, 7 hours in length. You will need to ensure that the total training time\* adds up to the course length indicated on the application form e.g. 420 minutes. If it does not meet the requirement the centre must resubmit the course summary showing correct timings.

\* The following **cannot** be counted as training time:

- ID and Licence checks
- Administration or Registration

- Eyesight checks
- Comfort breaks
- Lunch breaks
- Examinations
- Formal tests e.g. pass/fail element or a test where the group do not get sight of answers and that are not reviewed as a group

### 3.2 Introduction

It is good practice to deliver an introduction of the course of no more than 30 minutes which contains:

- Introduction to the Trainer
- 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

The introduction should be broken down on the course summary to show what is being delivered. If the introduction is longer than 30 minutes you will need confirmation as to why this is and assess if this is a suitable period for the content being delivered.

### 3.3 Level 2 Training

All periodic training must be pitched at level two or above. To assess if the course content meets this requirement you will need to review it against the aims and objectives.

#### What is Level 2?

A Level 2 involves applying knowledge to a range of varied work activities, which may be performed in a variety of different contexts in collaboration with others or autonomously. The design and delivery of Driver CPC periodic training courses must, therefore, include the knowledge and understanding that is needed to underpin the performance standards or competency required for a particular work activity. For example, we expect to see outcomes for periodic training courses that state that drivers will, after completion, be able to, 'explain.....; explain how.....; describe.....; recognise.....; describe how.....; identify.....; decide.'

### 3.4 The Course Content

You must determine whether the content of the training course is suitable for Driver CPC periodic training – this where Directive 2003/59 needs to be referred to. In the Directive the syllabus or list of subjects (**Annex 1**) are described and the course content must link to one or more of the list of subjects in the context of LGV and/or PCV. There are some courses that through Quality Assurance visits are not suitable for DCPC or require scrutiny. (**Annex 2**)

### 3.5 E-Learning

E-learning, or electronic learning, is the delivery of independent training through digital devices such as computers or tablets that can be completed outside of the classroom. Not to be confused with remote training.

E-learning is limited to a maximum of two hours per seven-hour course with the other five hours being delivered in a classroom setting. Drivers attending the course can access this E-learning prior to or during attending the classroom training but **not after**.

A 7-hour course can be split into two parts over two consecutive days i.e. equally into 3.5-hour sessions or two hours E-learning and five hours classroom training.

A driver must not exceed 10 hours of E-learning as part of their 35 hours.

For modular courses, a maximum of 2 hours e-learning can be delivered per 7-hour course.

To deliver training this way the centre will need to ensure that:

- The standard of training is the same level as classroom-based training i.e. at least a level 2 vocational qualification.
- The subject matter is suitable for e-learning and can be delivered effectively through a digital device
- Drivers are provided with joining instructions for e-learning elements if completed outside of the classroom environment
- E-learning is followed by a classroom session to recap and check completion
- They can verify that the driver has completed the e-learning element
- They are able to evidence the duration and completion of the e-learning including start/finish times e.g. on the attendance register
- They can evidence that the driver has participated, retaining evidence of this for audit purposes
- Attendance records are maintained
- There are on-site facilities for those drivers who do not have their own equipment of sufficiently high specification to undertake the training
- The course summary clearly identifies the e-learning element, they may want to have contingency for the same content to be delivered in the classroom if necessary
- Copies of the e-learning training package is included with other course documentation when submitted for approval

### **3.6 Training Delivery Methods**

Typically, courses are supported by presentations and demonstrations where the trainer has control over the learners. To ensure, the training is as effective, engaging and as interactive as possible we expect a variety of delivery methods to be included.

Delivery methods could include but are not exhaustive to:

- Role-play
- Team Tasks – practical indoor or outdoor tasks
- Case studies
- Experience sharing
- Group discussions
- DVDs
- Computer Simulators (usually used in tachograph analysis)

Where JAAPT understands a course may lack interaction with the trainees e.g. 7 hours presentation we will seek clarification and give the centre an opportunity to amend the course to make it more engaging/interactive.

### **3.7 Training Resources**

Resources are the tools, hardware or equipment etc. that the trainer may use in the delivery of the course. A course summary will detail the resources used in the delivery of the training, but these may change on the day and this is acceptable providing the resources are appropriate, relevant and enhance the learning experience.

When appraising the application, you will need to use your judgement as to whether the resources used are:

- Appropriate for the subject's being taught
- Appropriate for a Government Approved Course e.g. politically correct
- Sufficient in numbers or size for the number of trainees on the course e.g. vehicle

As part of this the centre must include titles of products used e.g. CPR – British Heart Foundation.

