



Arrangements for:

Safe Road User Award

at

SCQF level 4

Award Code: G9AX 44

Version: 5 (June 2017)

History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

Version number	Description	Date
5	References to QCF removed. DSA references updated to DVSA	14/06/17
4	Appendices added — Appendix 1: An Overview of Curriculum for Excellence Capacities and Appendix 2: An Overview of Essential Skills	14/04/10
3	Codes added.	14/01/10
2	Changes throughout to reflect the GB nature of the award.	12/05/09

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1 Introduction

This is the Arrangements Document for the Safe Road User Award at SCQF level 4. This document includes: background information on the development of the Award, its aims, guidance on access, details of the Award structure and guidance on delivery.

2 Rationale for the development of the Award

The Safe Road User Award stems directly from recent initiatives by the UK Government to bring about changes in driving attitudes in the UK. The Government's plan is to inform and educate road users towards better driving rather than using restrictions and legislation.

Underpinning these initiatives is a wish to reduce the number of deaths and serious injuries among road users. Good progress has been made in reducing the number of fatalities across England, Scotland and Wales since 2000 and road deaths fell below 3,000 for the first time in 2007. However, this figure is still too high and for every person who is killed 10 are seriously injured. Young, inexperienced drivers represent a disproportionately high percentage of the total while pedestrians and cyclists are frequently innocent victims of the mistakes of others.

There is also evidence that the stage when young people make the move from being accompanied by parents, etc or being passengers, to being independent road users as travellers or drivers is particularly important. Research suggests that young people find it hard to process the huge amount of new information they are required to take in as they move to being independent road users.

In 2008, the Department for Transport launched a national Learning to Drive campaign with the principal aim of changing driving attitudes in the UK. The campaign seeks to cultivate better attitudes towards driving in general and make young people more aware of road safety issues. Specifically, the campaign aims to educate and inform young people on safe road use before they actually start driving.

The Driving Standards Agency (DSA)*, whose mission was 'Safe Driving for Life™', handled this initiative on behalf of the Department for Transport. The DVSA believe that a fresh cultural and educational approach is necessary if driving standards are to be improved. This Award is a critical component of this new approach. It stems directly from a partnership agreed in June 2008 between the DSA and SQA which will lead to educational qualifications designed to build road sense among young people.

This Award, therefore, provides a qualification in a new area. As such, it will act as a benchmark for developing positive attitudes and behaviours on road use among young people and is aimed at road users before they begin driving.

* DSA merged with the Vehicle and Operator Services Agency (VOSA) to create DVSA from April 2014

This Award aims to build positive attitudes to road use and to help young people to take responsibility for using the roads safely. Young people who become proficient road users at an early stage will be able to carry these attitudes and behaviours throughout life. This, in turn, should result in fewer deaths and serious injuries among road users. Being a proficient road user is now a significant life skill and this award will contribute to developing this.

The Award has been set at SCQF level 4/. This is to ensure that it will be accessible to as many young people as possible. Setting the Award at this level should also promote delivery of the Award in a wide range of educational contexts such as schools, colleges and private training providers.

In schools, the Award can be delivered as part of a programme, eg in Personal and Social Education (PSE) or other appropriate curricular area. Current provision could readily be adapted to incorporate the two Units of the Award. In colleges and other educational environments, the size and level of the Award mean that it can easily be included in programmes of study. The Award can be seen as complementary to the subject or course-based study patterns followed by candidates in schools and colleges.

Young people should come to the Award with some knowledge, understanding and experience of road sense gained in a number of capacities such as a pedestrian, a cyclist and as a passenger in vehicles. This enhanced road sense should help them cope as they move into using the roads as an independent traveller.

By completing the Award, young people should develop much stronger road sense. They will be helped to develop positive attitudes and behaviour which they should be able to carry with them throughout life. They will be better equipped to become proficient road users in whatever capacity they use the roads — whether they are a pedestrian, a passenger or a driver of a moped, scooter, motor bike, car or any other kind of vehicle.

The Award should contribute to a continued reduction in that figure of 3,000 people who are killed on our roads every year. It will provide a life skill for young people and prepare them better for the world of work.

Whilst the Award is targeted at young people, it makes a valuable contribution to lifelong learning. The Award is accessible to any person interested in Safe Road Use and should be seen as a significant stepping stone towards the achievement of a full driving licence.

