

MANDATORY ENTRY-LEVEL TRAINING MANITOBA CLASS 1 **Performing Practical Assessments**

Instructor's Guide



This information is confidential, protected by law and it remains the sole and exclusive property of MPI.



Practical Skills Competency Assessments

The purpose of the in-yard assessments is to allow supervisors or evaluators to assess the competency of skills and knowledge of commercial vehicle operators.

These assessment tools are intended for licensed Class 1 driving schools and entities delivering Mandatory Entry-Level Training Manitoba Class 1 (MELT) Program. It is to assist in the assessment of the level of education, development, skills and performance of students participating in the Class 1 (MELT) Program. All driving schools must complete the assessment forms contained in this document for each student enrolled in the Class 1 (MELT) Program.

Conducting the Practical Assessments of In-Cab and In-Yard Skills

Each task of the in-yard competency has been weighted to represent the level of importance to the competency.

0	1	2	3	4
Not Required	Occasionally Required	Required, low importance	Required, moderate importance	Critical task, high importance

The evaluator should check off each item as it is demonstrated, scoring their performance of the particular task; Novice, Functional, Competent, Master. Each task is given a score which aligns with the performance of the task. If a poor behaviour is demonstrated make a note of what it was and where it occurred. The criteria used to score each task is shown below:

1	2	3	4
Novice Student appreciates the value and need for the competency	Functional Student has partially completed this task	Competent Student has fully completed this task according to best practices	Master Student has mastered this task
Implication: Significant further development is needed, task cannot be performed	Implication: Support and guidance are still needed	Implication: Completes work tasks independently with little to no direction	Implication: Able to mentor others

NOTE: Any performance score less than a 3 on tasks with an importance weighting of 4 results in an automatic fail of the practical assessment.



Types of Assessment Method/s to be Used:

- Visual observations
- Verbal questions
- Commentary drive

Equipment:

- Class 1 vehicle with 24 hour inspection sheet
- Printed In-Yard Assessment sheets (student copy)
- Excel Practical Assessment file
- Clipboard and pens

Requirements:

- Assessments conducted in accordance with Manitoba regulations by an individual who has directly supervised the driver during the training program or who has been involved in the training program indirectly
- Validate the student has the training to competently perform the tasks associated with this competency along with the knowledge required to perform these tasks
- Must be conducted during daylight hours only and with students who have a valid driver's license for the class of vehicle they are being assessed in.
- Whenever possible, in-cab skills assessments should consist of **70% urban and 30% rural environments**.
 - Highways are considered rural.
- Students must be aware of local driving conditions.
- Assessments may have results recorded on printed sheets but it is required to enter the results into the MELT Practical Assessments Excel file for automated scoring.

Assessment Scope:

You must ensure the student is assessed on the range of tasks covered in the in-yard assessment sheet. Record the tasks covered in the assessment. These in-yard assessment forms are designed to record demonstrated behaviours and skills. In-yard assessments may be completed in multiple attempts as time permits while the student continues to improve their skills. You must also set expectations with students regarding how many times they may practice the in-yard activities and when they can expect to have their final assessment. You may provide direction and coaching to the students during demonstration prior to their assessment or during a practice assessment in order to enhance performance, correct errors and enhance understanding.

Conducting the Assessment:

A commentary driving assessment is where the student gives a running commentary of what they are looking at, what they are doing and what they are thinking whilst driving a motor vehicle. The assessment will be terminated if the student conducts a safety breach as listed below. In the event of a termination, the evaluator will drive the vehicle back to the starting point.



Tips for Instructing Drivers

- Give clear audible directions to the driver at the appropriate times. Watch the student and try to give directions only when they can pay full attention.
- Accommodate the student's ability to understand the directions and speak slowly if needed.
- Directions should be given with enough time prior to the manoeuvre that the student can ask the evaluator to repeat or clarify the direction.
- Try to determine whether the student is familiar with the area and alter how directions are given depending upon the driver's response and comfort level.
- First tell the student where to do something then tell them what to do. For example: "at the next intersection, turn right," and "at the traffic light, turn left."
- Directions can be combined. For example: "immediately after you complete your right turn, you will turn left on the first road to your left," or "when it is safe to do so, move one lane to the left; then, at the next traffic light, turn left"
- Avoid using of slang when giving directions. Avoid using the word "right" to answer a question. Instead use the word "correct" to provide a positive response.

Critical Elements

Certain behaviours are considered critical to job function. For example, any tailgating or aggressive driving displayed during an evaluation could be considered a fail. Other errors might signal the need for a retraining session. Consult the assessment forms for more information on critical tasks.