Where the resource is unknown, and you may need further assurance of content, you can request copies of it e.g. DVD, presentation etc.

E-Learning can be used as a resource providing it does not impact the trainer contact time.

### **3.8 Practical Courses**

We require the centre to detail how they will manage the practical training to ensure that all drivers are engaged in the session, receive a minimum of 7 hours contact time and are included. We expect this detail to be included on the course summary and where this is not included, we should go back to the centre and request a revised version.

For example, a centre may choose to use more than one trainer during a course – this allows for the additional trainer(s) to act as another trainer or facilitator providing further support in the delivery of the training course.

#### **3.8.1 On-Road Training**

On-road training can be delivered but the course summary should clearly show what activities the trainer and trainee are undertaking to assure us training is being delivered (observing and assessment should be minimal) and sample routes (usually in the form of a map or route planner format) must be provided to allow us to assess if the route is suitable for the content being delivered. It is unlikely that Driver Assessor and Driver Mentor courses will be approved.

Other factors to take into consideration are:

- How much driving time will each trainee receive?
- What training will the non-driving trainees be undertaking?
- Will all the trainees be able to hear the trainer and have direct contact time with the trainer(s) throughout?
- The minimal category of vehicle being used
- The vehicle being used is appropriate for the training
- How will the trainer ensure knowledge retention?

“A day at work” - in other words on-the-job training are less structured courses as they are determined to some extent by the loads and destination that the driver must complete on the day. This type of course would need further assurances of:

- How the trainer will ensure that a minimum of 7 hours training is delivered
- How the trainer will ensure that the training is made a priority

### **3.9 Evaluation of Training (usually does not exceed 30 minutes)**

It is good practice to provide trainees with the opportunity to evaluate the effectiveness of a course which can be used by the centre to determine:

- If the learning outcomes have been met
- Where “tweaks” e.g. improvements may be required
- What works well
- Where significant changes are required at the next application stage

### **3.10 Previous Quality Assurance Reports**

If you have established that the course has been previously approved, you will need to see if a Quality Assurance visit has been conducted. By reading vital information in the report and checking the corrective action submitted you will be able to identify any areas of concern that you may need to take into consideration when appraising the course.

You should ensure you take the information provided via the Corrective System (CARS) into consideration. You should also take the timelines of response into account e.g. if a corrective action has not been provided for 15 working days and we have chased twice we should not be processing the application for recommendation of approval

Any corrective action provided at appraisal stage should be recorded in CARS.

### **3.11 Appraisal of Trainer Evidence**

Courses are approved subject to suitable trainers delivering the course. Centres can introduce new trainers throughout the course approval year but must inform JAAPT and supply appropriate evidence.

If a centre has submitted trainer evidence for a specific course previously and there is **no change** to the course content and trainer’s skills and knowledge, we can use our records to confirm the trainer meets the requirement of the directive. You will need to use the name of the trainer delivering the course and their driving licence number or another form of information e.g. date of birth to verify this information.

Please note that if information held by JAAPT does not meet the requirements of the Directive JAAPT you must request additional information for that trainer.

Although there is no set list of acceptable qualifications the [‘DCPC Trainer Guidance’](#) provides guidance and examples of the types of training/teaching qualifications and subject matter qualifications that are considered acceptable.

#### **3.11.1 Certification/Experience of Teaching Methods**

Evidence of the trainer’s teaching qualifications must be submitted with the course application. If a trainer does not have a formal qualification, a centre can provide written assurance of the trainer’s competence by detailing how they have gained their experience and knowledge of delivering training. This statement should assure DVSA/DVA that a trainer has both sound knowledge of teaching methods and experience of teaching.

#### **3.11.2 Certification/Experience of Subject Knowledge**

Specific evidence of the trainer’s knowledge of the course they will deliver must be submitted with the course application form i.e. training, experience and qualifications. If a trainer does not have formal qualifications, a centre can provide written assurance of the trainer’s subject knowledge, by detailing how they have gained their experience and knowledge of the specific content of the course. This statement should assure DVSA/DVA that a trainer has sound knowledge and subject matter expertise.

## Appendix 1

# 1. Advanced training in rational driving based on safety regulations

## All licences

### 1.1. To know the characteristics of the transmission system in order to make the best possible use of it

Curves relating to torque, power, and specific consumption of an engine, area of optimum use of revolution counter, gearbox-ratio cover diagrams.

