

**Pearson**  
**BTEC Level 2 Certificate in**  
**Introduction to the Role of**  
**the Professional Taxi and**  
**Private Hire Driver**

**Specification**

BTEC Specialist qualification

First teaching January 2011

Issue 3

## **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

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This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

This qualification was previously known as:

Edexcel BTEC Level 2 Certificate in Introduction to the Role of the Professional Taxi and Private Hire Driver (QCF)

The QN remains the same.

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ISBN: 978 1 446 94136 2

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## Summary of Pearson BTEC Level 2 Certificate in Introduction to the Role of the Professional Taxi and Private Hire Driver specification Issue 3 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	3/4
QCF references removed from unit titles and unit levels in all units	17 - 95
Guided learning definition updated	11

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.htm](http://qualifications.pearson.com/en/support/contact-us.htm)

# **BTEC Specialist qualification titles covered by this specification**

## **Pearson BTEC Level 2 Certificate in Introduction to the Role of the Professional Taxi and Private Hire Driver**

The Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a unit code.

The qualification and unit codes will appear on learners' final certification documentation.

The QN for the qualification in this publication is:

Pearson BTEC Level 2 Certificate in Introduction to the Role of the Professional Taxi and Private Hire Driver      600/0049/1

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

This qualification is accredited by Ofqual as being stand alone.

# Introducing BTEC Specialist qualifications

Welcome to Pearson BTEC Level 2 Certificate in Introduction to the Role of the Professional Taxi and Private Hire Driver

The Pearson BTEC Level 2 Certificate in Introduction to the Role of the Professional Taxi and Private Hire Driver is designed to develop, support and enhance the knowledge of prospective or existing drivers who wish to begin or develop a career in transporting passengers.

This qualification also provides the underpinning knowledge for the Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Taxi and Private Hire)

## Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to fit easily into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

## Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

## Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and student needs — **in this case the GoSkills SSC**. Many industry and professional bodies offer successful BTEC students exemptions for their own accredited qualifications.

## All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Pearson vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

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# What are BTEC Level 2 Specialist qualifications?

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BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

## **Total Qualification Time (TQT)**

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

## **Pearson BTEC Level 2 Certificate**

The Pearson BTEC Level 2 Certificate covers some of the knowledge and practical skills required for a particular vocational sector.

The Pearson BTEC Level 2 Certificate offers an engaging programme for those who are clear about the vocational area they want to learn more about. For adult learners the Pearson BTEC Level 2 Certificate can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those entering the industry, wishing to change career or move into a particular area of employment following a career break.

## Key features of the Pearson BTEC Level 2 Certificate in Introduction to the Role of the Professional Taxi and Private Hire Driver

The Pearson BTEC Level 2 Certificate in Introduction to the Role of the Professional Taxi and Private Hire Driver has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Level 2 vocationally-related qualification
- progress to employment in a particular vocational sector.

## National Occupational Standards

Where relevant, Pearson BTEC Level 2 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Pearson BTEC Level 2 qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS in *Annexe C*.

The Pearson BTEC Level 2 Certificate in Introduction to the Role of the Professional Taxi and Private Hire Driver relates to the GoSkills — Road Passenger Vehicle Driving NOS.

# Rules of combination

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The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the have rules of combination.

## **Rules of combination for the Pearson BTEC Level 2 Certificate in Introduction to the Role of the Professional Taxi and Private Hire Driver**

When combining units for a Pearson BTEC Level 2 Certificate in Introduction to the Role of the Professional Taxi and Private Hire Driver it is the centre's responsibility to ensure that the following rules of combination are adhered to.

### **Pearson BTEC Level 2 Certificate in Introduction to the Role of the Professional Taxi and Private Hire Driver**

- 1 Qualification credit value: 15 credits.
- 2 All credits to be achieved at the level of the qualification.
- 3 All credits must be achieved from the units listed in this specification.

## Pearson BTEC Level 2 Certificate in Introduction to the Role of the Professional Taxi and Private Hire Driver

The Pearson BTEC Level 2 Certificate in Introduction to the Role of the Professional Taxi and Private Hire Driver is a 15-credit and 79-guided-learning-hour (GLH) qualification consisting of 9 mandatory units, the TQT for this qualification is 150 hours.

Pearson BTEC Level 2 Certificate in Introduction to the Role of the Professional Taxi and Private Hire Driver			
Unit	Mandatory units	Credit	Level
1	Health and safety in the taxi and private hire work environment	1	2
2	Road safety when driving passengers in a taxi or private hire vehicle	1	2
3	Professional customer service in the taxi and private hire industry	2	2
4	Taxi and private hire vehicle maintenance and safety inspections	2	2
5	The regulatory framework of the taxi and private hire industry	3	2
6	Taxi and private hire services for passengers who require assistance	3	2
7	Routes and fares in the taxi and private hire vehicle industries	1	2
8	Transporting of parcels, luggage and other items in the taxi and private hire industries	1	2
9	Transporting of children and young persons by taxi or private hire vehicle	1	2

# Assessment

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Units 1-5, 7-9 and learning outcomes 1, 2, 3 and 4 in Unit 6 (Taxi and private hire services for passengers who require assistance) are assessed through externally set and marked-onscreen multiple choice tests. Learning outcomes 5 and 6 of Unit 6, are assessed via observation record/witness testimony, likely to be of simulated activity. No other form of assessment is available for this qualification.

The qualification is criterion referenced, based on the achievement of all the learning outcomes.

Each unit in the qualification has specified assessment criteria. The overall grading in this qualification is a pass, based on the successful completion of the external assessments and the observation record/witness testimony (learning outcomes 5 and 6 for Unit 6 only).