Questions

Depending on the situation questions can be asked before, during or after the performance of the tasks or even a combination of the above. However, you should use discretion in the timing of asking and recording of answers of questions especially when the student needs to concentrate on performing the tasks during assessment. You may clarify a question with the student, but you must not provide assistance with the answer.

Terminating an Assessment

There may be situations where a driving evaluation should be terminated before completion of all driving maneuvers. When a driver is clearly demonstrating a skill level below what is required, or when violation of any safety regulation occurs, continuing the evaluation is unnecessary and in some cases, dangerous. In extreme situations, it may be necessary for the evaluator to take over the driving duties.

Safety Breach

The student is involved in a crash or near miss incident. The evaluator feels unsafe due to the students' actions.



Recording the Assessment Results

Conducting an evaluation of a student's driving skills involves breaking down typical driving activities into many detailed sub-tasks. It requires a specific approach to be taken by the evaluator as most driving maneuvers are fluid actions with many tasks being done at once. An evaluator needs to be able to look for the detailed sub-tasks to be able to effectively evaluate a driver's skill and to identify where driving can be improved.

The driving route also needs to be divided into stages where certain skills are applied and evaluated, while less attention is being paid by the evaluator at other things that the driver may be doing. Experience is necessary to be able to effectively shift attention to the specific tasks at the appropriate times.

You should record comments at appropriate times during the assessment, so feedback can be given to the student and the assessment summary can be completed. In order to be competent the student must display knowledge, skills and attitude in alignment with the learning outcomes. You will need to explain the outcome of the assessment to the student. You and the student must complete, sign and date the assessment summary sheet. The results of each assessment serves as a starting point for improvement.

During the on-road skills demonstration, the evaluator is required to provide the student with clear instructions and evaluate the student's performance of specific driving maneuvers.

A minimum grade of 80% is required on practical assessments in order to proceed to the next module. Students with less 80% on practical assessments will have to be reassessed. Minimum grades on classroom assessments and practical assessments must be achieved before attempting the final competency exam. A minimum grade of 80% is required on the final competency exam in order to pass the course. The overall assessment is based on the student's performance and ability. The grade given at the end of each assessment will determine if required outcomes are achieved for each module. Additional training and reassessment will be required if students do not meet the minimum grade requirement.



In-Cab Skills Assessment Guidelines

Developing a driving evaluation route

To ensure the most effective on-road skills demonstration, the evaluator should develop and follow a predetermined route. The evaluation route should provide adequate opportunities to evaluate a driver's skill on each of the maneuvers being tested. In cases when a shorter time is necessary, a route should still offer a minimum number of each of the skills being evaluated. As a general rule, the route distance should not be less than 30 kilometers and this minimum distance should be increased as necessary to include opportunity for all of the driving maneuvers. Whenever possible, in-cab skills assessments should consist of **70% urban and 30% rural environments** (highways are considered rural).

When developing an evaluation route, the evaluator should identify specific places where each of the driving maneuvers can be evaluated. This will allow the evaluator to focus separately on the particular skills being assessed. It is helpful to keep the maneuvers far enough apart to give the evaluator time to mark the evaluation form and to provide the driver with instructions.

Recommended Minimum Elements of the Driving Evaluation Route:

- 12 intersections with traffic control signals
- 2 uncontrolled intersections
- 4 left turns
- 4 right turns
- 8 lane changes
- 4 curves
- 15 km of expressway driving (if applicable)
- 2 expressway entries (if applicable)
- 2 expressway exits (if applicable)
- 1 circular intersection
- 1 roadside stop
- One railway crossing (if applicable)

Sample driving evaluation route plan:

Km	Location	Instruction to driver	Evaluate
0	Terminal on Branch St.	Exit terminal right turn north-bound on Branch St.	n/a
.6	Intersection of Branch St. and Furth Ave.	Cross Furth Ave.	Check driver action crossing unmarked intersection – Stop signs on Furth Ave. only
1.1	Intersection of Branch St. and Miller Rd.	Cross Miller Rd.	Traffic lights – Stop or drive through intersection, depends on lights
1.3	Intersection of Branch St. and County Rd.	Turn right onto County Rd.	Traffic lights – Stop or through intersection Right turn maneuver
1.4	County Rd. east of Branch St.	Continue on County Rd.	Road widens to two lanes move to right lane as road widens
1.8	County Rd. east of Branch St.	Lane change to the left lane	Lane change