3 Aims of the Award

Overall the Award is designed to build road sense among young people. It will enable them to become proficient road users by helping them to develop constructive attitudes and positive behaviours when using the roads.

3.1 Principal aims of the Award

The principal aims of the Award are to enable candidates to:

- ◆ develop responsible, careful and considerate attitudes towards road use
- ◆ develop positive, considerate behaviour when using the road
- ◆ become more proficient when using the road

- ◆ understand the impact that other roads users have on them and the impact that they may have on other road users
- ◆ understand the importance of co-operating and communicating with other road users in a safe and constructive manner
- ◆ prepare for a journey by road by identifying the factors to be considered before setting out
- ◆ understand the key elements of the Highway Code

3.2 General aims of the Award

In general, the Award will enable candidates to:

- ◆ begin to develop a life-long learning approach to their use of the roads
- ◆ recognise the effect that their attitudes and behaviour may have on others and how others may affect them
- ◆ develop transferable skills in co-operating with others
- ◆ improve their career prospects

3.3 Target groups

The Award is targeted primarily at young people from 14 to 16 years of age. This is a group which will have some experience as road users as pedestrians, on bicycles and as passengers in cars and other vehicles. They have, however, reached an age where they are likely to become more frequent road users and to use the roads in different capacities. They may, for example, be preparing to learn to drive a car, or a motor cycle or other vehicle and may be passengers in vehicles driven by friends who have reached driving age. The award is not, however, confined to this particular age group and could be used as an introductory course for any group who wish to develop their road sense.

3.4 Employment opportunities

Many employers have reported that newly qualified young drivers lack the road skills necessary to be employed in driving jobs. This Award will enable candidates to develop the life skill of being a safe, effective and considerate road user with the positive attitude and behaviour towards others which this entails. As such, it will enhance their overall employability. It will also provide opportunities to develop the Core Skill of *Working with Others*.

4 Access to the Award

No specific knowledge is required to embark on this Award.

However, candidates will bring with them their own experience of road use so far. This will have been gained in various ways such as using the roads as a pedestrian or being a passenger in a vehicle probably driven by an adult such as a parent. Some candidates will also have experience of using the roads as a cyclist.

5 Award structure

The Award consists of two Units, one of which is about developing positive attitudes and behaviours as a road user towards road use while the other covers the knowledge and understanding needed for safe road use.

5.1 Framework

Scotland

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Developing Positive Road User Attitude	F6V1 10	6	4	3
Understanding How to Use the Roads	F6V2 10	6	4	3

5.2 Mapping information

This is a new award in a subject area where there has previously been no specific educational provision. However, there are a number of formal and informal programmes which aim to develop practical skills and awareness of using roads. These include programmes such as the Cycling Proficiency Test which are generally provided when young people first start becoming independent road users. Candidates may come to this Award having completed awards such as these at an earlier stage, possibly several years previously.

5.3 Articulation, professional recognition and credit transfer

This is a stand-alone Award however, it does provide progression into the DVSA Driver Theory Test and Practical Driving Test.

6 Approaches to delivery and assessment

The Award has been designed to allow the maximum flexibility in the way it is delivered and assessed. It can be incorporated into programmes of study in schools and colleges as noted above. It could also be delivered in other contexts, eg as a regular, weekly session in schools or as a short intensive course in youth clubs or other extra-curricular contexts. The overriding considerations should be that providers have access to the full range of expertise necessary to deliver the whole content of the award.

Within this broad approach it is important to emphasis that the Award does not and is not intended to include actual driving instruction/experience or to authorise candidates to drive a motor vehicle in any context.

The emphasis during delivery and assessment should be on building road sense by cultivating positive attitudes and behaviours when using the roads in any capacity. These positive attitudes and behaviours involve co-operating and communicating with others. Delivery should, therefore, encourage candidates to think carefully about the impact that their behaviour as a road user may have on others and the

impact that the behaviour of others may have on them and how they should respond to what others do. Candidates should be helped to realise that these are attitudes and behaviours which constitute a significant life skill which they will use throughout their life

Candidates will be able to bring their own experiences as road users, and delivery and assessment can build on these to help maintain and increase the interest and enthusiasm of candidates.