External assessments using multiple choice assessment method assesses all of the learning outcomes in the units and meet the standard determined by the specified assessment criteria in the units.

**All the content in each unit assessed by multiple choice assessment is mandatory. Tutors must ensure that learners have covered all the content before taking any external test.**

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on the Pearson website ([qualifications.pearson.com](http://qualifications.pearson.com)).

## Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria, and
- achieve the learning outcomes.

In this qualification the following units are externally assessed through multiple choice assessment:

Unit 1: Health and safety in the taxi and private hire work environment

Unit 2: Road safety when driving passengers in a taxi or private hire vehicle

Unit 3: Professional customer service in the taxi and private hire industry

Unit 4: Taxi and private hire vehicle maintenance and safety inspections

Unit 5: The regulatory framework of the taxi and private hire industry

Unit 6: Taxi and private hire services for passengers who require assistance (learning outcomes 1-4 only)

Unit 7: Routes and fares in the taxi and private hire vehicle industries

Unit 8: Transporting of parcels, luggage and other items in the taxi and private hire industries

Unit 9: Transporting of children and young persons by taxi or private hire vehicle

The following unit is internally assessed and externally verified by observation record/witness testimony:

Unit 6: Taxi and private hire services for passengers who require assistance (learning outcomes 5 and 6 only).

All assessments created by centres for the observation record/witness testimony should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to demonstrate valid, sufficient and reliable evidence that relates directly to the specified criteria.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignment briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignment briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

### **Qualification grade**

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

# Quality assurance of centres

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Pearson BTEC Level 2 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Pearson BTEC Level 2 must be committed to ensuring the quality of the units and qualifications they deliver.

Centre quality assurance and assessment is monitored and guaranteed by Pearson through the quality review process.

**As this qualification is assessed by a combination of on screen multiple choice tests and observation record/witness testimony the Pearson quality assurance processes will involve:**

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Pearson BTEC Level 2 qualifications and units
- Quality Review of the verification practice at centre level
- Verification of standards of portfolio through postal sampling.

## Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

## Quality Assurance Guidance

Details of quality assurance for the Pearson BTEC Level 2 qualifications are set out in centre guidance which is published on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).

# Programme design and delivery

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## Mode of delivery

Pearson does not normally define the mode of delivery for Pearson BTEC Entry to Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

## Resources

Pearson BTEC Level 2 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Learning resources also need to support the delivery of the programme and the assessment of the learning outcomes using multiple choice questions. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.



## Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson BTEC Level 2 qualifications, the mode of delivery and assessment through multiple choice questions. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

**All of the content in each externally assessed unit is mandatory. Tutors must ensure that learners have covered all the content before sitting any external test.**

## Functional skills

Pearson Level 2 BTEC Specialist qualifications give learners opportunities to develop and apply functional skills. Functional skills are, however, not required to be achieved as part of the BTEC Specialist qualification(s) rules of combination. Functional skills are offered as stand-alone qualifications.

## Access and recruitment

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Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

## Restrictions on learner entry

The Pearson BTEC Level 2 Certificate in Introduction to the Role of the Professional Taxi and Private Hire Driver is accredited on the for learners aged 18 and above.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working as taxi and private hire drivers will be subject to local licensing conditions.

## Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Pearson NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Pearson website ([qualifications.pearson.com](http://qualifications.pearson.com)). This policy replaces the previous Pearson policy (Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

## Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

# Unit format

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All units in the Pearson BTEC Level 2 Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

## Unit title

This is the formal title of the unit that will appear on the learner's certificate

## Unit code

Each unit is assigned a unit code that appears with the unit title on the Register of Regulated Qualifications.

## Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.

## Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

## Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

## Unit aim and purpose

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

## Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

## Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

## Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

## Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in *italics* followed by the subsequent range of related topics.

### **Relationship between content and assessment criteria**

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

### **Content structure and terminology**

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

### **Essential guidance for tutors**

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Indicative reading* – gives a list of tutor resource material that may be used for delivery preparation.



# Units

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Unit 1: Health and safety in the taxi and private hire work environment	17
Unit 2: Road safety when driving passengers in a taxi or private hire vehicle	25
Unit 3: Professional customer service in the taxi and private hire industry	33
Unit 4: Taxi and private hire vehicle maintenance and safety inspections	41
Unit 5: The regulatory framework of the taxi and private hire industry	49
Unit 6: Taxi and private hire services for passengers who require assistance	61
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Unit 8: Transporting of parcels, luggage and other items in the taxi and private hire industries	81
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# Unit 1: Health and safety in the taxi and private hire work environment

**Unit code:** D/502/5992

**Level 2:** BTEC Specialist

**Credit value:** 1

**Guided learning hours:** 6

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## Unit aim and purpose

The purpose of this unit is for learners to demonstrate an understanding of health and safety in the work environment of the taxi and private hire driver. This unit is suitable for learners working as drivers in the taxi and private hire industry and those who are preparing to enter the industry.

## Unit introduction

Although the taxi and private hire industry is well regulated drivers and their customers may sometimes face emergency situations or even find themselves in danger. This unit illustrates the need for learners to be aware of the risks and hazards they may face as drivers and know what to do to avoid or reduce their effects.

Learners will need to be able to identify the main health and safety regulations that protect the driver, customer and other road users. They will need to understand hazards and risks and ways to reduce them. Learners are required to understand the role of the emergency services, and how to plan ahead for unexpected events. The learner will also have to learn how to deal with stress and understand how to use conflict management techniques.

Emergencies and incidents can happen despite risk assessments and forward planning. In this unit the learner will understand how to meet their duty of care towards their customers following a vehicle breakdown or other incidents and outline what actions they can take.