### 1.2 To know the technical characteristics and operation of the safety controls in order to control the vehicle, minimise wear and tear, and prevent malfunctioning

Limits to the use of brakes and retarder, combined use of brakes and retarder, making better use of speed and gear ratio, making use of vehicle inertia, using ways of slowing down and braking on downhill stretches, action in the event of failure, use of electronic and mechanical devices such as Electronic Stability Program (ESP), Advanced Emergency Braking Systems (AEBS), Anti-Lock Braking System (ABS), traction control systems (TCS) and in vehicle monitoring systems (IVMS) and other, approved for use, driver assistance or automation devices.

### 1.3. Ability to optimise fuel consumption

Optimisation of fuel consumption by applying know-how as regards points 1.1 and 1.2, importance of anticipating traffic flow, appropriate distance to other vehicles and use of the vehicle's momentum, steady speed, smooth driving style and appropriate tyre pressure, and familiarity with intelligent transport systems that improve driving efficiency and assist in route planning.

#### 1.3.a. Ability to anticipate, assess and adapt to risks in traffic

To be aware of and adapt to different road, traffic and weather conditions, anticipate forthcoming events; to understand how to prepare and plan a journey during abnormal weather conditions; to be familiar with the use of related safety equipment and to understand when a journey has to be postponed or cancelled due to extreme weather conditions; to adapt to the risks of traffic, including dangerous behaviour in traffic or distracted driving (through the use of electronic devices, eating, drinking, etc.); to recognise and adapt to dangerous situations and to be able to cope with stress deriving therefrom, in particular related to size and weight of the vehicles and vulnerable road users, such as pedestrians, cyclists and powered two wheelers.

To identify possible hazardous situations and properly interpret how these potentially hazardous situations may turn into situations where crashes can no longer be averted and selecting and implementing actions that increase the safety margins to such an extent that a crash can still be averted in case the potential hazards should occur.

## Licences C, C+E, C1, C1+E

### 1.4. Ability to load the vehicle with due regard for safety rules and proper vehicle use

Forces affecting vehicles in motion, use of gearbox ratios according to vehicle load and road profile, use of automatic transmission systems, calculation of payload of vehicle or assembly, calculation of total volume, load distribution, consequences of overloading the axle, vehicle stability and centre of gravity, types of packaging and pallets.

Main categories of goods needing securing, clamping and securing techniques, use of securing straps, checking of securing devices, use of handling equipment, placing and removal of tarpaulins.

## Licences D, D+E, D1, D1+E

### 1.5. Ability to ensure passenger comfort and safety

Adjusting longitudinal and sideways movements, road sharing, position on the road, smooth braking, overhang operation, using specific infrastructures (public areas, dedicated lanes), managing conflicts between safe driving and other roles as a driver, interacting with passengers, specificities of certain groups of passengers (disabled

persons, children).

### **1.6. Ability to load the vehicle with due regard for safety rules and proper vehicle use**

Forces affecting vehicles in motion, use of gearbox-ratios according to vehicle load and road profile, use of automatic transmission systems, calculation of payload of vehicle or assembly, load distribution, consequences of overloading the axle, vehicle stability and centre of gravity.

## **2. Application of regulations**

### **All licences**

#### **2.1. To know the social environment of road transport and the rules governing it**

Maximum working periods specific to the transport industry; principles, application and consequences of Regulations (EC) No 561/2006 and (EU) No 165/2014 of the European Parliament and of the Council; penalties for failure to use, improper use of and tampering with the tachograph; knowledge of the social environment of road transport: rights and duties of drivers as regards initial qualification and periodic training.

**Licences C, C+E, C1, C1+E**

#### **2.2. To know the regulations governing the carriage of goods**

Transport operating licences, documents to be carried in the vehicle, bans on using certain roads, road-use fees, obligations under standard contracts for the carriage of goods, drafting of documents which form the transport contract, international transport permits, obligations under the Convention on the Contract for the International Carriage of Goods by Road, drafting of the international consignment note, crossing borders, freight forwarders, special documents accompanying goods.

**Licences D, D+E, D1, D1+E**

#### **2.3. To know the regulations governing the carriage of passengers**

Carriage of specific groups of passengers, safety equipment on board buses, safety belts, vehicle load.

## **3. Health, road and environmental safety, service, logistics**

### **All licences**

#### **3.1. To make drivers aware of the risks of the road and of accidents at work**

Types of accidents at work in the transport sector, road accident statistics, involvement of lorries/coaches, human, material and financial consequences.

#### **3.2. Ability to prevent criminality and trafficking in illegal immigrants**

General information, implications for drivers, preventive measures, check list, legislation on transport operator liability.

