

# National Child Passenger Safety Certification Program

## Vehicle Occupant Protection System Identification Instructor Guide for Skills Evaluation #1 (Vehicle Occupant Protection Systems)

Vehicle Systems Identification Skills Evaluation occurs after Chapter 7 “Other Vehicle Occupant Protection Systems” is completed and the recommended time limit is 1 hour and 20 minutes. For this test, technician candidates will be asked to demonstrate their ability to identify different types and parts of 5 vehicle occupant protection systems.

Designated vehicles will be in the parking lot for this activity. Some of the occupant protection systems in the vehicles will be assigned a number that corresponds to each “Vehicle #” and seating position on the test form. Answers are to be recorded by students on Skills Evaluation # 1 form by checking the appropriate answers for each system. Instruct the technician candidates that they are to provide answers only for the occupant protection systems or parts for the seating positions that are labeled. Students may refer to any or all of the course resources or vehicle instructions in order to complete this evaluation.

Remind technician candidates that this evaluation is to be done individually.

**OWNER MANUALS:** Provide owner’s manuals for 2-3 stations, if possible; consider making copies to help move the testing along. Students are asked to identify the page # in the manual where LATCH and airbag information is found in the owner’s manual for each vehicle for which an owner’s manual is available. Moving the manual from the vehicle to a location outside the vehicle allows another student to get inside the vehicle while the other is looking up this information. Remind students that finding the page numbers by looking in the index is permissible and recommended.

Candidates will be required to identify vehicle occupant protection and parts information including:

1. Types of Latch plates:	2. Types of Retractors*:	3. LATCH
<ul style="list-style-type: none"><li>• Locking</li><li>• Sliding</li><li>• Sewn</li><li>• Switchable</li></ul>	<ul style="list-style-type: none"><li>• None</li><li>• ALR Retractor</li><li>• ELR Retractor</li><li>• Switchable Retractor</li></ul>	<ul style="list-style-type: none"><li>• Are lower anchors present?</li><li>• Is tether anchor present?</li></ul>
4. Owners Manual Information	5. Type of airbag in the assigned seating position.	
<ul style="list-style-type: none"><li>• Page # where LATCH information is found.</li><li>• Page # where airbag information is found.</li></ul>	<ul style="list-style-type: none"><li>• Front (Yes or No)</li><li>• Side [in the door, in the seat, or above the door] (Yes or No)</li></ul> If the answer is “YES” for any type, the student must note one place where this information was located.	
<p>* If there is more than one retractor in the assigned seating position, the student must indicate which one it is next to the type.</p> <p>EX:    <input checked="" type="checkbox"/> ALR - <i>lap</i>          <input checked="" type="checkbox"/> ELR - <i>shoulder</i>          <input type="checkbox"/> Switchable          <input type="checkbox"/> None</p>		

Instructors will need to identify the required components in vehicles available to the training and clearly mark the seating positions as systems to identify. Note that switchable Latch plates are identified in the

course curriculum. However, because they may not be readily available in the vehicles used at each training site, they are not included in the skills evaluation.

All answers are to be recorded by the technician candidates on the Vehicle Occupant Protection Identification Skills Evaluation #1 form. If necessary, candidates may make three attempts to correctly identify each system. In the case of second and third attempts, the instructor should hold the test sheet and record the responses given verbally by the student. All six systems must be identified correctly by the third attempt to pass.

Depending upon class size, vehicles available, and parking arrangements, instructors should determine the number of vehicles needed in order to allow for efficient and effective identification of the vehicle systems. Instructors should number each vehicle and system in a way that will make it obvious for the candidates to determine which system they are to identify.

### **Some suggestions for setting up vehicle systems ID skills evaluations:**

1. Select appropriate vehicles for use in skills evaluations. Use information from the "Student Vehicle Occupant Restraint Systems Details" forms to assist in vehicle selection.
2. Mark vehicles with visible numbers and questions (e.g. colored paper or cards) that indicate which specific system the students are being asked to identify. For example: Question for Vehicle/System #1: "Identify the vehicle occupant protection system(s) in front passenger side." Question for Vehicle/System #2: "Identify the vehicle occupant protection system(s) found in rear center position."
3. TIP: For instructor reference, make a master list of questions, answers, and specific vehicles used during Skills Evaluation #1

### **Skills Evaluation #1 Administration Guidelines:**

1. Review all instructions for this skills evaluation with the class prior to conducting this test. Emphasize that all testing is done independent of instructor input or collaboration with other students.
2. Have students complete all information lines on the forms before testing begins. Instructors should not sign a form without a specific name filled in at the top.
3. If there are 2 retractors (ALR; ELR; Switchable) or types of safety belt systems (manual and automatic), BOTH retractors and safety belt systems must be identified to be considered a "PASS".
4. Should a candidate need attempt #3, direct him/her to stop and review their workbook. The third attempt should be graded by an instructor who has not graded that candidate on that scenario.
5. Instructors should fail a participant if any of the answers are incorrect and instruct him/her to try again. Instructors should not indicate the specific area that is incorrect (e.g., retractors, latch plate, etc.).
6. Students must work separately. No talking among students is allowed during the testing process.
7. Students must stand at least 10 feet away from a station while waiting so they cannot overhear student/instructor interaction.
8. Any instructor who places their ID# on a skills evaluation form must provide a signature and instructor number on the Hands On Skills Test Instructor Log form for that exercise.