Delivery methods can be practically based and can include activities such as:

- ◆ working with others, eg to produce a video or slide presentation or a play to illustrate issues involved in safe road use, eg the particular problems faced by disabled or older road users or the impact of motor vehicles on the environment
- ◆ role plays, eg of a road incident; being a passenger
- ◆ planning a road journey
- ◆ case studies of road users
- ◆ examining motor vehicles to check safety
- ◆ observing and commenting on video clips of actual road behaviour

Assessment Exemplar packs are available for both Units in the Award. They include further information on delivery and assessment as well as the Evidence Requirements for each Unit. They contain examples of the type and amount of activities that meet the standards of the Unit and include sample recording documentation. The Award has been designed so that assessment can be undertaken using a variety of e-assessment approaches.

The theory test assessment will be 20 questions, based on the official DVSA Theory Test for Car Drivers, with 25 minutes allowed (double time will be allowed if required). Topic areas will include: Safety, Hazard Awareness, Other Road Users, Rules of the Road, Road and Traffic Signs, Documents and Vehicle Loading. The questions will apply to all users of the highway, including those travelling as passengers.

7 General information for centres

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Centres should note that individuals who are registered as disabled and are in receipt of Higher Level Living Allowance are eligible to take the DVSA Driver Theory Test, and gain a full driving license at the age of 16.

Internal and external verification

All instruments of assessment used within this Group Award should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk).

8 General information for candidates

The Safe Road User Award is designed to help you develop the attitudes and behaviours that you need to become a proficient road user. These skills and attitudes are important. Roads are dangerous and about 3,000 people a year are killed on our roads. Ten times as many are injured each year. Many of these accidents could be prevented by responsible attitudes and behaviour.

The award will give you the knowledge and skills you need as you become a more independent road user. You will no longer be someone who is taken places by others. You will become someone who makes decisions and choices for yourself about using the roads. You may decide who you will go with, to where and what transport you will use.

The award will also help you to develop the sorts of skills and attitudes on road use that employers increasingly expect young people to possess when they apply for jobs.

It consists of two Units which will enable you to:

- ◆ develop responsible, careful and considerate attitudes towards yourself and other road users
- ◆ develop the knowledge and understanding you need to be a safe road user

The qualification does not provide actual driving experience and will not authorise you to drive a motor vehicle.

To complete the award successfully you must be able to show that you have acquired the necessary knowledge and understanding needed to develop your road sense. You will need to show that you have the positive attitudes and behaviour which a proficient road user has.

You will do this by completing assessment activities which could include:

- ◆ case studies
- ◆ multiple choice questions
- ◆ developing a personal action plan
- ◆ carrying out risk assessments
- ◆ verbal questions from your tutor

9 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk

SCQF credit points: One SCQF credit point equates to 10 hours of learning. NQ Units at SCQF levels 2–6 are worth 6 SCQF credit points, NQ Units at level 7 are worth 8 SCQF points.

SCQF levels: The SCQF covers 12 levels of learning. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