#### **3.3. Ability to prevent physical risks**

Ergonomic principles; movements and postures which pose a risk, physical fitness, handling exercises, personal protection.

#### **3.4. Awareness of the importance of physical and mental ability**

Principles of healthy, balanced eating, effects of alcohol, drugs or any other substance likely to affect behaviour, symptoms, causes, effects of fatigue and stress, fundamental role of the basic work/rest cycle.

### **3.5. Ability to assess emergency situations**

Behaviour in an emergency situation: assessment of the situation, avoiding complications of an accident, summoning assistance, assisting casualties and giving first aid, reaction in the event of fire, evacuation of occupants of a lorry/bus passengers, ensuring the safety of all passengers, reaction in the event of aggression; basic principles for the drafting of an accident report.

### **3.6. Ability to adopt behaviour to help enhance the image of the company:**

Behaviour of the driver and company image: importance for the company of the standard of service provided by the driver, the roles of the driver, people with whom the driver will be dealing, vehicle maintenance, work organisation, commercial and financial effects of a dispute.

**Licences C, C+E, C1, C1+E**

### **3.7. To know the economic environment of road haulage and the organisation of the market**

Road transport in relation to other modes of transport (competition, shippers), different road transport activities (transport for hire or reward, own account, auxiliary transport activities), organisation of the main types of transport company and auxiliary transport activities, different transport specialisations (road tanker, controlled temperature, dangerous goods, animal transport, etc), changes in the industry (diversification of services provided, rail-road, subcontracting, etc).

**Licences D, D+E, D1, D1+E**

### **3.8. To know the economic environment of the carriage of passengers by road and the organisation of the market**

Carriage of passengers by road in relation to other modes of passenger transport (rail, private car), different activities involving the carriage of passengers by road, disability awareness, crossing borders (international transport), organisation of the main types of companies for the carriage of passengers by road.

## **Annex 2 – Potentially Unsuitable Course Content**

### **Health and Safety Courses**

IOSH courses are unsuitable for Driver CPC periodic training as only a minority of the course can be clearly linked to transport. Some sections of the course do not provide a sufficient link to the syllabus such as hand tools, electricity, the environment, organisational safety hazard spotting which are nearly always office and warehouse related. It is unlikely these courses will be approved.

### **Construction (Building) Courses**

In Northern Ireland there is a course called “CSR” (Construction Skill Register) and in Great Britain there is equivalent course called CSCS (Construction Skills Certification Scheme); both of which are not transport specific.

These courses are designed to provide building/construction workers with training that allows them to gain a qualification to allowing them to enter a building site. It is unlikely these courses will be approved.

### **Terrorism Courses**

When we appraise these courses, we **MUST** ensure that the course links to 3.2 of the syllabus and is transport contextualised. To enable us to assess the suitability of the content we will need supporting documentation e.g. presentation material.

You must also check where the course is going to be delivered as Northern Ireland and Great Britain have different legislation around terror and the laws. This may mean the content needs to be amended to reflect this.

### **Security Awareness**

Courses which focus on security of the vehicle, load and driver may be suitable for periodic training. However, it is unlikely that some security courses such as aviation will be approved.

### **Forklift Truck**

Courses heavily focused on operating a forklift will not be approved. However, a small amount of forklift truck content can be included within the content if it focuses on the loading/unloading of a vehicle as a driver (not a warehouse operative).

## **Lorry Loader/MHE**

A Lorry Loader course which is approved by an awarding body such as ALLMI needs to be scrutinized to ensure that they include content on the lorry itself not just the equipment for the purposes of periodic training.

For example, a daily vehicle check for the vehicle should be included and safe stowage of the stabiliser legs and content delivered on the crane should be discussed in context of driving the vehicle on the road. Content around loading the vehicle should cover vehicle weight plates, MAM and load distribution on the vehicle, not purely focus on the crane load capacity.

To assess the suitability of the content you should request presentation material.

## **Transport Manager/O Licence**

Whilst there are some elements of the Transport Manager qualification that may be suitable for periodic training some aspects should not be included within the course. Whilst not an exhaustive list some aspects are listed below:

- Business Taxation
- Organisation Structure
- Marketing
- Finances
- Recruitment
- Industrial Relations

## **Animals and Food Stuffs**

Course relating to food stuffs e.g. Milk

The course should focus on the transport of the product under ATP and could include the following:

- preserving the quality of perishable foodstuffs during their transport - i.e. are the goods insulated, refrigerated, mechanically refrigerated or heated as appropriate?
- the special transport equipment required
- checking that insulation is appropriate and intact
- distinguishing marks to be affixed to the special equipment
- the equipment and temperature conditions for deep-frozen and frozen foodstuffs

Course covering the transport of animals may include:

- route planning
- checks to ensure animals are fit to travel and carrying out checks
- loading and unloading facilities and their construction and maintenance
- what may injure, scare or cause the animal to suffer
- floor space and height allowance
- feeding and water requirements
- maximum journey times, rest periods
- using Sat Nav
- ventilation and temperature
- transport documentation
- journey logs
- transporting in extreme temperatures

## Carriage of Dangerous Goods

The Driver CPC syllabus and ADR syllabus are separate, and we do not take into the consideration of ADR when appraising Driver CPC.

