

# Trucking

Training Sector

17

Transportation





Vocational Training Program

5791

# Trucking

Training Sector

# 17

Transportation

Formation professionnelle et technique  
et formation continue

Direction générale des programmes  
et du développement

# Development Team

## Coordination

*Lyne St-Pierre*

Coordinator, Vocational Training Engineering  
Transportation Sector  
Direction générale des programmes et du développement  
Ministère de l'Éducation

*Yvon Boutet*

Coordinator, Sectoral Training  
Transportation Sector  
Direction générale des programmes et du développement  
Ministère de l'Éducation

## Design and Development

*Julie Audet*

Program Development Advisor and Adult Educator  
Éduc Action

*Alain Côté*

Teacher  
Centre de formation en transport routier de Saint-Jérôme  
Commission scolaire de la Rivière-du-Nord

*Conrad Garneau*

Teacher  
Centre de formation en transport de Charlesbourg  
Commission scolaire des Premières-Seigneuries

## English Version

Direction de la production en langue anglaise  
Services à la communauté Anglophone  
Ministère de l'Éducation\*

## Technical Editing

*Conrad Garneau*

Centre de formation en transport de Charlesbourg  
Commission scolaire des Premières-Seigneuries

\* On February 18, 2005, under Order in Council 120-2005, the Ministère de l'Éducation became the Ministère de l'Éducation, du Loisir et du Sport. Given that this is a translation of the original document published in French prior to this date, the name *Ministère de l'Éducation* has been retained for this document.

# Acknowledgments

The Ministère de l'Éducation would like to thank the many people working in the field and in the education community who helped in the development of this vocational training program, in particular the following individuals:

## Representatives Employed in the Field

---

*André Bégin*  
Transport Robert

*Richard Bergeron*  
Transport Asbestos Eastern

*Diane Bonin*  
Transport Pelletier

*Marc Brouillette*  
Association du camionnage du Québec  
Transport SAS inc.

*Denis Côté*  
Transport Guilbault inc.

*Daniel Deslauriers*  
Transport Asbestos inc.

*Michel Dugas*  
Transport TFI

*Neil Fortier*  
Transforce

*Robert Fortier*  
Transport Jacques Auger inc.

*Roger Gagnon*  
Papineau international

*Isabelle Gignac*  
Transport Guilbault inc.

*Robert Gougeon*  
Transport G3

*Michel Joyal*  
Transport Belmire

*Jacques Lacourse*  
C.A.T.

*Mario Lajeunesse*  
Drakkar

*Gaétan Laperle*  
Transport Robert

*Phil Lesieur*  
Groupe Boutin

*Éric Racine*  
Transport Éric Racine

## Representatives Employed in Education

---

*Philippe Audet*  
Project Leader  
Ministère de l'Éducation

*René Julien*  
Teacher  
Commission scolaire des Premières-Seigneuries

*Stéphan Laurence*  
Teacher  
Commission scolaire de la Rivière-du-Nord

*André Mercier*  
Teacher  
Commission scolaire de la Rivière-du-Nord

*Denis Pigeon*  
Teacher  
Commission scolaire des Premières-Seigneuries

*Benoît Rochon*  
Director  
Commission scolaire de la Rivière-du-Nord

*Eddy Vallières*  
Assistant Director  
Commission scolaire des Premières-Seigneuries

## Other contributors

---

*Henry Boudreau*  
CRAIE

*Guy Brisson*  
Société de l'assurance automobile du Québec

*Claude Gagné*  
Emploi-Québec

*Guy Normandeau*  
Camo-route inc.

*Alain Paradis*  
Ministère des Transports

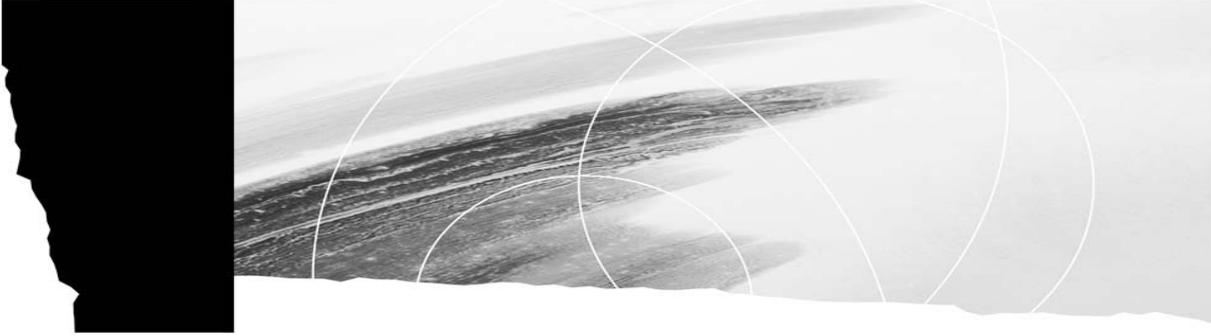
*Guy Poliquin*  
Camo-route inc.

*Yves Veillette*  
Ministère des Transports

# Table of Contents

Introduction to the Program.....	1
Glossary .....	3
<b>Part I</b>	
Program Goals .....	7
Educational Aims .....	8
Program Competencies and Grid of Competencies .....	9
Harmonization .....	11
<b>Part II</b>	
Objectives	
Trade and Training.....	15
Truck Systems .....	19
Regulations .....	23
Condition of the Truck .....	25
Basic Driving Techniques.....	29
Planning a Trip .....	33
Loading and Unloading .....	35
Rural and Highway Driving.....	39
Delivery Trips .....	43
Integration Into the Workplace .....	47





---

5791

**Trucking**

---

Year of approval: 2004

---

<b>Certification:</b>	Diploma of Vocational Studies
<b>Number of credits:</b>	41
<b>Number of modules:</b>	10
<b>Total duration:</b>	615 hours

---

To be admitted to the *Trucking* program, students must meet one of the following conditions:

- Persons holding a Secondary School Diploma or its recognized equivalent are not subject to any additional admission requirements.
- OR
- Persons who are at least 16 years of age on September 30 of the school year in which their training is to begin must meet the following additional requirement: to have earned the Secondary IV requirements in language of instruction, second language and mathematics, or recognition of equivalent learning.
- OR
- Persons who are at least 18 years of age upon entry into the program must have the following functional prerequisites: the successful completion of the general development test or recognition of equivalent learning.
- OR
- For persons having obtained Secondary III credits in language of instruction, second language and mathematics in programs established by the Minister, general education is required in conjunction with vocational training in order to obtain the following credits, if applicable: Secondary IV language of instruction, second language and mathematics in programs established by the Minister.

Students must also comply with the requirements set by the Société de l'assurance automobile du Québec (SAAQ) in order to obtain a class 1 licence.



# Introduction to the Program

The vocational training curriculum, from which this program of study derives, is the responsibility of both the Ministère de l'Éducation, which develops programs and their teaching guides, and the educational institutions, which implement the programs and the evaluation process. Programs of study include compulsory objectives and suggestions for competency-related knowledge, skills and attitudes.

Programs of study provide teachers with a frame of reference for planning teaching activities. They define the scope of teaching strategies by identifying the broad educational orientations to be favoured and the objectives to be attained. By successfully completing a program, students acquire not only the entry-level competencies required by the workplace in order to practise a trade or occupation, but also learning that provides students with a certain degree of versatility.