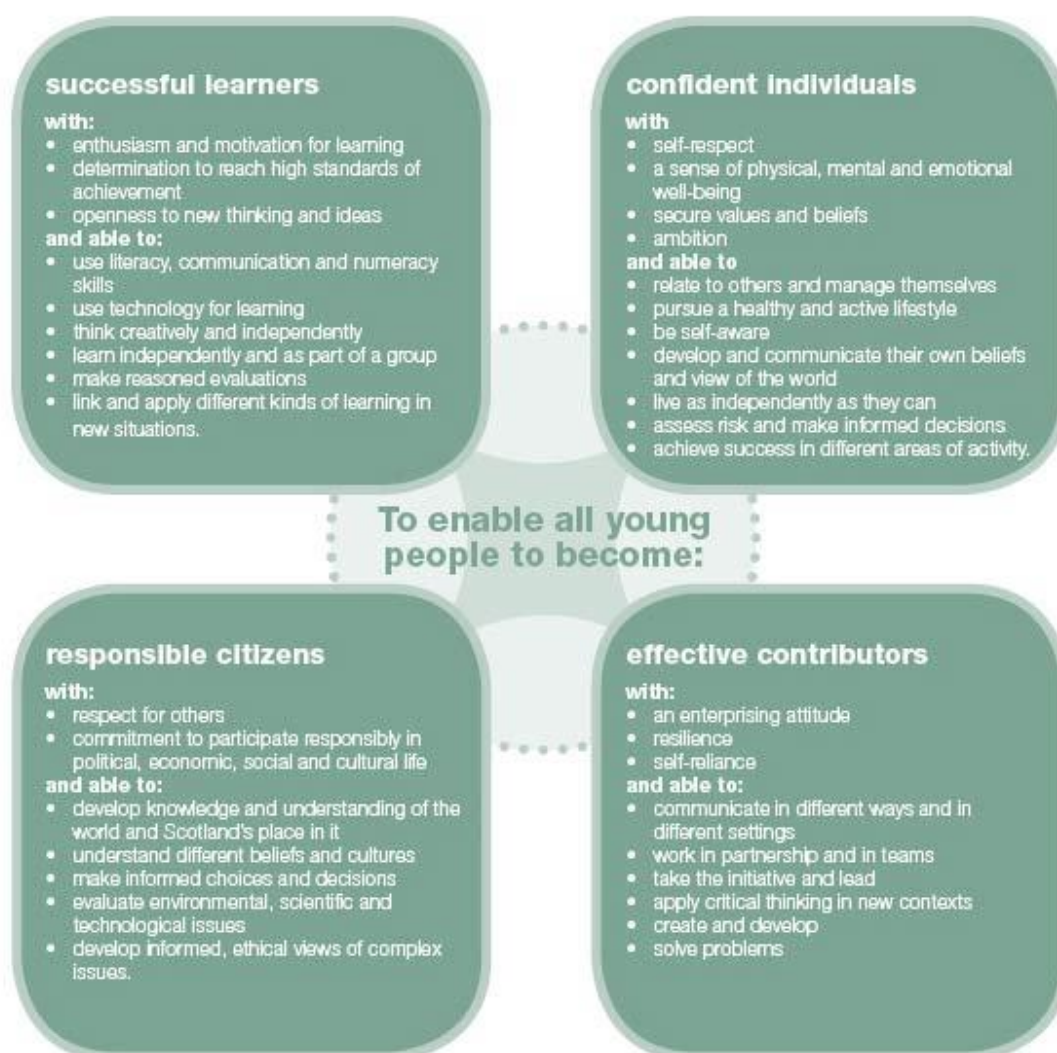
For more information on SCQF go to www.scqf.org.uk

Appendix 1: An Overview of Curriculum for Excellence Capacities

The purpose of Curriculum for Excellence is encapsulated in the four capacities — to enable each young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

The expanded statements of the four capacities can also form a very useful focus for planning choices and next steps in learning. The attributes and capabilities can be used by centres as a guide to assess whether the curriculum for any individual young person sufficiently reflects the purposes of the curriculum.

This Appendix highlights the contribution that the Safe Road User Award can make to the four capacities.



Generic Successful Learners Template — Unit Reviewing

SCQF	F6V1 10 Developing Positive Road User Attitude				SCQF level 4, 6 SCQF credit points	
Benchmark Indicators	Use literacy, communication and numeracy skills	Use technology for learning	Think creatively and independently	Learn independently and as part of a group	Make reasoned evaluations	Link and apply different kinds of learning in new situations
Task 1				✓	✓	
Task 2				✓	✓	
Task 3				✓	✓	

Comment:

This Unit allows candidates to make reasoned evaluations about the potential impact that characteristics, attitudes and behaviours can have not only on their own safe use of roads, but the impact that these characteristics, attitudes and behaviours can have on other road users. Candidates will complete a personal learning agreement and record which will allow them to undertake a review, and self-reflect, on the impact of the Award in relation to changes in their attitudes to road safety.

There are opportunities for candidates to utilise an electronic portfolio to gather assessment evidence so contributing to the 'Use of Technology for Learning'.

Grade:	red	amber	green
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Generic Confident Individuals Template — Unit Reviewing

SCQF	F6V1 10 Developing Positive Road User Attitude					SCQF level 4, 6 SCQF credit points	
Benchmark Indicators	Relate to others and manage themselves	Pursue a healthy and active lifestyle	Be self-aware	Develop and communicate their own beliefs and view of the world	Live as independently as they can	Assess risk and make informed decisions	Achieve success in different areas of activity
Task 1	✓	✓	✓			✓	
Task 2	✓	✓	✓			✓	
Task 3	✓	✓	✓			✓	

Comment:

This Unit allows candidates to assess how the attitudes and behaviours of themselves and others can affect safe road use. Candidates are encouraged to assess risk, specifically in Task 2, and then to make informed decisions relating to actions that encourage safe road use. In Task 2 candidates also examine a range of factors that affect the ability to travel safely. Other Tasks include examining the holistic nature of health and the impact on safe road use.