This unit is based on Unit 1 (Ensure the health and safety in your work environment) of the GoSkills' National Occupational Standards for Road Passenger Vehicle Driving.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Know how to ensure health and safety in the taxi and private hire work environment</p>	<p>1.1 Identify the main Health and Safety Regulations and policies that protect the driver, customer and other road users</p> <p>1.2 Describe the difference between a hazard and a risk</p> <p>1.3 Describe hazards a driver may face during a duty</p> <p>1.4 Describe possible responses to identified hazards to limit risk to self, customers and other road users</p> <p>1.5 Describe how to undertake a risk assessment to limit the risk to the driver, customers and other road users</p> <p>1.6 Outline the 'duty of care' a driver has in relation to customers and other road users</p> <p>1.7 Describe consequences of not following health and safety rules and regulations</p> <p>1.8 Identify the types of insurance that a driver requires for indemnifying self or customer(s) for harm or loss</p> <p>1.9 Describe how to prevent physical risks as a result of manual handling, movements and posture</p>

Learning outcomes	Assessment criteria
<p>2 Understand how to prevent and protect driver and customers from potential hazards and risks</p>	<p>2.1 Describe the role of the emergency services and personnel that can support a driver in the course of their duties</p> <p>2.2 Explain how to reduce and prevent emotional stress and anger when driving</p> <p>2.3 Describe how to use appropriate equipment and alarm systems to act as a deterrent and limit personal risk to a driver</p> <p>2.4 Describe the use of conflict management techniques to limit personal risks</p> <p>2.5 Explain the importance of a healthy lifestyle in relation to a driver's duties</p> <p>2.6 Explain the importance of contingency planning when unforeseen incidents and emergencies occur</p>
<p>3 Understand how to respond to an emergency or incident when driving a taxi or private hire vehicle</p>	<p>3.1 Explain why it is important to follow a customer's instructions in an incident or emergency involving that customer</p> <p>3.2 Outline action to be taken in the event of vehicle breakdown at the roadside</p> <p>3.3 Explain the necessity of ensuring the customer's safety and welfare in the event of an incident or emergency</p> <p>3.4 Explain the importance of providing reassurance to customers who may be in shock, worried or concerned</p> <p>3.5 Outline the actions that a driver can take when confronted with a road accident or other acute emergency</p>

## Unit content

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### 1 Know how to ensure health and safety in the taxi and private hire work environment

*Main health and safety regulations:* Health and Safety at Work Act (1974); Road Traffic Act (1988); Control of Substances Hazardous to Health (COSHH) Regulations (2002); Motor Vehicles (Seat Belt) Regulations (1993 and 2006); The Health Act (2006) – Smoke Free (Vehicle Operators and Penalty Notices) Regulations (2007); Equality Act (2010); Safeguarding Vulnerable Groups Act (2006); Working Time Regulations (1988 – with subsequent amendments 1999–2006)

*Hazards and risks:* hazard definition (anything that can cause harm); risk definition (the chance, high, medium or low, that someone will be harmed by the hazard)

*Hazards a driver may face:* everyday hazards (other road users' behaviour, difficult passengers, suspicious passengers, criminal or dangerous behaviour, suspect packages, dangerous road layouts, weather, taxi ranks at night, manual handling, wheelchairs, breakdowns, accidents, overbooking, busy traffic)

*Responses to hazards to limit risk:* limit risk (to driver, to customer, to other road users); responses (identify the hazards, look at the Health and Safety Executive (HSE) website, use knowledge and experience, carry out risk assessment training, conflict management, onboard camera, personal alarm, maintain contact, driver shield, listen to road and traffic reports, check weather forecasts, carry out vehicle safety checks, know any emergency radio code words and responses)

*Risk assessment:* type (simple plan worked out in head, plan worked out by operator); steps to risk assessment (1 – look for hazards, 2 – decide who might be harmed, 3 – evaluate the risk and decide whether existing precautions are adequate or more should be done to reduce the risk to as low as reasonably practicable (ALARP), 4 – record findings, 5 – review risk assessment and revise it if necessary)

*Driver duty of care (to customers, to other road users):* principles of 'duty of care'; Management of Health and Safety at Work Regulations (1992, updated 1999); police investigation of any injury or death (where cause for concern over a vehicle or employee, if they suspect carelessness or recklessness by company or owner driver)

*Consequences of not following regulations:* increased risk of injury or death; HSE and/or police investigation; licence suspension or revocation; legal action; prison; financial loss (fines, loss of livelihood); damage to company reputation

*Insurance:* hire and reward insurance, either comprehensive or third party; personal indemnity insurance – covers public liability; public and employer liability insurance

*Prevent physical risks:* no limit given by Manual Handling Operations Regulations for weight threshold; lift dependent on build; ensure risk assessment has been taken; follow basic rules (stop and think, position the feet, adopt a good posture, keep close to the load, do not wrench, move the feet, place the load)

## 2 Understand how to prevent and protect driver and customers from potential hazards and risks

*Driver support:* emergency services (police, fire, ambulance, coastguard — role, how to contact); support personnel for driver — rank marshals (reduce risk when picking up passengers in town/city centres), traffic wardens, licensing officers, dispatch office staff (relay to dispatch office to implement contingency plan), trade associations and trade unions

*Reduce stress and anger:* awareness of what makes you stressed; symptoms of stress, eg anxiety, dry mouth, shallow breathing, rapid heartbeat; anticipate stressful situations to make them easier to deal with; be assertive — protect own rights while respecting other people's; change attitude — refuse to be stressed by others; take care of health – including breathing, posture, exercise, lifestyle; confidence in the roadworthiness of vehicle

*Equipment and alarm systems:* personal alarms and panic switches connected to base; vehicle radio; code words and responses; private line contact; security cameras (privacy laws); datahead/global positioning system (GPS); safety guards and screens; swipe card reader to reduce cash carried; four-door security lock; mobile phone