The duration of the program is 615 hours, which includes 420 hours spent on the specific competencies required to practise the trade and 195 hours on general, work-related competencies. The program of study is divided into 10 modules, which vary in length from 15 to 135 hours. The total hours allocated to the program include time devoted to evaluation for certification purposes and to remedial work.

<b>Title of Module</b>	<b>Code</b>	<b>Module</b>	<b>Hours</b>	<b>Credits</b>
Trade and Training	860301	1	15	1
Truck Systems	860313	2	45	3
Regulations	860323	3	45	3
Condition of the Truck	860333	4	45	3
Basic Driving Techniques	860346	5	90	6
Planning a Trip	860353	6	45	3
Loading and Unloading	860363	7	45	3
Rural and Highway Driving	860374	8	60	4
Delivery Trips	860389	9	135	9
Integration Into the Workplace	860396	10	90	6



# Glossary

## Program

A vocational training program is a coherent set of competencies to be acquired. It is formulated in terms of objectives and divided up into modules for administrative purposes. It describes the learning expected of students in accordance with a given performance level. Published as an official pedagogical document, the program leads to the recognition of training qualifying students to practise a trade or occupation.

A vocational training program includes compulsory objectives and content. Although the educational institutions are responsible for learning and evaluation activities, the program presents suggestions for competency-related knowledge, skills, attitudes and perceptions that must be enriched or adapted according to the needs of students, and information regarding the certification of studies.<sup>1</sup>

## Program Goals

Program goals consist of the expected outcome at the end of training as well as a general description of a given trade or occupation. They also include the four general goals of vocational training.

## Educational Aims

Educational aims are broad orientations to be favoured during training in order to help students acquire intellectual or motor skills, work habits or attitudes. Educational aims usually address important aspects of personal and vocational development that have not been explicitly included in the program goals or competencies. They help guide educational institutions in implementing the program.

## Competency

A competency is the ability to act successfully and evolve in order to adequately perform work-related tasks or activities, based on an organized body of knowledge and skills from a variety of fields, perceptions, attitudes, etc.

## Objectives

Objectives refer to the operational aspect of a competency to be acquired. They are expressed in terms of specific requirements and serve as the practical basis for teaching, learning and evaluation. Objectives are either behavioural or situational.

Objectives also provide indicators for learning, related knowledge, skills, attitudes and perceptions, and associated guidelines. These indicators are grouped according to elements of the competency (in the case of behavioural objectives), and according to phases of the learning context (in the case of situational objectives).

### 1. Behavioural Objective

A behavioural objective is a relatively closed objective that describes the actions and results expected of the student. Behavioural objectives consist of the following components:

- The *statement of the competency*, which is the result of the job analysis, the general goals of the program and other determinants.
- The *elements of the competency*, which correspond to essential details that are necessary in order to understand the competency and are expressed in terms of specific behaviours. They refer to the major steps involved in performing a task or the main components of the competency.

---

1. Specifications regarding certification complement the program of study, but are presented in another document. Evaluation criteria are prescriptive.

- The *achievement context*, which corresponds to the situation in which the competency is exercised at entry-level on the job market. The achievement context does not specify the context for learning or evaluation.
- The *performance criteria*, which define the requirements by which to judge the attainment of the competency. They may refer to each element of the competency, to several elements or to the competency as a whole. Those associated with a specific element correspond to the requirements for performing a task or activity; those associated with several elements indicate the expected level of performance or the overall quality of a product or service.

Evaluation is based on expected results.

## 2. Situational Objective

A situational objective is a relatively open-ended objective that outlines the major phases of a learning situation in which a student is placed. It allows for output and results to vary from one student to another. Situational objectives consist of the following five components:

- The *statement of the competency*, which is the result of the job analysis, the general goals of the program and other determinants.
- The *elements of the competency*, which outline the essential aspects of the competency and ensure a better understanding of the expected outcome.
- The *learning context*, which provides a broad outline of the learning situation designed to help the students develop the required competency. It is normally divided into three phases of learning:
  - information
  - participation
  - synthesis
- The *instructional guidelines*, which provide guidelines and means to ensure that learning takes place and that the context in which it occurs is always the same. These guidelines may include general principles or specific procedures.
- The *participation criteria*, which describe requirements the students must fulfill when participating in the learning activities. They focus on how the students take part in the activities rather than on the results obtained. Participation criteria are normally provided for each phase of the learning context.

Evaluation is based on the student's participation in the activities suggested in the learning context.

## Competency-Related Knowledge, Skills, Attitudes and Perceptions

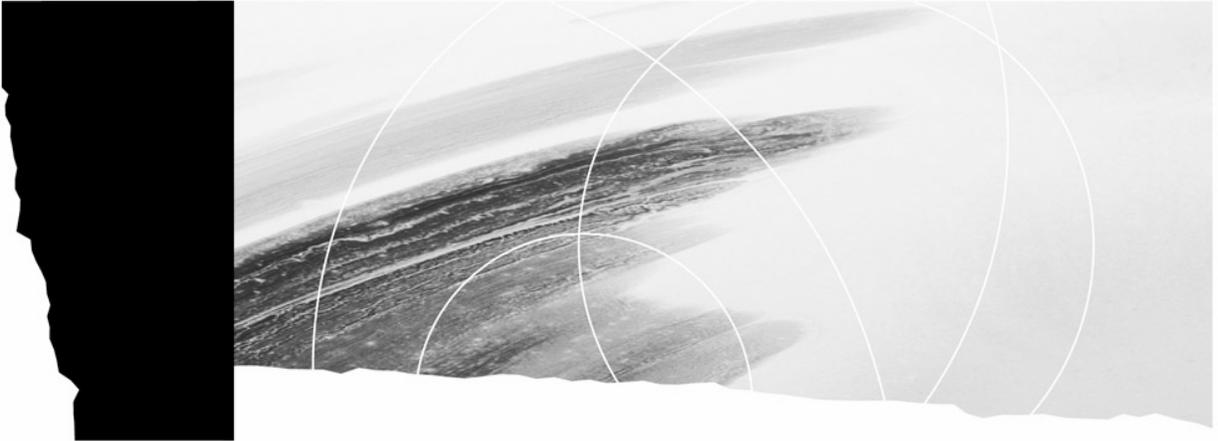
Competency-related knowledge, skills, attitudes and perceptions define the essential and important learning that the student must acquire in order to apply and continue to develop the competency. They correspond to activities in the job market and are accompanied by guidelines that provide information on the field of application, the level of complexity or content related to training. The knowledge, skills, attitudes and perceptions and the related guidelines are not prescriptive.

## Module

A module is a component of a program of study comprising a prescriptive objective and suggestions for competency-related knowledge, skills, attitudes and perceptions.

## Credit

A credit is a unit used for expressing quantitatively the value of the modules in a program of study. One credit corresponds to 15 hours of training. Students must accumulate a set number of credits to obtain a diploma or attestation.



# **Part I**

---

**Program Goals**

**Educational Aims**

**Program Competencies and  
Grid of Competencies**

**Harmonization**



# Program Goals

The *Trucking* program prepares students to practise the occupation of truck driver, providing access to a class 1 licence issued by the Société de l'assurance automobile du Québec.

Truck drivers work for trucking companies (carriers), wholesale and retail companies or they are self-employed in various sectors of the economy. Depending on demand, they may provide local, provincial, national or cross-border transportation.