Grade: red amber green

Generic Responsible Citizens Template — Unit Reviewing

SCQF	F6V1 10 Developing Positive Road User Attitude			SCQF level 4, 6 SCQF credit points	
Benchmark Indicators	Develop knowledge and understanding of the world and Scotland's place in it	Understand different beliefs and cultures	Make informed choices and decisions	Evaluate environmental, scientific and technological issues	Develop informed, ethical views of complex issues
Task 1			✓		
Task 2			✓		
Task 3			✓		

Comment:

This Unit allows candidates to make informed choices in relation to safe road use, specifically:

- ◆ Impact of attitudes on safe road use
- ◆ What makes a person fit to travel
- ◆ Importance of vehicle maintenance
- ◆ Impact of behavior on safe road use

Grade:	red	amber	green
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Generic Effective Contributors Template — Unit Reviewing

SCQF	F6V1 10 Developing Positive Road User Attitude				SCQF level 4, 6 SCQF credit points	
Benchmark Indicators	Communicate in different ways and in different settings	Work in partnership in teams	Take the initiative and lead	Apply critical thinking in new contexts	Create and develop	Solve problems
Task 1						
Task 2						
Task 3	✓					

Comment:

Task 3 allows candidates to explain the importance of co-operating and communicating with other road users, to ensure safe road use.

Grade: red amber green

Generic Successful Learners Template — Unit Reviewing

SCQF	F6V2 10 Understanding How to Use the Roads				SCQF level 4, 6 SCQF credit points	
Benchmark Indicators	Use literacy, communication and numeracy skills	Use technology for learning	Think creatively and independently	Learn independently and as part of a group	Make reasoned evaluations	Link and apply different kinds of learning in new situations
Task 1		✓		✓	✓	
Task 2				✓		
Task 3				✓		
Task 4						

Comment:

Task 1 utilises technology in the planning of a journey using different modes of transport. Candidates then make a reasoned evaluation as to the most appropriate mode of transport to use for particular situations.

Throughout this Unit, candidates are encouraged to learn independently as well as to think about the effect their actions have on other people.

Grade:	red	amber	green
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Generic Confident Individuals Template — Unit Reviewing

SCQF	F6V2 10 Understanding How to Use the Roads					SCQF level 4, 6 SCQF credit points	
Benchmark Indicators	Relate to others and manage themselves	Pursue a healthy and active lifestyle	Be self-aware	Develop and communicate their own beliefs and view of the world	Live as independently as they can	Assess risk and make informed decisions	Achieve success in different areas of activity
Task 1	✓	✓	✓			✓	
Task 2	✓		✓			✓	
Task 3	✓		✓			✓	
Task 4	✓		✓			✓	

Comment:

In this Unit candidates have the opportunity to consider a range of aspects relating to preparing and undertaking a journey by road. This relates to thinking about actions and decisions that affect themselves and others. Candidates also have the opportunity to demonstrate self-awareness in relation to understanding and use of the road. Candidates will be asked to assess potential risks relating to safe road use and make informed decisions based on this assessment.

Grade: red amber **green**

Generic Responsible Citizens Template — Unit Reviewing

SCQF	F6V2 10 Understanding How to Use the Roads				SCQF level 4, 6 SCQF credit points
Benchmark Indicators	Develop knowledge and understanding of the world and Scotland's place in it	Understand different beliefs and cultures	Make informed choices and decisions	Evaluate environmental, scientific and technological issues	Develop informed, ethical views of complex issues
Task 1			✓	✓	✓
Task 2			✓		
Task 3			✓		
Task 4			✓		

Comment:

Throughout this Unit candidates are asked to make informed choices and decisions relating to safe road use and explore the rights and responsibilities of being a road user, with specific references to the Highway code. Task 1 allows candidates to explore the impact of road use on the environment.

