

LEARNING UNIT STRUCTURE

Learning unit: Road traffic regulations			
Unit description	Review regulations and meaning of the road markings, traffic signs and signalization including safety requirements concerning the cycling traffic with proper ways of communicating intentions to other road users.		
Learning objective	To provide knowledge of road traffic regulations, meaning of the road markings, traffic signs and signalization and using safety requirements concerning the cycling traffic. To train participants for response to signals given by authorized to control traffic officials and apply proper ways of communicating intentions to other road users.		
Learning outcomes	<ol style="list-style-type: none"> 1. To indicate relevant road traffic regulations in general. 2. To interpolate the regulations and safety requirements concerning the cycling traffic. 3. To understand the meaning of the road markings, traffic signs and signalization. 4. To provide a proper response to signals given by police officers, school crossing wardens and others authorized to control traffic. 5. To apply proper ways of communicating intentions to other road users and to understand signals given by other road users. 		
Lesson 1	Classification and meaning of road traffic regulations.		
Lessons contribution per learning outcomes	<p style="text-align: center;">Knowledge</p> <p>The learner knows/ is familiar with/ is able to name or describe ...</p>	<p style="text-align: center;">Skills</p> <p>The learner can/ is able to ...</p>	<p style="text-align: center;">Responsibilities & Autonomy</p> <p>The learner is responsible for / is able to apply / evaluate ...</p>

	1. To indicate relevant road traffic regulations in general.	4. To provide a proper response to signals given by police officers, school crossing wardens and others authorized to control traffic	5. To apply proper ways of communicating intentions to other road users and to understand signals given by other road users.
Lesson 2	Classification and meaning of the road markings, traffic signs and signalization.		
Lessons contribution per learning outcomes	Knowledge The learner knows/ is familiar with/ is able to name or describe ...	Skills The learner can/ is able to ...	Responsibilities & Autonomy The learner is responsible for / is able to apply / evaluate ...
	3. To understand the meaning of the road markings, traffic signs and signalization.	4. To provide a proper response to signals given by police officers, school crossing wardens and others authorized to control traffic	5. To apply proper ways of communicating intentions to other road users and to understand signals given by other road users.
Lesson 3	Safety requirements and communication to other road users.		
Learning outcomes per lessons	Knowledge The learner knows/ is familiar with/ is able to name or describe ...	Skills The learner can/ is able to ...	Responsibilities & Autonomy The learner is responsible for / is able to apply / evaluate ...

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	2. To interpolate the regulations and safety requirements concerning the cycling traffic.	4. To provide a proper response to signals given by police officers, school crossing wardens and others authorized to control traffic	5. To apply proper ways of communicating intentions to other road users and to understand signals given by other road users.
EQF level*	3 or 4		
ECVET credits**	2		
Duration (hours)	Lectures	Auditory exercises	Laboratory exercises
	3	3	
Learning materials	<ul style="list-style-type: none"> • Lecture notes • Presentation slides • Case studies 		
Teaching methods	<p>Lecture Method</p> <p>Case study method</p> <p>Demonstration Method</p>		

	Questions-Answer method
Assessment materials	Test- multiple choice questions

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The **EQF** is an 8-level, learning outcomes-based framework for all types of qualifications that serves as a translation tool between different national qualifications frameworks. This framework helps improve transparency, comparability and portability of people's qualifications and makes it possible to compare qualifications from different countries and institutions. [<https://europa.eu/europass/en/europass-tools/european-qualifications-framework>]

Level (according to the EQF)	Examples of certification for the respective levels
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Level 1 – 4	Secondary educational diplomas
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Post-secondary level

Level 5	I (intermediate) Diplomas of higher education and further education, foundation degrees and higher national diplomas
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Level 6	H (honours) Bachelor
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Level 7	M (masters) Master degrees, postgraduate certificates and diplomas
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Level 8	D (doctoral) Doctorate degrees, PhDs
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Source: <http://www.aeht.eu/en/presentation-of-the-aeht/eqf-levels-offered-by-aeht-member-schools>

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ECVET (European credit system for vocational education and training) allows learners to accumulate, transfer and use their learning in units as these units are achieved. This enables building a qualification at learners' own pace from learning outcomes acquired in formal, non-formal and informal contexts, in their own country and abroad. The system is based on units of learning outcomes as part of qualifications that can be assessed and validated. [<https://www.cedefop.europa.eu/en/projects/european-credit-system-vocational-education-and-training-ecvet>]

ECVET points are allocated to a qualification as a whole and to its units. Allocation of ECVET points to a qualification is based on using an agreement according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET. As specified in the Recommendation, "for a given qualification, one formal learning context is taken as a reference and, on the basis of the convention the total number of points is assigned for that qualification. From this total, ECVET points are then allocated to each unit according to their relative weight within the qualification." [https://www.cedefop.europa.eu/files/Setting_the_scene_-_Robert_Wagenaar.pdf]

60 credits per year (read **1600 – 1800 hours**) - knowledge, skills and (wider) competences/learning outcomes [https://www.cedefop.europa.eu/files/Setting_the_scene_-_Robert_Wagenaar.pdf]

Types of Teaching Methods e.g.

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|---------------------------------|------------------------|--------------------------------|-----------------------------|
| Story telling method | Textbook method | Lecture Method | Play way method |
| Demonstration Method | Tutorial Method | Questions-Answer method | Observational method |





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Discussion method

Project method

Role-playing method

Case study method

Brainstorming method

Drill method

Inductive method

Survey method

Deductive method

Analysis method

Synthesis method