The main duty of truck drivers is to transport merchandise by truck in urban environments, as well as on highways or secondary roads of various road networks. The tasks of the trade include planning a trip, loading and driving the vehicle, delivery and completion of the trip. In addition, to ensure fuel-efficient and safe transportation, the person must ensure that the vehicle is in good condition. The truck driver is responsible for the merchandise being transported and for ensuring that the regulatory weight and the delivery time are respected. Truck drivers must manage their time and pay special attention to pre-trip inspections regarding wear as well as inspections during loading, unloading and upon completion of the trip. All of these work-related activities must be carried out in compliance with the regulations in force and the carrier's instructions.

Truck drivers generally drive their vehicles alone or drive in a team with another person. They must communicate with the company dispatcher prior to departure and during the trip to signal any problem, incident or accident. In some cases, they directly contact the client at the time of delivering the shipment. Employers therefore seek persons who appear neat and professional.

In order to carry out their duties, truck drivers generally work with tractor semitrailers equipped with on-board instruments for communication purposes and for the trip itself. In addition, they use various devices for handling and securing the load.

In accordance with the general objectives regarding vocational training, the *Trucking* program is intended to achieve the objectives described below.

The program goals of the *Trucking* program are based on the general goals of vocational training. These goals are:

- To help students develop effectiveness in the practice of a trade or occupation, that is:
  - to teach students to correctly perform roles, functions, tasks and activities associated with the trade or occupation upon entry into the job market
  - to prepare students to progress satisfactorily on the job (which implies having the technical and technological knowledge and skills in such areas as communication, problem solving, decision making, ethics, health and safety)
- To help students integrate into the work force, that is:
  - to familiarize students with the job market in general and the context surrounding the trade or occupation they have chosen
  - to familiarize students with their rights and responsibilities as workers
- To foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes, that is:
  - to help students develop their autonomy and ability to learn, and acquire effective work methods
  - to help students understand the principles underlying the techniques and the technology used in the trade or occupation
  - to help students develop self-expression, creativity, initiative and entrepreneurial spirit
  - to help students adopt the attitudes required to successfully practise the trade or occupation, and instill in them a sense of responsibility and a concern for excellence

- To promote job mobility, that is:
  - to help students develop positive attitudes toward change
  - to help students develop the means to manage their career by familiarizing them with entrepreneurship

## Educational Aims

The aim of the *Trucking* program is to help students develop attitudes and behaviours that are deemed essential to the practice of the trade:

- defensive and fuel-efficient driving, together with courtesy behind the wheel
- a sense of responsibility and professionalism
- the ability to manage their time
- resourcefulness for handling unexpected events and emergencies and for rapid problem solving
- concern for projecting a positive image of the company by means of a neat personal appearance and a clean vehicle

# Program Competencies and Grid of Competencies

## List of Competencies

- To determine their suitability for the trade and the training process.
- To identify the possible systems that characterize semitrailers.
- To resolve problems stemming from the application of regulations.
- To ensure that the truck is in good condition.
- To perform basic driving techniques.
- To plan a trip.
- To handle the loading and unloading of a truck.
- To drive a truck on rural roads and highways.
- To make a trip with a delivery.
- To integrate into the workplace.

## Grid of Competencies

The grid of competencies shows the relationship between general competencies, which correspond to work-related activities, and specific competencies, which are required to practise the particular trade, as well as the major steps in the work process.

The general competencies appear on the horizontal axis and the specific competencies, on the vertical axis. The symbol ( $\Delta$ ) indicates a correlation between a specific competency and a step in the work process. The symbol ( $\bigcirc$ ) indicates a correlation between a general and a specific competency. Shaded symbols indicate that these relationships have been taken into account in the formulation of objectives related to specific competencies.

The logic used in constructing the grid influences the course sequence. Generally speaking, this sequence follows a logical progression in terms of the complexity of the learning involved and the development of the students' autonomy. The vertical axis presents the specific competencies in the order in which they should be acquired. The modules on the horizontal axis should be taught in relation to those on the vertical axis. This means that some modules are prerequisite to others, while other modules are taught concurrently.

## GRID OF COMPETENCIES

<i>TRUCKING</i>				GENERAL COMPETENCIES				WORK PROCESS				
				Determine their suitability for the trade and the training process	Identify the possible systems that characterize semitrailers	Resolve problems stemming from the application of regulations	Perform basic driving techniques	Gather necessary information	Plan the work	Carry out inspections	Perform the work	Fill out the documents
SPECIFIC COMPETENCIES	Competency Number	Type of Objective	Duration (in hours)	1	2	3	5					
	Competency Number			1	2	3	5					
	Type of Objective			S	B	B	B					
	Duration (in hours)			15	45	45	90					
Ensure that the truck is in good condition	4	B	45	○	●	●		▲		▲	▲	▲
Plan a trip	6	B	45	○	●	●		▲			▲	▲
Handle the loading and unloading of a truck	7	B	45	○	●	●	●	▲	▲	▲	▲	▲
Drive a truck on rural roads and highways	8	B	60	○	●	●	●	▲	▲	▲	▲	▲
Make a trip with a delivery	9	B	135	○	●	●	●	▲	▲	▲	▲	▲
Integrate into the workplace	10	S	90	○	○	○	○	△	△	△	△	△

# Harmonization

The Ministère de l'Éducation harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors in order to avoid overlap in program offerings, to recognize prior learning and to optimize the students' progress.

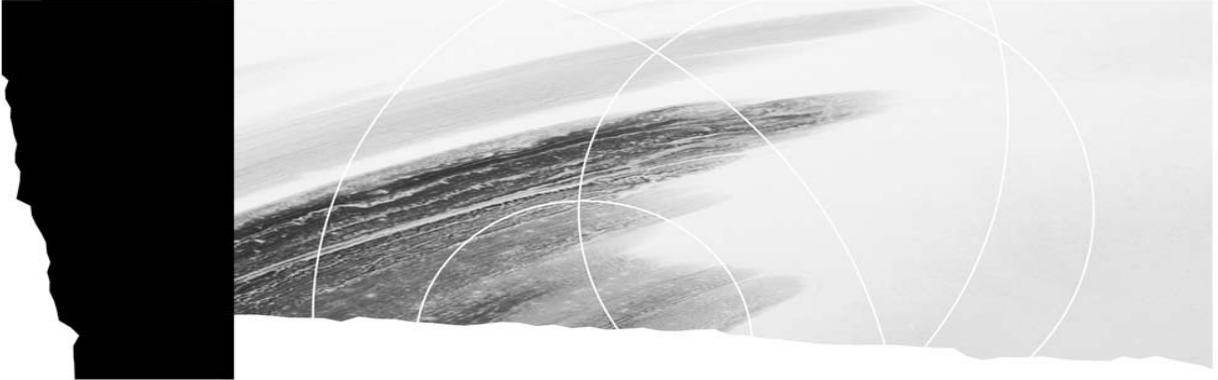
Harmonization establishes consistency between training programs and is especially important in ensuring that the tasks of a trade or occupation are clearly identified and described. Harmonization makes it possible to identify tasks requiring competencies that are common to more than one program. Even if there are no common competencies, training programs are still harmonized.

Harmonization is said to be "inter-level" when it focuses on training programs at different levels, "intra-level" when it focuses on programs within the same educational level, and "inter-sector" when carried out between programs in various sectors.