Grade: red amber green

Generic Effective Contributors Template — Unit Reviewing

SCQF	F6V2 10 Understanding How to Use the Roads				SCQF level 4, 6 SCQF credit points	
Benchmark Indicators	Communicate in different ways and in different settings	Work in partnership in teams	Take the initiative and lead	Apply critical thinking in new contexts	Create and develop	Solve problems
Task 1						
Task 2						
Task 3						
Task 4						

Comment:

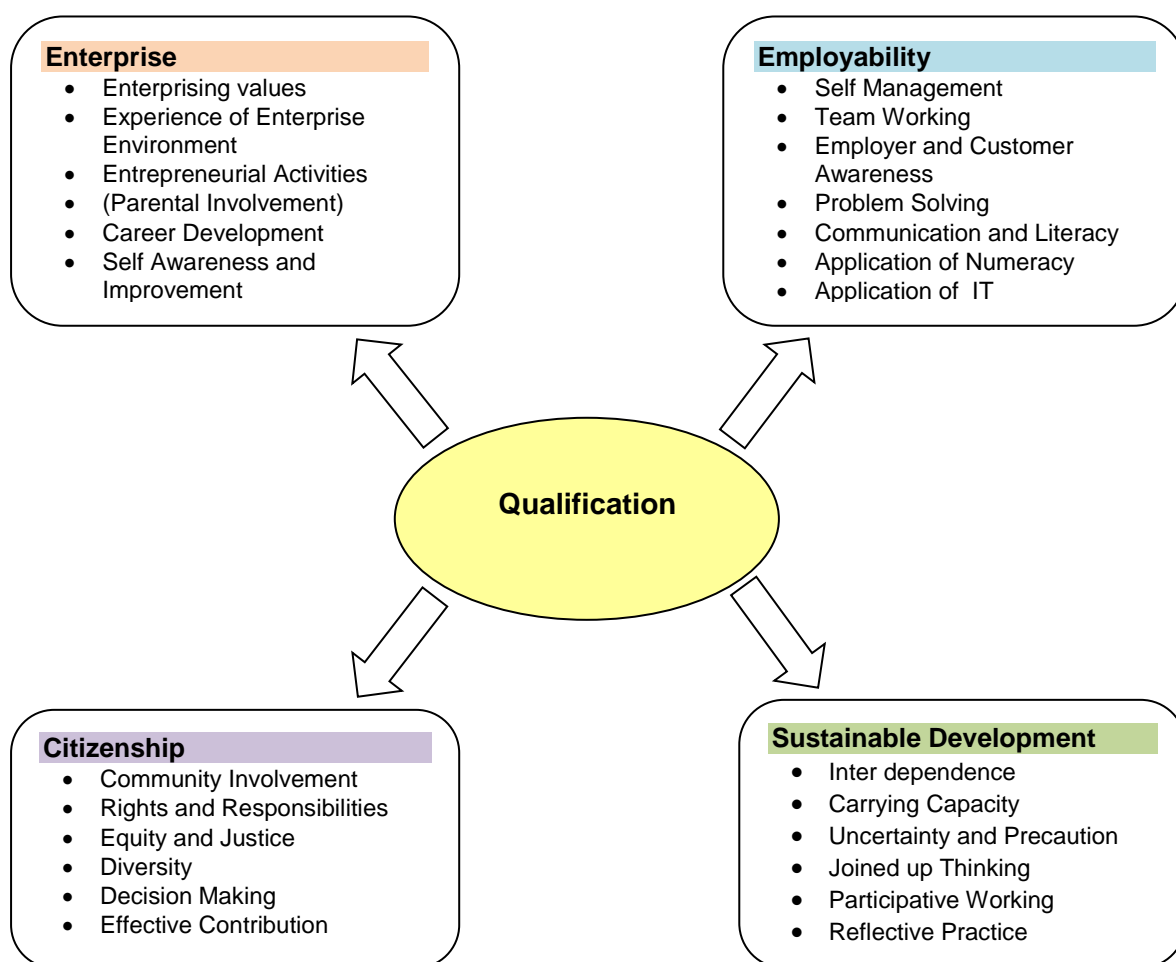
There is limited opportunity within this Unit to develop effective contributors. Depending on the types of underpinning learning and teaching activities adopted to support the delivery of this Unit, there may be opportunities that can be developed.

Grade: red amber green

Appendix 2: An Overview of Essential Skills

Curriculum for Excellence and Skills for Scotland, a Lifelong Skills Strategy (2007), outlines the need for lifelong learning to implicitly include softer, less definable essential skills to enhance individual's success in learning, life and work. There is no definitive list of these essential skills, as skills development is dependent on the subject or vocational area being studied, level of responsibility and culture of individuals and organisations. However, it is recognised that by developing these essential skills, learners gain skills which can be transferred into their future learning, their life and their work.

This Appendix highlights the essential skills of Enterprise, Employability, Sustainable Development and Citizenship within the Safe Road User Award.