*Conflict management:* recognising difficult situations; strategies (collaboration, compromising, accommodating, competition – 'win', avoiding); passenger exclusion lists for known bad customers ('blacklists')

*Importance of healthy lifestyle:* medical certificate requirements (every 5 years after 45, yearly after 65, medical Group 2 listed categories); awareness that driving is a sedentary lifestyle so should take exercise, plan diet; recognise fatigue, smoking and lifestyle issues

*Contingency planning:* risk assessment approach to health and safety will allow for contingency planning; allow for understanding of risks; procedures and plans in place to limit the risk; control measures where necessary; ignoring risks can be expensive for driver and/or operator, if duty of care is not good enough may be sued; contingency planning starts with communicating the problem to the right person/office

## 3 Understand how to respond to an emergency or incident when driving a taxi or private hire vehicle

*Customer emergencies:* importance of customer's instructions in customer emergencies; ask about wellbeing; offer suitable assistance; recommend practical measures

*Vehicle breakdown:* position vehicle safely; hazards and interior lights; evacuate passengers (hard shoulder if motorway); alert police if vehicle in dangerous position; use warning triangle (not on motorway); if a member, call roadside assistance organisation; support and look after customers; contact operator or base with all details; wait with customers until help arrives

*Customer's safety and welfare in event of incident or emergency:* driver responsibility for the safety and welfare of customers whilst in vehicle (duty of care); consequences of not following policies and contingencies (customers might be injured or illnesses might get worse, vehicle could be taken off road, investigations into licence, future insurance costs may rise, police investigation, being sued, potential loss of income)

*Reassuring customers:* importance (creating trust, feeling of security); show concern and understanding; offer choice of destination; utilise knowledge of local area

*Road actions:* warn other traffic with hazard lights and triangle (not on motorways); check for fire or fire hazards; no smoking; dial 999; switch off all engines; carry out first aid if trained; do not move casualties unless in need of resuscitation or in immediate danger; keep casualty and self warm

## Essential guidance for tutors

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### Delivery

This unit should be delivered so that it gives learners an understanding of health and safety requirements in the taxi and private hire work environment. Learners should be given opportunities to understand the legal, health, safety and security responsibilities required before driving – for both the vehicle and appropriate documentation that the Health and Safety at Work Act, Road Traffic Act and other licensing regulations entail. Learners are not expected to cover the legislation in detail at this level, however learners should be able to state the legislation as listed in learning outcome 1 and identify why it could have an impact on health and/or safety to the driver, customers and/or other road users. Learners must be given the opportunity to understand risk assessments and understand the principles behind 'duty of care'. They should also be given the opportunity to participate in these activities, as this will promote greater knowledge and understanding of how risks can be avoided or reduced.

Learners need to understand how the emergency services and other personnel can assist them in performing their role. Real-life-based scenario learning would support their learning. Learners should be given the opportunity to use security and protection equipment, as this would augment the knowledge they require in this area. Detailed information on manual handling, dealing with stress and a living healthy lifestyle should also be provided.

Learners must understand customer safety and relevant procedures. Simulation exercises could be used to underpin the knowledge required for dealing with customers following a breakdown, accident or other incidents.

### Assessment

This unit will be assessed through an onscreen multiple choice question assessment.

### Indicative reading

#### Books

DfT, DSA, HMSO – *The Official Highway Code* (The Stationery Office, 2007)  
ISBN 9780115528149

DSA – *The Official DSA Guide to Driving – The Essential Skills* (The Stationery Office, 2007) ISBN 9780115528170

#### Publication

Department for Transport (DfT) – *Taxi and Private Hire Licensing: Best Practice Guidance* (March 2010)

## **Magazines and journals**

*On Rank*

*Private Hire and Taxi Monthly*

*Taxi-Today*

## **Websites**

<a href="http://www.dft.gov.uk/dsa">www.dft.gov.uk/dsa</a>	Driving Standards Agency (link to information)
<a href="http://www.dft.gov.uk/publications/taxi-private-hire-licensing">www.dft.gov.uk/publications/taxi-private-hire-licensing</a>	DfT – Taxi and Private Hire Licensing Best Practice Guidance
<a href="http://www.goskills.org">www.goskills.org</a>	GoSkills – Sector Skills Council
<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>	The Health and Safety Executive (HSE)
<a href="http://www.legislation.gov.uk">www.legislation.gov.uk</a>	UK Legislation
<a href="http://www.onrank.co.uk">www.onrank.co.uk</a>	<i>On Rank</i> – taxi driver magazine
<a href="http://www.phtm.co.uk">www.phtm.co.uk</a>	<i>Private Hire and Taxi Monthly</i>
<a href="http://www.taxiforums.co.uk">www.taxiforums.co.uk</a>	The Taxi Drivers' Forum
<a href="http://www.taxi-today.com">www.taxi-today.com</a>	<i>Taxi-Today</i> – trade magazine



## **Unit 2: Road safety when driving passengers in a taxi or private hire vehicle**

**Unit code:** M/502/5981

**Level 2:** BTEC Specialist

**Credit value:** 1

**Guided learning hours:** 6

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### **Unit aim and purpose**

The purpose of this unit is to enable learners to understand how to transport passengers safely and in relative comfort. This unit is particularly suitable for learners working as drivers in the taxi or private hire industries and those preparing to enter the industry.

### **Unit introduction**

Taxi and private hire drivers transporting customers have a professional duty to make sure that they are physically and mentally fit, in order to promote customer safety and comfort.

Learners will need to understand factors that can affect a driver's judgement and concentration. They will also need to recognise that driving styles can affect safety, vehicle efficiency, the environment and customer comfort.