An important aspect of harmonization is that it allows the common features of competencies to be identified and updated as needed. Common competencies are those that are shared by more than one program; once acquired in one program, they can be recognized as having been acquired in another. Competencies with exactly the same statement and elements are said to be identical. Common competencies that are not identical but have enough similarities to be of equal value are said to be equivalent.

The *Trucking* program does not share any competencies with other programs at this time.





## **Part II**

---

Objectives



Module 1                      Duration 15 hours

## ***Situational Objective***

---

### **Statement of the Competency**

To determine their suitability for the trade and the training process.

### **Elements of the Competency**

- Become familiar with the nature of the trade
- Understand the training process
- Confirm their career choice
- Begin their integration into the learning environment

### **Learning Context**

---

#### **Information Phase**

- Learning about the job market in the road transport sector, i.e. potential work environments (types of companies, merchandise), job prospects, wages, advancement and transfer opportunities, hiring criteria.
- Learning about the nature and requirements of the job of truck driver, i.e. tasks, working conditions, health and safety hazards, evaluation criteria, workers' rights and responsibilities, knowledge, skills and attitudes required to practise the trade, occupational ethics.
- Learning about new trends and prospects for development in the trade.
- Becoming familiar with the training program, i.e. the program of study, the training process, evaluation methods, certification of studies.

#### **Participation Phase**

- Reflecting on their preferences and aptitudes with respect to trucking.
- Participating in the suggested activities: meetings with trade specialists, field trips, demonstrations, exhibitions, etc.
- Discussing their perception of the trade:
  - the positive and negative aspects of the trade
  - the demands of the trade
- Discussing their initial reactions to the program of study and the training process.

#### **Synthesis Phase**

- Producing a report in which they:
  - express their views on the tasks and working conditions involved in the trade
  - assess their career choice by comparing the demands of the trade with their own preferences and aptitudes

### Instructional Guidelines

---

- Encourage the students to engage in discussions and express their views.
- Motivate the students to take part in the suggested activities.
- Help the students to acquire an accurate perception of the trade.
- Help the students assess their career choice honestly and objectively.
- Make suitable reference material available to the students.
- Arrange for students to meet with trade specialists or to visit companies.
- Provide the students with an outline for the report.

### Participation Criteria

---

#### Information Phase

- Gathering relevant information on employment prospects in road transport.
- Gathering relevant information on the tasks and working conditions of truck drivers.
- Gathering relevant information on the program of study and the training process.

#### Participation Phase

- Demonstrating a willingness to reflect on their preferences and aptitudes.
- Taking part in suggested activities.
- Expressing their perception of the trade.
- Properly expressing their perception of the program of study.

#### Synthesis Phase

- Producing a report.
- Assessing their career choice.

### Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

---

The following suggestions take into account the learning context, the elements of the competency related to each phase as well as the instructional guidelines.

#### Information Phase

- Locate information.

Various sources: Camo-route, professional associations, carriers, Ministère de l'Éducation, career counselling service, etc.  
Documents about the trade: job analysis , trade prospectus, etc.  
Documents concerning the program of study

- Use a research method.

Process: identification of what to look for, choice of information sources, selection and compilation of information

- Compare data.
 

Labour market: structure of the transportation industry, employers, job prospects, hiring criteria, wages, employers' requirements, etc.  
Trade: nature and context of work, tasks, performance expectations, required knowledge, skills and attitudes, positive and negative aspects, development and new trends, etc.  
Program: training process, training and evaluation methods, certification of studies, regulations, etc.
  - Demonstrate a desire to find information.
 

Attitude of intellectual curiosity to be developed
  - Recognize the attitudes and techniques required for successful learning.
 

Attitude of curiosity and motivation  
Mnemonic and note-taking techniques
  - Recognize the importance of organizing their work.
 

Time management
  - Identify the methods that will help them pass their examinations.
 

Techniques for examination preparation
- Participation Phase**
- Be familiar with the general communication process.
 

Rules for group discussions: participation, respect for whose turn it is to speak, observance of the subject matter, attention to others, open-mindedness to different points of view, etc.
  - Be familiar with the main obstacles to effective communication.
  - Demonstrate a willingness to respect other people's opinions.
- Synthesis Phase**
- Demonstrate a willingness to assess their career choice.
 

Contents of the report: summary of preferences, aptitudes and areas of interest, summary of requirements for practising the trade, and brief conclusion explaining their career choice
  - Be receptive to feedback.
 

Develop open-mindedness



Module 2                      Duration 45 hours

### ***Behavioural Objective***

---

#### **Statement of the Competency**

To identify the possible systems that characterize semitrailers.

#### **Achievement Context**

- Upon taking possession of a new vehicle
- Using the system's data sheets

#### **Elements of the Competency**

#### **Performance Criteria**

- |   |   |
|---|---|
| 1. Identify the features of a truck.  | <ul style="list-style-type: none"> <li>• Recognition of makes and models of trucks</li> <li>• Accurate location of accessories on the instrument panel according to the type of truck</li> </ul>  |
| 2. Learn about the capacities of the engine unit.   | <ul style="list-style-type: none"> <li>• Accurate interpretation of the engine unit's capacities</li> <li>• Accurate interpretation of the indicators on the instrument panel</li> <li>• Determination of means to maximize the life span and performance</li> </ul>  |
| 3. Select techniques for using the power transmission system.                                   | <ul style="list-style-type: none"> <li>• Accurate determination of the type of transmission and its capacities</li> <li>• Accurate interpretation of the transmission's diagram</li> <li>• Determination of means to synchronize according to motor and transmission type</li> <li>• Determination of means to operate the differential lock system</li> <li>• Determination of action to take in the event of the vehicle being stuck or skidding</li> </ul> |
| 4. Select techniques for optimizing the performance of the air brake system.                    | <ul style="list-style-type: none"> <li>• Accurate interpretation of pressure and light indicators related to the brake system</li> <li>• Determination of pertinent means for optimization</li> </ul>   |
| 5. Learn about the capacities and limits of the suspension and steering systems and the wheels. | <ul style="list-style-type: none"> <li>• Accurate determination of the limits for use of the systems</li> <li>• Accurate recognition of the characteristics of the wheels and tires</li> <li>• Determination of the procedures and limits for use of an auxiliary lift axle and self-steering axle</li> </ul>   |

*For the competency as a whole:*

- Accurate reading and interpretation of the specifications of different systems
- Recognition of potential problems due to improper use

### **Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions**

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

#### 1. Identify the features of a truck.

- Recognize the instrument panel according to the model.

Models of straight trucks, tractors, semitrailers  
Components of the instrument panel  
Purpose and use of various indicators and warning lights

#### 2. Learn about the capacities of the engine unit.

- Recognize engine makes.
- Determine engine force and torque.
- Recognize ways of optimizing performance and life span.
- Determine maximum performance during use.
- Recognize methods for being fuel-efficient and increasing life span.

Engine makes and characteristics. External components of the engine unit  
Reading gauges and warning lights  
Manufacturer's guidelines  
Means:  
fuel-economy (speed, slowing down, progressive shifting, etc.)  
increase of life span (cold-starting, control of revolutions, use of engine brake, stopping of motor, etc.)  
Principles of physics: leverage principle, thermal efficiency, gravity, inertia, kinetics, friction  
Possible problems

#### 3. Select techniques for using the power transmission system.

- Determine the capacity according to type of transmission.
- Recognize various transmission diagrams.
- Recognize methods for use of clutch, power divider and differential systems.
- Determine the appropriate action in the event of being stuck or skidding.