Form CT1. Generic Enterprise Template — Unit Reviewing

SCQF	F6V1 10 Developing Positive Road User Attitude				SCQF level 4, 6 SCQF credit points	
Benchmark Indicators	Enterprising Values	Experience of Enterprise Environment	Entrepreneurial Activities	Parental Involvement	Career Development	Self-Awareness and Improvement
Task 1	✓					✓
Task 2						
Task 3	✓					✓

Comment:

Task 1: Candidates develop an awareness of their own characteristics with reference to how they can affect attitudes of themselves and others, and the impact this has on safe road use.

Task 3: Candidates explain how communication and behaviour might impact negatively on the behaviour of others.

Throughout this Unit of work candidates are encouraged to become more self-confident in relation to road safety and their contribution to road safety.

Grade:	red	amber	green
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Form CT2. Generic Employability Template — Unit Reviewing

SCQF	F6V1 10 Developing Positive Road User Attitude					SCQF level 4, 6 SCQF credit points	
Benchmark Indicators	Self-Management	Team Working	Employer and Customer Awareness	Problem Solving	Communication and Literacy	Application of Numeracy	Application of IT
Task 1	✓			✓			
Task 2				✓			
Task 3	✓			✓	✓		

Comment:

Task 1: Encourages reflection on learning in relation to the potential impact that one's own attitude can have on other people.

Task 1 and 3: Allows for the understanding of own strengths and area of improvement in relation to the impact of characteristics, attitudes and behaviours on other road users.

Task 3: Encourages positive communication to ensure road safety and positive cooperation with other road users.

All three Tasks encourage the analysis of facts and situations relating to road safety, eg risk awareness.

Grade:	red	amber	green
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Form CT3. Generic Sustainable Development Template — Unit Reviewing

SCQF	F6V1 10 Developing Positive Road User Attitude				SCQF level 4, 6 SCQF credit points	
Benchmark Indicators	Inter-dependence	Carrying Capacity	Uncertainty and Precaution	Joined up Thinking	Participative working	Reflective practice
Task 1						✓
Task 2			✓			
Task 3						

Comment:

Task 1: Encourages candidates to reflect on their own characteristics, attitudes and behaviours and to examine changes that might have taken place in relation to each and the effect that this might have on safe road use.

Task 2: Encourages an examination of the importance of vehicle maintenance in relation to the potential impact on the environment.

Grade:	red	amber	green
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Form CT4. Generic Citizenship Template — Unit Reviewing

SCQF	F6V1 10 Developing Positive Road User Attitude				SCQF level 4, 6 SCQF credit points	
Benchmark Indicators	Community Involvement	Rights and Responsibilities	Equity and Justice	Diversity	Decision Making	Effective contribution
Task 1		✓			✓	
Task 2		✓			✓	
Task 3		✓			✓	

Comment:

All Tasks emphasise the rights and responsibilities of all road users throughout the Unit, but specifically relating to the risk and responsibilities when carrying passengers, animals or goods. Task 2 examines the rights and responsibilities in relation to vehicle use on the road.

All Tasks enable candidates to take responsibility for and accept the consequences in relation to safe road use, particularly in relation to impact of behaviour on other road users.

Grade: red **amber** green

Form CT1. Generic Enterprise Template — Unit Reviewing

SCQF	F6V2 10 Understanding How to Use the Roads				SCQF level 4, 6 SCQF credit points	
Benchmark Indicators	Enterprising Values	Experience of Enterprise Environment	Entrepreneurial Activities	Parental Involvement	Career Development	Self-Awareness and Improvement
Task 1	✓					✓
Task 2	✓					
Task 3	✓					✓
Task 4	✓					✓

Comment:

All Tasks allow for the understanding of how to be an effective contributor in the context of safe road use.

Tasks 1, 3 and 4 allow for candidates to reflect on their own strengths and development needs in relation to safe road use, particularly in relation to attitudes and behaviours.

Grade:	red	amber	green
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Form CT2. Generic Employability Template — Unit Reviewing

SCQF	F6V2 10 Understanding How to Use the Roads					SCQF level 4, 6 SCQF credit points	
Benchmark Indicators	Self-Management	Team Working	Employer and Customer Awareness	Problem Solving	Communication and Literacy	Application of Numeracy	Application of IT
Task 1	✓						
Task 2	✓						
Task 3	✓						
Task 4	✓						

Comment:

Throughout this Unit candidates are encouraged to use self-management in relation to accepting responsibility for safe road use. Candidates will participate in a planning activity linked to a range of different journeys and will reflect on their own learning in relation to safe road use.