Learners will need to be able to describe the elements of defensive driving and the importance of using mirrors and signals. They will need to be able to identify authorised persons who have the authority to request to see a driver's or operator's licenses. Learners should also be able to outline the relevant legislation relating to the use of seat belts. The effects of alcohol and drugs on a driver's judgement and concentration and the use of safety measures to control speed, red light and traffic infringements will also be covered in the unit.

This unit is based on Unit 2 (Drive Community Transport, Chauffeured, Taxi or Private Hire Vehicles Safely and Efficiently) of the GoSkills' National Occupational Standards for Road Passenger Vehicle Driving.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand factors that can affect a driver's judgement and concentration</p>	<p>1.1 Explain the importance of being physically and mentally fit to drive</p> <p>1.2 Outline the medical criteria for 'fitness to drive'</p> <p>1.3 Describe how common ailments can affect a driver's judgement and concentration</p> <p>1.4 Describe how over the counter medicines can affect a driver's judgement and concentration</p> <p>1.5 Describe how alcohol and drugs affect a driver's ability to drive</p> <p>1.6 Describe how the following can affect a driver's judgement and concentration:</p> <ul style="list-style-type: none"> <li>– heavy traffic volumes</li> <li>– weather conditions</li> <li>– parking</li> <li>– delays</li> <li>– meeting unrealistic time schedules</li> <li>– stress</li> </ul>

Learning outcomes	Assessment criteria
2 Know how to transport customers in a safe and comfortable manner	<p>2.1 Outline the relevant legislation relating to the use of seat belts for the following:</p> <ul style="list-style-type: none"> <li>– hackney carriage driver</li> <li>– private hire driver</li> <li>– passenger</li> <li>– child or young person</li> </ul> <p>2.2 State the exceptions when child seats are not available</p> <p>2.3 Describe how driving style should be adapted to the prevailing road conditions</p> <p>2.4 Describe the elements of defensive driving</p> <p>2.5 Describe the importance of mirrors and signalling to the taxi and private hire driver as they continue to stop and start from the roadside</p> <p>2.6 Define the following in relation to driving safely:</p> <ul style="list-style-type: none"> <li>– safe following distance</li> <li>– thinking distance</li> <li>– braking distance</li> </ul> <p>2.7 Describe what a safe following distance is for all conditions</p> <p>2.8 Describe how stopping distances are affected by:</p> <ul style="list-style-type: none"> <li>– gradients</li> <li>– road surface</li> <li>– condition of the vehicle</li> <li>– stress</li> <li>– tiredness</li> </ul> <p>2.9 Describe the use of safety measures to control speed, red light and traffic infringements</p> <p>2.10 Describe how personal driving style affects how efficiently the vehicle runs</p> <p>2.11 Describe how personal driving style can contribute to protecting the environment</p> <p>2.12 Describe how personal driving style affects customer comfort</p>

## Unit content

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### 1 Understand factors that can affect a driver's judgement and concentration

*Importance of physical and mental fitness to drive:* important that drivers are medically fit (medical examination) and physically fit (fitness not impaired by the effects of fatigue, alcohol or drugs)

*Medical criteria for fitness to drive:* medical certificate signed by registered medical practitioner; driving licence age-related requirements for medicals and eye tests (5-yearly medicals after age of 45, yearly medical plus eyesight test after age 65); requirements to declare Group 2 medical conditions to the licensing authorities; not driving under the influence of drugs and or alcohol

*Effects of common ailments on driver's judgement and concentration:* common ailments to include cold, flu, tiredness, virus, hay fever, asthma; types of effect (impaired concentration, impaired senses, impaired judgement, impaired coordination, increased reaction times)

*Effects of over-the-counter medicines on driver's judgement and concentration:* drowsiness; reduced awareness; reduced ability to anticipate and plan ahead; harder to concentrate; coordination problems; physical impairments; sensory impairment; behaviour altering

*Effects of alcohol and drugs effect on drivers' ability to drive:* slow reactions; reduced awareness and anticipation; increase risk taking; aggressiveness; over familiarity; inappropriate behaviour; poor customer service; poor decision making; impaired vision; reduced concentration; reduced coordination

*Impact of:*

- *heavy traffic volumes* — delay, stress, customer dissatisfaction, frustration, increased risk taking
- *weather conditions* — increased journey times, increased risk of accidents
- *parking* — stress, customer dissatisfaction, frustration
- *delays* — stress, customer dissatisfaction, frustration, increased risk taking, boredom
- *meeting unrealistic time schedules* — stress, customer dissatisfaction, frustration, increased risk taking
- *stress* – aggression, worry, frustration

## 2 Know how to transport customers in a safe and comfortable manner

- *hackney carriage driver* — Seat Belt Regulations (1993) (2006) (exempt from seat belts when taxi is being used for seeking hire, or answering a call for hire, or carrying a passenger for hire)
- *private hire driver* — Seat Belt Regulations (1993) (2006) (exempt from seat belts when carrying passengers only)
- *passengers* — Seat Belt Regulations (1993) (2006) (seat belt must be worn if available)
- *child or young person* — Seat Belt Regulations (1993) (2006) (use correct child restraint until 1.35 m or 12 years old, after this use adult belt)

*Exceptions when child seats not available:* use adult belt instead; exceptions are licensed taxi or private hire vehicle, travelling a short distance, two child restraints prevent fitting of a third

*Adaptation of driving styles for prevailing road conditions:* adjust speed; increase separation distance; smoother braking; increased use of lights and ancillary equipment

*Elements of defensive driving:* awareness; planning; anticipation; staying in control; responsibility; care; consideration and courtesy; TUG method (Take in information by continually scanning the environment, Use that information to plan a response, Give information to other road users)