Types and makes of transmissions and their characteristics  
Transmission system components and relations between them: differential, clutch system and power divider  
Clutch movement  
Automatic traction control  
Techniques for using the clutch, transmission, power divider, differentials and traction systems  
Principles of physics: inertia, thermal efficiency and friction  
Possible problems

4. Select techniques for optimizing the performance of the air brake system.
- Recognize how the air brake system operates. Air brake system components and their relations
  - Recognize the proper method when stopping, going downhill or on a flat surface. Regulatory pressure standards  
Principles of physics: leverage, performance thermal efficiency, inertia, kinetics and friction
  - Recognize malfunctioning. Techniques for slowing down and braking  
Possible problems
5. Learn about the capacities and limits of the suspension and steering systems and the wheels.
- Recognize suspension types. Conventional and pneumatic suspension
  - Recognize how systems operate. Components of suspension and direction systems
  - Recognize types of wheels and tires. Auxiliary lift axle and self-steering axle
  - Determine how to properly use these systems. Types of wheels: spoke wheels and bud wheels  
Types of tires: steering, trailer and traction tires and manufacturer's specifications  
Principles of physics: gravity, friction and leverage  
Possible problems when uncoupling, turning and driving on rough surfaces



Module 3      Duration 45 hours

### ***Behavioural Objective***

---

#### **Statement of the Competency**

To resolve problems stemming from the application of regulations.

#### **Achievement Context**

- Using provincial, federal and international regulations related to transportation in general, the *Highway Safety Code*, dangerous goods, and measures found in various insurance schemes

#### **Elements of the Competency**

#### **Performance Criteria**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Define the situation requiring research regarding regulations.</li> <li>2. Select information sources.</li> <li>3. Gather information.</li> <li>4. Handle information.</li> <li>5. Provide a solution.</li> </ol> | <ul style="list-style-type: none"> <li>• Recognition of the problem</li> <li>• Accurate determination of the data to be gathered</li> <li>• Exact location of sources of information</li> <li>• Pertinence of sources of information</li> <li>• Effective research through documentation</li> <li>• Recognition of what is specifically prohibited or obligated in a given situation</li> <li>• Pertinence of gathered information</li> <li>• Accurate interpretation of information</li> <li>• Clear comparison of information</li> <li>• Careful choice of a solution</li> <li>• Pertinence of decisions to be applied</li> </ul> |
|---|---|

*For the competency as a whole:*

- Application of a problem-solving process
- Use of effective research techniques

#### **Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions**

---

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

1. Define the situation requiring research regarding regulations.
  - Use a problem-solving process.      Steps in the process

## 2. Select information sources.

- Use legislation and regulations related to transportation.

Various regulations: *Bill 430*, weight and size, driving time (Log Book), pre-trip inspection, load securing and other current regulations

- Use various documents, records and forms.

Various records and documents such as bill of lading, delivery order, daily logbook, pre-trip inspection record, others

- Use the *Highway Safety Code*.

Sections of the *Code* that deal with trucking

- Use documentation related to insurance systems.

Types of insurance: Société de l'assurance automobile du Québec, private insurance, Commission de la santé et de la sécurité au travail and the Commission des normes du travail

- Use documentation related to the transportation of dangerous goods.

Various provincial, federal and international regulations

## 3. Gather information.

- Carry out research in an effective manner.
- Identify what is prohibited and obligated.

Research techniques

For each regulation

## 4. Handle information.

- Show concern for proper interpretation of information.
- Analyze data.

Methods for analyzing data

## 5. Provide a solution.

Module 4      Duration 45 hours

## ***Behavioural Objective***

---

### **Statement of the Competency**

To ensure that the truck is in good condition.

### **Achievement Context**

- Given a specific vehicle
- Given the company's instructions
- Using the necessary equipment and tools
- Using regulations, a mechanical inspection form, a manufacturer's guide and forms

### **Elements of the Competency**

### **Performance Criteria**

- |   |   |
|---|---|
| 1. Gather the necessary information.                        | <ul style="list-style-type: none"> <li>• Accurate interpretation of instructions</li> <li>• Gathering of pertinent data in documentation</li> </ul>   |
| 2. Make a diagnosis regarding the condition of the vehicle. | <ul style="list-style-type: none"> <li>• Careful examination of the vehicle's components</li> <li>• Observance of the order in which an inspection must be carried out</li> <li>• Accurate identification of problems</li> <li>• Determination of the seriousness of malfunctions</li> </ul>  |
| 3. Perform minor repairs.                                   | <ul style="list-style-type: none"> <li>• Determination of the work to be carried out</li> <li>• Appropriate selection of necessary equipment</li> <li>• Methodical application of techniques for replacing components</li> <li>• Precise levelling-off of liquids</li> <li>• Observance of the manufacturer's instructions</li> </ul> |
| 4. Ensure the follow-up of repairs and vehicle maintenance. | <ul style="list-style-type: none"> <li>• Appropriate inspection of the quality of work carried out by the maintenance service</li> <li>• Careful inspection of tightening of wheels</li> <li>• Correct application of technique for (remote) adjusting of brakes with automatic adjusters from the cab</li> </ul>                     |
| 5. Submit information to the persons concerned.             | <ul style="list-style-type: none"> <li>• Duly-completed form</li> <li>• Pertinence of the information provided to the maintenance service</li> <li>• Precision and clarity of data provided</li> </ul>  |

*For the competency as a whole:*

- Observance of the regulations during inspections and repairs
- Observance of occupational health and safety rules
- Appropriate use of tools
- Application of appropriate techniques with regard to work to be carried out
- Proper follow-up of work carried out

### **Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions**

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

1. Gather the necessary information.

2. Make a diagnosis regarding the condition of the vehicle.

- Apply an inspection method.
  - Regulations concerning pre-trip inspection and mechanical inspection
  - Locations, inspection sequence and techniques
  - Occupational health and safety rules
- Recognize problems.
  - Different types of minor and major problems
  - Measures to take: advise the maintenance service or make a minor roadside repair

3. Perform minor repairs.

- Recognize types of minor repairs and appropriate techniques.
  - Techniques for replacing parts according to current technology: lights, air hoses, etc.
  - Levelling-off of liquids
  - Uniformity of tire pressure
  - Manufacturer's specifications
- Use of tools.
  - Tool box and torque wrench

4. Ensure the follow-up of repairs and vehicle maintenance.

- Use an inspection record.
  - Contents of a record
- Recognize the work performed by mechanics and the follow-up to be carried out.
  - Techniques for tightening according to wheel type and related regulations
  - Techniques for brake adjustment from the cab
- Show concern for prevention.

## 5. Submit information to the persons concerned.

- Enter malfunctions and other information on the form, according to standards.
- Show concern for the quality of information provided.

Different company forms  
Regulations

Qualities: precision, legibility and neatness



Module 5                      Duration 90 hours

### ***Behavioural Objective***

---

#### **Statement of the Competency**

To perform basic driving techniques.