The course can only be approved for **LGV only**.

The ADR qualification is divided into four different sections:

- 1. Core (Mandatory ADR module)**
  - a. Overview of different hazard classes
  - b. Regulations governing carriage of dangerous goods
  - c. Load Restrictions
  - d. PPE and different safety equipment
  - e. Emergency Aid
  - f. Vehicle Markings (Hazard Class signs)
- 2. Packages (Excludes Class 7 – Radioactive Materials)**
  - a. Types of packages (drums etc.)
  - b. Labelling of such packages
- 3. Tankers**
  - a. Loading and unloading of different tankers
  - b. Loading levels
  - c. Vehicle roll over and static electricity
  - d. Tanker class hazard signs
- 4. Classes**
  - a. The different hazard classes

Core and Packages are generally acceptable for Driver CPC; however, more care and consideration will need to be taken for Tankers and Classes due to the content which is provided.

### Tank Types

There are four different tank types which include:

1. Portable Tanks
2. Fixed Tanks
3. Fibre Reinforced Tanks
4. Vacuum Operated Waste Tanks

### **Joint LGV and PCV Courses**

There are some subject areas that are significantly different for LGV and PCV drivers. Where courses have been applied for both LGV and PCV drivers and where we consider the content to be different for both sectors we will ask the centre to explain how they will manage the course to ensure that all drivers receive the required hours of training.

The most significantly different subjects include:

Subject area	Differences between LGV and PCV
Vehicle checks	Although there are some commonalities such as tyres, lights, windscreens, mirrors etc. there are significant differences. These include: For bus/coach <ul style="list-style-type: none"><li>• Passenger seat belts (up to 120)</li><li>• Buzzers to indicate stop requests from passengers</li><li>• First Aid kits</li><li>• Fire extinguishers</li><li>• Disabled access and other equipment</li></ul>

Subject area	Differences between LGV and PCV
	<ul style="list-style-type: none"> <li>• Emergency exits – including door warning equipment</li> <li>• Window hammers</li> <li>• Wheelchair stickers</li> <li>• Floor damage</li> <li>• Security of load – luggage, wheelchairs and overhead lockers</li> </ul> <p>For Lorry</p> <ul style="list-style-type: none"> <li>• Trailer connections i.e. 5<sup>th</sup> wheel and its safety clip, and air and electrical connections etc for articulated vehicles</li> <li>• Security of load – restraining devices</li> <li>• Tail lifts</li> <li>• Rear reflective markers</li> <li>• Trailer brakes</li> <li>• Specialised auxiliary equipment. For example Power Take Off (PTO) devices for tippers</li> <li>• Vehicle mounted Mechanical Handling Equipment (MHE)</li> <li>• Integrity of curtains on curtain sider</li> <li>• Container locking equipment</li> <li>• Trailer ride height</li> <li>• Tag/lift axle devices</li> </ul>
Vehicle Loading/Unloading	<p>The common areas include: gross vehicle weights, axle weights, tare weights ensuring that vehicles is loaded within its legal limits.</p> <p>PCV loading/unloading specifics include:</p> <ul style="list-style-type: none"> <li>• Personal belongings – luggage, wheelchairs, pushchairs etc.</li> <li>• Safe embarkation/disembarkation of passengers</li> <li>• Use of seat belts</li> <li>• Disabled access equipment to aid embarkation/disembarkation</li> </ul> <p>LGV loading/unloading specifics include:</p> <ul style="list-style-type: none"> <li>• Utilisation of the optimum loading point</li> <li>• Calculation of the load applied to each axle</li> <li>• Restraint equipment i.e. straps, rope, chains, tarpaulins, bars, chocks, load spreaders, ballast pallets, friction devices</li> <li>• Load distribution</li> <li>• Overhanging loads</li> <li>• Oversize loads</li> <li>• Marking of dangerous goods</li> <li>• Security of load, netting, sheeting etc.</li> <li>• Integrity of load platform</li> </ul>