*Importance of using mirrors and signals:* important as taxi and private hire drivers are continually stopping and starting at the side of the road (particular hazard); use correct mirrors and signal technique (mirror, signal, position, speed, look)

*Driving safely:* following distance (drive no closer than the overall stopping distance for the speed you are travelling at); thinking distance (the time from the moment you realise you must brake to the time it takes to apply the brake); braking distance (the distance it takes for the vehicle to stop)

*Safe following distance in all conditions:* dry (a gap of 1 meter for each mph of your speed, the '2-second rule'); wet conditions (at least double previous rule); icy conditions (further increase separation distance),

*Influences on stopping distances:*

- *gradient* — increased downhill, decreased uphill
- *road surface* — increased if reduced grip, increased if road is wet, muddy, icy, wet leaves
- *condition of vehicle* — older and poorly maintained vehicles and poor tyre condition all increase stopping distance, vehicle load (heavier the load the greater the breaking distance)
- *stress* — poor decision making and judgement
- *tiredness* — poor decision making and judgement

*Use of safety measures to control speed:* traffic lights and signs; road markings; speed cameras; Highway Code; police and traffic officer patrols; legislation; driver education

*Personal driving styles effect on vehicle efficiency:* reduce costs (fuel, consumables, longer servicing intervals); driving style (anticipation and forward planning, smooth acceleration, no heavy braking, no dry steering, do not leave vehicle engine running unnecessarily, observe speed limits, do not carry unnecessary weight)

*Driving styles contribution to protecting the environment:* reduce emissions; use less fuel and consumables; driving style (anticipation and forward planning, smooth acceleration, no heavy braking, no dry steering, do not leave vehicle engine running unnecessarily, observe speed limits, do not carry unnecessary weight); meet vehicle-servicing intervals

*Driving styles effect on customer comfort:* good practice; link to repeat business; driving style (reduce harsh acceleration, ease heavy braking, observe speed limits, smooth and safe cornering, demonstrate courtesy, forward planning, time management)

## Essential guidance for tutors

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### Delivery

This unit should be delivered so that it gives learners an understanding of the factors that can affect a driver's judgement and concentration in the taxi and private hire industry. Learners should be given opportunities to understand the medical criteria for 'fitness to drive'. Learners must be given the opportunity to understand how alcohol, drugs and over-the-counter medicines can affect their ability to perform driving duties.

Learners should be given the opportunity to participate in the transportation of passengers and demonstrate correct defensive driving techniques in varying road conditions. Learners should be given the opportunity to demonstrate the correct use of mirrors, signals and seat belts. These activities will promote greater knowledge and understanding of how risks can be avoided or reduced.

Learners need to understand how the use of safety measures to control speed, red light and traffic infringements, reduce the risks to road users. Learners also need to understand the consequences of contravening these measures. Real-life-based scenario learning and the involvement of authorised officers would enhance learners knowledge.

### Assessment

This unit will be assessed by an onscreen MCQ assessment.

### Indicative reading

#### Books

Button J – *Button on Taxis* (Tottel Publishing, 2009) ISBN 9781847660558

DFT, DSA, HMSO – *The Official Highway Code* (The Stationery Office, 2007) ISBN 9780115528149

DSA – *The Official DSA Guide to Driving – The Essential Skills* (The Stationery Office, 2007) ISBN 9780115528170

#### Magazines and journals

*On Rank*

*Private Hire and Taxi Monthly*

*Taxi-Today*

## Websites

<a href="http://www.businesslink.gov.uk/bdotg/action/layer?r.l1=1081597476&amp;r.l2=1082103262&amp;topicId=1084756147">www.businesslink.gov.uk/bdotg/action/layer?r.l1=1081597476&amp;r.l2=1082103262&amp;topicId=1084756147</a>	Business Link – Business sector area for taxi and private hire
<a href="http://www.dft.gov.uk/dsa">www.dft.gov.uk/dsa</a>	Driving Standards Agency (link to information)
<a href="http://www.goskills.org">www.goskills.org</a>	GoSkills – Sector Skills Council
<a href="http://www.legislation.gov.uk">www.legislation.gov.uk</a>	UK Legislation
<a href="http://www.onrank.co.uk">www.onrank.co.uk</a>	<i>On Rank</i> – taxi driver magazine
<a href="http://www.phtm.co.uk">www.phtm.co.uk</a>	<i>Private Hire and Taxi Monthly</i>
<a href="http://www.taxiforums.co.uk">www.taxiforums.co.uk</a>	The Taxi Drivers’ Forum
<a href="http://www.taxi-today.com">www.taxi-today.com</a>	<i>Taxi-Today</i> – trade magazine



## **Unit 3: Professional customer service in the taxi and private hire industry**

**Unit code:** T/502/5982

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 9

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### **Unit aim and purpose**

The purpose of this unit is enable learners to understand how to provide professional customer service in the taxi and private hire industries. This unit is particularly suitable for learners working as a driver in the taxi or private hire industries or those preparing to enter the industry.

### **Unit introduction**

Taxi and private hire drivers have a duty to ensure that they provide professional customer service. This unit illustrates the importance of providing a professional service in a competitive transport market. It also covers the choices of transport provider a customer has. The unit will outline the relevant legislative acts and also outline the effects of customers' first impressions on business.

Learners will need to understand how to deliver quality customer service to all sections of the community. They will need to identify the effects of different levels of service quality. They will need to understand the services and facilities available and how they are delivered.

Learners need to understand how a taxi or private hire operator can amend the service to meet the relevant codes of practice, licence conditions and equality legislation and how these directly affect their role.

Learners will need to understand how to work and communicate effectively and the importance of sharing knowledge.