#### **Achievement Context**

- Using a loaded tractor semitrailer equipped with a non-synchronized transmission
- Using the manufacturers' manuals and regulations

#### **Elements of the Competency**

#### **Performance Criteria**

1. Start up the truck.

- Complete inspection of the truck
- Accurate interpretation of instructions from the manufacturer and the company
- Observance of techniques for starting up the vehicle

2. Hitch and unhitch the semitrailer.

- Complete inspection of the semitrailer
- Observance of the steps involved in carrying out work
- Application of safe techniques

3. Operate the truck.

- Appropriate shifting techniques
- Observance of turning techniques (left and right)
- Observance of stopping techniques
- Appropriate and safe parking of the vehicle

4. Back up the truck.

- Proper handling of the steering wheel
- Appropriate interpretation of signals
- Appropriate selection of gear
- Proper verification of area behind truck
- Correct use of emergency flashers

*For the competency as a whole:*

- Mastering of driving techniques and basic manoeuvres
- Observance of the *Highway Safety Code*
- Observance of defensive driving techniques
- Observance of occupational health and safety rules

### Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

#### 1. Start up the truck.

- Recognize the importance of properly starting the engine. Techniques for starting up  
Optimization of the systems' life span
- Apply the regulations regarding the pre-trip inspection. Steps of pre-trip inspection  
Observance of time limits

#### 2. Hitch and unhitch the semitrailer.

- Apply regulations. Various steps of the pre-trip inspection
- Distinguish the steps involved in hitching and unhitching according to type of equipment used. Steps involved in hitching: aligning the tractor to the semitrailer, checking the height of the semitrailer, checking the coupling device, checking the type of suspension, proper closing of the jaws, connection of air hoses and electrical connections, use of landing gear.  
Steps involved in unhitching: use of landing gear, verification of the ground solidity, pre-storage inspection, disconnection of air hoses and electrical connections, appropriate unhitching according to type of suspension
- Apply health and safety rules. Wearing gloves, three support points, inspection from the ground, danger of jumping from the trailer, etc.

#### 3. Operate the truck.

- Apply techniques for changing gears. Location of the friction point  
Double clutch  
Synchronization  
Handling of gear shifter according to diagram
- Make controlled right- and left-hand turns. Anticipation of turns  
Use of rear-view mirrors and turn signals  
Speed ratios  
Use of space
- Make controlled stops. On flat and sloping surfaces  
On slippery surfaces, with ABS brakes  
With downshifting
- Park in various places. Parking criteria: straight and centred equipment, straight wheels, safe area and parking brakes

- Show concern for various techniques of defensive driving.

Techniques of defensive driving: *Highway Safety Code*, driving without weaving, checking for blind spots, use of turn signals and rear-view mirrors, anticipation of problems on the road, changing lanes, safe turns, signalling, etc.

#### 4. Back up the truck.

- Adapt to different conditions while respecting recommended techniques.

Techniques: approaching, handling the steering wheel, correcting the angle of approach, positioning.

Backing-up: in a straight line, at a loading dock, from the left and the right.

Techniques for defensive driving specific to backing-up: checking for blind spots, slowest speed ratio, use of emergency flashers and rear-view mirrors, lowering the left-side window, etc.

- Adopt a professional attitude.

Self-discipline



Module 6 Duration 45 hours

### ***Behavioural Objective***

---

#### **Statement of the Competency**

To plan a trip.

#### **Achievement Context**

- For local, provincial, national and cross-border transportation
- Given instructions and a bill of lading
- Using traditional and electronic road maps, regulations and a calculator

#### **Elements of the Competency**

#### **Performance Criteria**

1. Learn about the trip to be made.

- Accurate interpretation of the dispatcher's instructions
- Gather the appropriate data in travel documents

2. Search for information on maps.

- Proper interpretation of symbols and data
- Accurate determination of distances
- Correct location of places and addresses
- Appropriate choice of routes

3. Make the calculations necessary for planning a trip.

- Accurate determination of daily fuel consumption
- Determination of acceptable weight in relation to the axles
- Correct estimation of time needed to reach the destination

4. Determine the itinerary.

- Precise and optimal itinerary
- Location of truck stops along the way
- Anticipation of potential problems
- Pertinent solutions

*For the competency as a whole:*

- Accurate reading of information on maps
- Precise calculations for the entire planning of the trip
- Attention to the *Highway Safety Code*
- Optimal planning of trip based on basic data and vehicle type
- Methodical and meticulous work habits

### Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

1. Learn about the trip to be made.
  - Find pertinent information about the trip. Date, sender's and consignee's address, description and weight of load, term of delivery, etc.
2. Search for information on maps.
  - Distinguish types of maps. City, provincial, international maps
  - Distinguish symbols. Cardinal points  
Useful symbols for trucking
  - Describe the use of other information contained on a map. Distances  
Road types and numbering  
Zones: industrial, residential, etc.
  - Recognize the best routes.
3. Make the calculations necessary for planning a trip.
  - Use of fuel consumption charts. Review of basic arithmetic calculations and rules for converting units of measurement useful to the trade
  - Use of regulatory guides for loads.
  - Calculate time for reaching the destination.
4. Determine the itinerary.
  - Recognize types of transportation and the characteristics of each. Characteristics of local, provincial, national and cross-border transportation
  - Determine elements to be taken into account. Elements of good planning  
Factors to take into account:  
- rush hour, waiting time, fuel, stops, money, documents, time management, restrictive routes, weather conditions, problems specific to each type of transportation, etc.
  - Draft an itinerary. Itinerary: route numbers and directions, exit numbers, mileage, province or state
  - Adopt a professional attitude. Careful work: precision, clarity and neatness

Module 7 Duration 45 hours

## ***Behavioural Objective***

---

### **Statement of the Competency**

To handle the loading and unloading of a truck.

### **Achievement Context**

- Given instructions
- Using a van truck, dump truck or flatbed truck
- Using load-securing equipment, stakes and a tarpaulin
- Using a weigh station
- Using regulations

### **Elements of the Competency**

### **Performance Criteria**

- |   |  |
|---|--|
| 1. Prepare the job.   | <ul style="list-style-type: none"> <li>• Accurate interpretation of instructions concerning the vehicle and the shipment</li> <li>• Precise planning regarding the load-securing equipment</li> </ul>  |
| 2. Position the vehicle.                                      | <ul style="list-style-type: none"> <li>• Correct inspection of the area behind the truck</li> <li>• Observance of techniques for backing up and stopping</li> </ul>  |
| 3. Perform the manoeuvres involved in loading and unloading.  | <ul style="list-style-type: none"> <li>• Accurate interpretation of symbols written on the shipment</li> <li>• Appropriate and safe handling of shipment</li> <li>• Precise calculation of authorized loads</li> <li>• Appropriate arrangement regarding the load</li> <li>• Thorough inspection of the integrity and quantity of merchandise</li> </ul> |
| 4. Carry out the weighing process and make adjustments.       | <ul style="list-style-type: none"> <li>• Observance of techniques for approaching and stopping</li> <li>• Observance of weighing techniques</li> <li>• Appropriate adjustment of axles and the fifth wheel</li> </ul>  |
| 5. Secure the merchandise and undo the load-securing devices. | <ul style="list-style-type: none"> <li>• Careful handling of tools and equipment</li> <li>• Application of appropriate techniques</li> <li>• Safe and compliant installation of stakes and tarpaulin, according to the merchandise</li> <li>• Observance of manufacturer's specifications concerning load-securing devices</li> </ul>                    |
| 6. Communicate information.                                   | <ul style="list-style-type: none"> <li>• Documents duly completed</li> <li>• Precision regarding information and terms used</li> <li>• Pertinent transmission of information to the person concerned</li> </ul>  |