Grade: red amber green

Form CT3. Generic Sustainable Development Template — Unit Reviewing

SCQF	F6V2 10 Understanding How to Use the Roads				SCQF level 4, 6 SCQF credit points	
Benchmark Indicators	Inter-dependence	Carrying Capacity	Uncertainty and Precaution	Joined up Thinking	Participative working	Reflective practice
Task 1			✓			✓
Task 2			✓			✓
Task 3						✓
Task 4						✓

Comment:

Throughout this Unit there are opportunities for candidates to reflect on the activities undertaken and assess the potential impact of the learning on safe road use.
 Tasks 1 and 2 allow for the consideration of the environmental impact of road use.

Grade: red **amber** green

Form CT4. Generic Citizenship Template — Unit Reviewing

SCQF	F6V2 10 Understanding How to Use the Roads				SCQF level 4, 6 SCQF credit points	
Benchmark Indicators	Community Involvement	Rights and Responsibilities	Equity and Justice	Diversity	Decision Making	Effective contribution
Task 1						
Task 2		✓				
Task 3		✓				
Task 4		✓				

Comment:

This Unit allows candidates to understand the rights and responsibilities associated with safe road use including understanding the Highway Code and its implication for safe road use.

Grade: red **amber** green

Form CT5. Generic Employability Template — Award Summary

Qualification Title: Safe Road User Award							
Benchmark Indicators	Self-Management	Team Working	Employer and Customer Awareness	Problem Solving	Communication and Literacy	Application of Numeracy	Application of IT
Unit F6V1 10	✓			✓	✓		
Unit F6V2 10	✓						

Comment:

This Award provides some opportunity for the development of specific strands of Employability — specifically self-management, but also opportunities relating to problem solving and communication. Depending on the types of learning and teaching activities developed to support the Tasks within the Award, there may be opportunities for the development of other strands of Employability.

Form CT6. Generic Enterprise Template — Award Summary

Qualification Title: Safe Road User Award						
Benchmark Indicators	Enterprising Values	Experience of Enterprise Environment	Entrepreneurial Activities	Parental Involvement	Career Development	Self-Awareness and improvement
Unit F6V1 10	✓					✓
Unit F6V2 10	✓					✓

Comment:

This Award provides some opportunity for the development of specific strands of Enterprise — specifically enterprising values and self-awareness and improvement. Depending on the types of learning and teaching activities developed to support the Tasks within the award, there may be opportunities for the development of other strands of enterprise. Throughout the Award candidates are encouraged to examine their own characteristics, attitudes and behaviours and how these might impact on safe road use. By undertaking activities which underpin each of the Unit Tasks, candidates have regular opportunities to reflect on changes to their characteristics, attitudes and behaviours and how these might impact on road use.

Form CT7. Generic Sustainable Development Template — Award Summary

Award Title: Safe Road User Award						
Benchmark Indicators	Inter-dependence	Carrying Capacity	Uncertainty and Precaution	Joined up Thinking	Participative working	Reflective practice
Unit F6V1 10			✓			✓
Unit F6V2 10			✓			✓

Comment:

This Award provides some opportunity for the development of specific strands of sustainable development, specifically uncertainty and precaution and reflective practice. Depending on the types of learning and teaching activities developed to support the Tasks within the Award, there may be opportunities for the development of other strands of sustainable development. One key emphasis for the Award is for candidates to reflect on the learning that has been undertaken and assess the potential impact that this has had on safe road use.

Form CT8. Generic Citizenship Template — Award Summary

Award Title: Safe Road User Award						
Benchmark Indicators	Community Involvement	Rights and Responsibilities	Equity and Justice	Diversity	Decision Making	Effective Contribution
Unit F6V1 10		✓			✓	
Unit F6V2 10		✓				

Comment:

This Award provides some opportunity for the development of specific strands of Citizenship — specifically rights and responsibilities, but also opportunities relating to decision making. Depending on the types of learning and teaching activities developed to support the Tasks within the Award, there may be opportunities for the development of other strands of Citizenship. The Award specifically looks at the rights and responsibilities of the road user in order to ensure safe road use. The Award makes specific references to aspects of the Highway Code.