This unit is based on Unit 3 (Provide Professional Customer Service in the Community Transport, Chauffeur, Taxi and Private Hire Vehicle Industries) of the GoSkills' National Occupational Standards for Road Passenger Vehicle Driving.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the importance of providing a professional service in a competitive passenger transport market	1.1 Explain how personal appearance can influence a customer's first impression and generate repeat business 1.2 Describe the choices of transport provider that a customer may have 1.3 Explain why a customer would choose to travel by taxi or private hire vehicle 1.4 Explain the importance of projecting a professional image to the customer including: <ul style="list-style-type: none"> <li>– providing a clean vehicle both inside and out</li> <li>– being cordial, friendly and welcoming</li> <li>– having professional knowledge</li> </ul>

Learning outcomes	Assessment criteria
2 Understand how to deliver quality customer service to all sections of the community	2.1 Explain the effects of different levels of service quality and how they could influence: <ul style="list-style-type: none"> <li>– customer expectations</li> <li>– profitability</li> <li>– market share</li> </ul> 2.2 Describe services and facilities available and how they are delivered                     2.3 Outline customer services delivered to the taxi and private hire customer                     2.4 Describe the special customer guidance and welcome that a driver can offer travellers arriving and departing at transport hubs and interchanges                     2.5 Explain why it is important that all customers should be treated equally when accessing passenger transport                     2.6 Identify the main legislative acts that protect the taxi/private hire customer against discriminatory practices                     2.7 Describe what is meant by the terms 'stereotyping' and 'harassment'                     2.8 Describe examples of different types of discrimination that drivers should be aware of                     2.9 Outline the circumstances where a driver could be accused of discrimination                     2.10 Outline how a taxi or private hire operator can amend the service to meet the relevant codes of practice, licence conditions and equality legislation

Learning outcomes	Assessment criteria
<p>3 Know how to work and communicate effectively</p>	<p>3.1 Explain the importance of working alongside people who can support and share knowledge to improve services to customers</p> <p>3.2 Describe different forms of body language and facial expressions</p> <p>3.3 Describe how to communicate a response in circumstances where:</p> <ul style="list-style-type: none"> <li>– a customer is confrontational</li> <li>– a misunderstanding has arisen</li> <li>– the customer has language or speech difficulties</li> </ul> <p>3.4 Explain the importance of summarising</p>

## Unit content

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### 1 Understand the importance of providing a professional service in a competitive passenger transport market

*Personal appearance:* the effects of first impressions, professional image, cleanliness and personal hygiene on customer confidence and repeat business

*Choice of transport providers a customer may have:* other taxi/private hire; bus; local authority; train; tram; family and friends; drive themselves; cycle; walk

*Reasons customers choose to travel by taxi/private hire vehicle:* convenience; door to door; regular service; security; timely; not able to drive; not willing to drive; lack of alternatives such as public transport

*Importance of a professional image:*

- *clean vehicle (inside and out)* – creates a good impression, reduces customer complaints, generates repeat business
- *being cordial, friendly and welcoming* – creates a good impression, reduces customer complaints, generates repeat business, builds up trust and relationship
- *professional knowledge* – creates a good impression, reduces customer complaints, generates repeat business, builds up trust and relationship

### 2 Understand how to deliver quality customer service to all sections of the community

*Effects of different levels of service quality and the influence on:*

- *customer expectations* – not met, met or exceeded, may affect reputation, repeat business, gratuities
- *profitability* – poor customer service resulting in loss of business and loss of profitability
- *market share* – poor customer service resulting in loss of business and loss of market share

*Delivery of services and facilities available:* type and quality of vehicles, wheelchair access; fully-accessible service; trailer service for airports; 'auto call' and 'call back' facilities; data heads taxi meters; card swipes; fair fares; carrying of parcels; carrying of animals; contracted services to include school and hospital runs; VIP services

*Customer services:* trust and honesty; punctuality; safety and security; helpfulness; high standards of driving; courtesy and cordiality

*Special customer guidance and welcomes at transport hubs and interchanges:* 'call back'; personal greeting board; help with luggage; make customers feel welcome

*Accessing passenger transport:* all customers should be treated fairly and with dignity and respect; respect of passengers' needs and rights; equality legislation needs to be understood and complied with

*Legislative acts that protect against discriminatory practice:* Equality Act (2010)

*Stereotyping and harassment:* stereotyping (making an assumption about different people or groups based on speculation and without knowing them); harassment (conduct not wanted by the recipient(s) or affects the dignity or causes embarrassment of any individual or group)

*Awareness of different types of discrimination:* age; disability; racial; religious; sexual orientation; nationality; gender and gender reassignment

*Circumstances where a driver could be accused of discrimination:* refusing a fare based on personal prejudice; refusing a fare without justification or because of a person's disability; making it unreasonably difficult or impossible for a customer to make use of any such service; providing a service which is on inferior terms to that on offer to other members of the public; charging more for a service than that on offer to other members of the public

*Amendment of service to meet the relevant codes of practice:* reasonable adjustments where they can be justified; having a discrimination policy; staff training and disability awareness; consultation with customers with disabilities; monitor, review and update the policy and service as required

### 3 Know how to work and communicate effectively

*Sharing of knowledge to improve services to customers:* contact with trade organisations, trade unions, special interest groups to include disability awareness groups, individual customers/users, contractors to include school, health authority; benefits to include sharing of good practice, enjoy benefits of working as a team, promote a policy or procedure

*Body language and facial expressions:* recognise own and other peoples', to include humour, difficulty, anger, sadness, indifference, worry, scared, annoyed, frustrated, happy, vagueness; display positive body language and facial expression to include friendly, polite, listening

*Communicating responses:*

- *avoiding or defusing confrontation* — passive, non-aggressive
- *avoiding or addressing misunderstandings* — accommodating, empathy
- *meeting customers' needs where there are language or speech difficulties* — use hand signals or language, point at maps, ask for directions during the journey, request assistance through radio

*Summarising:* importance (avoid misunderstanding and confrontation)

## Essential guidance for tutors

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### Delivery

This unit should be delivered so that it gives learners an understanding of the importance of providing a professional service in the taxi and private hire industry. Learners should be given opportunities to demonstrate essential people skills in 'meet and greet' scenarios.