*For the competency as a whole:*

- Observance of occupational health and safety rules
- Observance of the regulations in force in a given territory
- Appropriate use of guides associated with the regulations in force
- Correct application of methods and techniques
- Loading that respects standards and regulations

### **Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions**

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

#### 1. Prepare the job.

- Select information from bills of lading and road maps.
  - Abbreviations and information included in bills of lading
  - Links between bills of lading and the merchandise
- Arrange the merchandise.
  - Application of previous knowledge about regulations and cartography in order to properly arrange the load
- Choose the load-securing equipment.
  - Equipment: stakes, straps, chains, tarpaulins, binders, etc.
  - Manufacturers' specifications for load-securing devices

#### 2. Position the vehicle.

- Back-up the truck.
  - Application of knowledge and skills from the Basic Driving Techniques module

#### 3. Perform the manoeuvres involved in loading and unloading.

- Recognize the characteristics of the merchandise.
  - Various packaging symbols
- Calculate loads.
  - Application of the regulations on loads and dimensions
  - Review of arithmetic operations, rule of three, conversions of units of measurement
- Use of cargo-handling equipment.
  - Various types of cargo-handling equipment
  - Standards of use for equipment

- Show concern for correct arrangement of the load. Application of the regulations on weights and dimensions  
Integrity of merchandise
- Show concern for health and safety. Risk of injury due to inattention

## 4. Carry out the weighing process and make adjustments.

- Apply techniques. Signs  
Techniques for approaching, stopping and weighing
- Verify the compliance of the vehicle's weight. Link with regulations
- Recognize adjustments to be made. Techniques for adjusting axles and the fifth wheel for weight transfer
- Show concern for being in good physical condition.

## 5. Secure the merchandise and undo the load-securing devices.

- Inspect devices. Possible malfunctions
- Recognize appropriate techniques. Techniques for installing and positioning load-securing devices  
Techniques for securing the load and tarping  
Safe use of devices
- Apply the regulations and manufacturer's specifications. Regulations regarding load securing  
Manufacturer's specifications for various load-securing devices
- Storing load-securing devices. Storage techniques

## 6. Communicate information.

- Fill out documents. Documents related to weight



Module 8                      Duration 60 hours

### ***Behavioural Objective***

---

#### **Statement of the Competency**

To drive a truck on rural roads and highways.

#### **Achievement Context**

- Mainly on flat surfaces in the country
- Regardless of weather conditions
- Driving during the day or at night
- Given an itinerary and a recommended timeframe
- Using a vehicle that is loaded and equipped with a non-synchronized transmission
- Using pre-trip inspection records and driving time logbooks

#### **Elements of the Competency**

#### **Performance Criteria**

---

- |                                    |   |
|------------------------------------|---|
| 1. Prepare the trip.               | <ul style="list-style-type: none"> <li>• Inspection and accurate interpretation of dispatcher's instructions</li> <li>• Appropriate preparation of regulatory documents</li> <li>• Verification of the presence of necessary equipment according to vehicle type</li> </ul>   |
| 2. Inspect and start up the truck. | <ul style="list-style-type: none"> <li>• Observance of the various steps involved in a pre-trip inspection</li> <li>• Observance of starting techniques</li> <li>• Safe hitching of the semitrailer to the tractor</li> </ul>   |
| 3. Drive the truck.                | <ul style="list-style-type: none"> <li>• Good handling of the vehicle</li> <li>• Appropriate application of techniques adapted to the driving situation</li> <li>• Correct use of the truck's different systems</li> </ul>  |
| 4. Report to a weigh station.      | <ul style="list-style-type: none"> <li>• Observance of techniques for approaching and stopping</li> <li>• Observance of weighing techniques</li> </ul>  |
| 5. Store the vehicle.              | <ul style="list-style-type: none"> <li>• Observance of safety standards</li> <li>• Observance of techniques for backing up the truck to park the semitrailer</li> <li>• Appropriate inspection of the vehicle</li> <li>• Correct unhitching of the semitrailer</li> <li>• Appropriate storage according to vehicle type and instructions received</li> <li>• Clean vehicle</li> </ul> |

## 6. Submit documents.

- Accurate information
- Clarity and precision of information

*For the competency as a whole:*

- Correct detection of problems during the pre-trip inspection and the trip
- Control of the truck in various situations: different roads and road surfaces, various traffic conditions
- Effective problem solving
- Prompt and appropriate reaction to emergency or unexpected situations
- Observance of the *Highway Safety Code* and regulations in force
- Observance of occupational health and safety rules
- Observance of rules for defensive driving
- Observance of fuel-efficient driving techniques
- Observance of expected time limits

### **Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions**

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

This competency involves integrating previously acquired knowledge and skills and applying them in regular driving situations of gradually increasing complexity. The following suggestions indicate only new knowledge, skills, attitudes and perceptions.

## 1. Prepare the trip.

- Ensure the availability of documents and equipment needed to make the trip.

Documents: pre-trip inspection report, driving time logbook and bill of lading.

Type of equipment: load-securing and handling equipment, safety equipment, etc.

- Select pertinent information about bills of lading and on conventional and computerized road maps.

- Resolve application problems.

Application problems: transportation of hazardous materials, oversized truck, etc.

## 2. Inspect and start up the truck.

- Respect schedules.
- Show concern for respecting health and safety rules.

Recommended timeframe

<ul style="list-style-type: none"> <li>• Make decisions regarding problems.</li> </ul>	<p>Minor and major problems Measures to take</p>
3. Drive the truck.	
<ul style="list-style-type: none"> <li>• Apply acquired knowledge regarding use of systems.</li> </ul>	<p>Engine unit Transmission system Pneumatic system</p>
<ul style="list-style-type: none"> <li>• Adapt techniques to situations with either a straight truck or a semitrailer.</li> </ul>	<p>Various contexts: during the day or at night, regardless of weather conditions, on flat surfaces in the country and on highways when the region allows for it Use of techniques for fuel-efficient driving Use of power divider and retarder and engine brake Use of lanes</p>
<ul style="list-style-type: none"> <li>• Anticipate problems related to the driving situation.</li> </ul>	<p>Room to manoeuvre in order to have time to react Detection of potential dangers: animals, snowmobiles, farm equipment, etc. Applied physics</p>
<ul style="list-style-type: none"> <li>• Resolve problems.</li> </ul>	<p>Time management Closed roads or accident Bad weather Mechanical malfunctions on the road</p>
<ul style="list-style-type: none"> <li>• Put professional attitudes into action.</li> </ul>	<p>Road safety Concern for defensive and fuel-efficient driving Courtesy at the wheel and with peers Clean, neat appearance Care for vehicle Personal discipline in managing time and maintaining good health</p>
<ul style="list-style-type: none"> <li>• Act in an appropriate manner in stressful or unexpected situations and in emergencies.</li> </ul>	<p>Sources of stress Self-discipline Company rules in the event of an incident or accident</p>
4. Report to a weigh station.	
5. Store the vehicle.	
<ul style="list-style-type: none"> <li>• Make decisions regarding problems.</li> </ul>	<p>Minor and major problems Measures to take</p>
<ul style="list-style-type: none"> <li>• Back-up the trailer in a variety of situations.</li> </ul>	<p>At a dock, in parking areas, between two trailers, in a straight line, from the left, from the right, etc.</p>

6. Submit documents.

- Fill out documents.

Pre-trip inspection

Driving time

Module 9 Duration 135 hours

***Behavioural Objective***

---

**Statement of the Competency**

To make a trip with a delivery.

**Achievement Context**

- For a trip in various environments, crossing a city and a hilly region
- Provincial, national or cross-border travel
- Regardless of weather conditions
- Driving during the day or at night
- Given an itinerary and a bill of lading
- Using a semitrailer loaded to 75% capacity, equipped with a non-synchronized transmission
- Using pre-trip inspection records and driving time logbooks
- Using current communications systems

**Elements of the Competency****Performance Criteria**

---

1. Plan the trip.

- Accurate interpretation of the dispatcher's instructions
- Precise determination of the itinerary, places and addresses
- Accurate estimation of time needed to load and deliver the shipment

2. Inspect and start up the truck.

- Observance of steps involved in the pre-trip inspection
- Observance of techniques for starting up the truck
- Safe hitching of semitrailer to tractor

3. Take possession of the shipment.

- Appropriate approach to the loading dock
- Observance of techniques for backing up
- Correct positioning of truck at the dock
- Careful inspection of shipment
- Observance of standards for securing the load, weights and dimensions

4. Drive the truck.

- Good handling of the road
- Careful application of techniques according to driving situation
- Correct use of various systems
- Periodic inspection of equipment

5. Communicate during the trip.
  - Accurate interpretation of codes
  - Observance of techniques specific to various communications devices
  - Effective and respectful communication
  - Prompt transmission of information in the event of an incident or accident
6. Report to a weigh station.
  - Observance of techniques for approaching and stopping
  - Observance of weighing techniques
7. Deliver the shipment.
  - Appropriate approach to the place of delivery
  - Observance of techniques for backing up
  - Appropriate monitoring of shipment
  - Courtesy toward the clientele
8. Inspect and store the truck.
  - Observance of safety standards
  - Appropriate inspection of the vehicle
  - Safe unhitching of the semitrailer
  - Appropriate storage according to type of vehicle and instructions received
  - Clean vehicle
9. Submit the documents.
  - Precision and clarity of information regarding driving time and hours of work, pre-trip inspection and repairs to report
  - Immediate transmission of documents to the designated persons

*For the competency as a whole:*

- Careful planning of trip
- Correct detection of problems during the pre-trip inspection
- Control of the semitrailer in a variety of situations: different roads and surfaces, different traffic conditions
- Effective problem solving
- Prompt and appropriate reaction to an emergency or unexpected situation
- Observance of the *Highway Safety Code* and regulations in force
- Observance of occupational health and safety rules
- Observance of expected time limits
- Observance of rules for defensive driving
- Observance of fuel-efficient driving techniques
- Careful inspection of the quantity and integrity of the shipment

### Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

This competency involves integrating previously acquired knowledge and skills and applying them in a complex driving situation. The following suggestions indicate only new knowledge, skills, attitudes and perceptions.

#### 1. Plan the trip.

- Plan for the entire trip. Links between the bills of lading and the trip to be made
- Resolve application problems. Complete planning: itinerary, documents, equipment

#### 2. Inspect and start up the truck.

#### 3. Take possession of the shipment.

#### 4. Drive the truck.

- Adapt techniques according to situations.
  - During the day or at night
  - Regardless of weather conditions
  - In an urban environment: anticipation and use of signs, and anticipation of traffic
  - Going uphill: engine torque and power, shifting and downshifting
  - Going downhill: signs and anticipation of the slope, speed ratio, braking techniques and engine brake application
  - Use of various auxiliary transmissions
  - Appropriate manoeuvres according to situations of increasing complexity
- Anticipate problems related to driving in urban environments and on hills.
  - Room to manoeuvre in order to have time to react
  - Detection of potential problems: pedestrians, cyclists, heavy traffic, etc.
  - Applied physics including gravity, brake overheating, friction between tires and the road, etc.
- Resolve problems.
  - Application of the Rural and Highway Driving competency with respect to situations of greater complexity

- Put professional attitudes into action.
    - Application of the Rural and Highway Driving competency with respect to situations of greater complexity
    - Inspection points regarding the vehicle's load during the course of the trip
    - Courtesy toward the clientele
  
  - Act in an appropriate manner in stressful or unexpected situations and in emergencies.
    - Application of the Rural and Highway Driving competency with respect to situations of greater complexity
5. Communicate during the trip.
- Differentiate the characteristics of communications systems.
    - Short and long frequency radios, satellite communication, etc.
  - Be familiar with procedures for use.
    - Conventions for use
6. Report to a weigh station.
7. Deliver the shipment.
- Verify the quality and quantity of the merchandise.
    - Links between the documents and the merchandise
  - Show concern for respecting the health and safety rules, deadlines and payment methods.
    - Various payment methods
8. Inspect and store the truck.
9. Submit the documents.

Module 10      Duration 90 hours

## ***Situational Objective***

---

### **Statement of the Competency**

To integrate into the workplace.

### **Elements of the Competency**

- Know certain aspects of the workplace
- Carry out various activities associated with the trade
- Apply the regulations in force and the company's rules
- Apply the rules of defensive driving and the techniques for fuel-efficient driving
- Communicate with company staff and with superiors

### **Learning Context**

---

#### **Information Phase**

- Learning about the terms and conditions of the practicum.
- Creating a list of carriers likely to accept student-trainees.
- Gathering information on the workplace:
  - observe the work environment and methods
  - exchange information with company staff, etc.
- Learning about the company's regulations.
- Taking the necessary steps in order to be accepted as a student-trainee.

#### **Participation Phase**

- Participating in all the activities related to road transport by semitrailer.
- Recording observations in a practicum log.

#### **Synthesis Phase**

- Producing a report indicating:
  - observations
  - tasks performed
  - similarities and differences between the educational and the workplace environments
- Participating in the evaluation of their practicum with the teaching personnel and the person in charge of the practicum at the company.
- Participating in the evaluation of practicums with other student-trainees and teaching personnel.

---

**Instructional Guidelines**

---

- Maintain good relations with company supervisors.
- Provide documentation on companies.
- Provide information on finding a practicum that highlights the similarities to finding a job.
- Assist the student-trainees in their process for arranging for a practicum in a company.
- Show the importance of complying with company regulations and adopting a positive, professional attitude.
- Ensure the supervision of student-trainees on a periodic basis.
- Ensure ongoing supervision of student-trainees by a designated person within the company.
- Provide a report format.
- Promote discussions between student-trainees, especially during the course of finding a place for a practicum and at the time of evaluation.

---

**Participation Criteria**

---

**Information Phase**

- Create a list of carriers in the area.
- Take the necessary steps in order to be accepted as a student-trainee.
- Learn about the terms and conditions of the practicum.
- Learn about the company's regulations.

**Participation Phase**

- Gather information on the workplace.
- Carry out various activities with respect to regulations.
- Comply with company regulations.
- Record observations.

**Synthesis Phase**

- Produce a report.
- Participate in evaluations.

---

**Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions**

---

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

**Information Phase**

- Demonstrate an attitude of open-mindedness and determination.
- Combine the search for a practicum with a job search.      Job search techniques and favourable attitudes
- Use effective techniques for finding a practicum and a job.

**Participation Phase**

- Show concern for properly representing the company.
- Demonstrate professionalism.

Fuel-efficient and defensive driving, prevention with regard to occupational health and safety, sense of responsibility, resourcefulness, neat personal appearance, courtesy at the wheel and with others

**Synthesis Phase**

- Be receptive to feedback.