Learners must understand the positive and negative effects of differing levels of customer service. They must understand how to meet customer expectations and how it will directly affect market share. They should be given the opportunity to demonstrate the services and facilities available.

Learners must understand the importance of ensuring that all customers have equal rights in accessing passenger transport and also understand the 'legislative acts' that protect the customer against discriminatory practices. Real-life-based scenario learning would enhance learners' knowledge. Learners should be given the opportunity to demonstrate effective working relationships and the sharing of knowledge to improve services to customers.

### Assessment

This unit will be assessed through an onscreen multiple choice question assessment.

### Indicative reading

#### Magazines and journals

*On Rank*

*Private Hire and Taxi Monthly*

*Taxi-Today*

## Websites

<a href="http://www.dft.gov.uk/dsa">www.dft.gov.uk/dsa</a>	Driving Standards Agency (link to information)
<a href="http://www.goskills.org">www.goskills.org</a>	GoSkills – Sector Skills Council
<a href="http://www.instituteofcustomerservice.co.uk">www.instituteofcustomerservice.co.uk</a>	Institute of Customer Service
<a href="http://www.legislation.gov.uk">www.legislation.gov.uk</a>	UK Legislation
<a href="http://www.onrank.co.uk">www.onrank.co.uk</a>	<i>On Rank</i> – Taxi Driver magazine
<a href="http://www.phtm.co.uk">www.phtm.co.uk</a>	<i>Private Hire and Taxi Monthly</i>
<a href="http://www.taxiforums.co.uk">www.taxiforums.co.uk</a>	The Taxi Drivers' Forum
<a href="http://www.taxi-today.com">www.taxi-today.com</a>	<i>Taxi-Today</i> – trade magazine



## Unit 4: Taxi and private hire vehicle maintenance and safety inspections

**Unit code:** A/502/5983

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 10

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### Unit aim and purpose

The purpose of this unit is to enable learners to understand how to maintain a taxi or private hire vehicle to a legal standard for the safe transport of fare-paying passengers. This unit is suitable for learners who work as drivers in the taxi and private hire industries and those who are preparing to enter the industry.

### Unit introduction

The taxi and private hire industry is highly regulated and vehicle maintenance and safety inspections are key. They are expected by customers and enforceable by legislation. Learners will need to know how to prepare and clean the vehicle in preparation for fare-paying passengers and understand the relevance of Control of Substances Hazardous to Health (COSHH) regulations. They will need to be able to list the cleaning agents most suitable for cleaning the interior and exterior of the vehicle, as well as describing how to dispose of waste products safely.

Learners will need to understand the need for regular vehicle servicing and maintenance and how to carry out a routine safety inspection. They will also need to know the requirements of the regulations for the inspection and testing of a licensed vehicle. Learners will need to understand the role that the Vehicle Operator and Services Agency (VOSA) undertakes and the powers of authorised persons in respect of the testing of vehicles. An understanding of the implications of compliance, prohibition, defect, advisory notices, penalties and suspensions is also required.

Learners will understand the driver's responsibility in relation to environmental standards and the reporting of accident damage to the licensing authorities. Learners will also need to understand how to monitor vehicle systems between service intervals and inspections and understand how the Road Vehicles (Construction and Use) Regulations 1986 determine what course of action is required in order to ensure standards are maintained. This encompasses the requirement for the learner to understand the legal requirements regarding the maintenance and selection of tyres.

This unit is based on Unit 15 (Routine cleaning of passenger transport vehicles) of the GoSkills' National Occupational Standards for Road Passenger Vehicle Driving.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Know how to prepare and clean the vehicle in preparation for fare-paying passengers</p>	<p>1.1 Identify the cleaning agents most suitable for cleaning the exterior and interior of the vehicle of:</p> <ul style="list-style-type: none"> <li>– traffic grime</li> <li>– solid contaminants</li> <li>– food stains</li> <li>– vomit</li> <li>– asphalt</li> <li>– accumulated brake dust</li> </ul> <p>1.2 Explain the relevance of the Control of Substances Hazardous to Health (COSHH) when selecting cleaning agents</p> <p>1.3 Describe how to dispose of waste products safely and correctly</p>
<p>2 Know how to undertake a regular inspection regime to maintain the safety and efficiency of the licensed vehicle and to ensure it meets legal requirements</p>	<p>2.1 Outline the necessity of regular vehicle servicing and maintenance in terms of:</p> <ul style="list-style-type: none"> <li>– fuel economy</li> <li>– promoting passenger and road safety</li> <li>– meeting local licence conditions</li> <li>– adhering to any vehicle warranty that may be in place</li> </ul> <p>2.2 State the requirements of the regulations for inspection and testing of a licensed vehicle</p> <p>2.3 Describe how to carry out a routine safety inspection to ensure a licensed vehicle meets the required standard for carrying passengers including:</p> <ul style="list-style-type: none"> <li>– a daily walk round check</li> <li>– an end of shift inspection</li> <li>– prior to licensing inspection or Certificate of Compliance</li> </ul>

Learning outcomes	Assessment criteria
	<p>2.4 Outline the requirements of the regulations in regard to the power of authorised persons to inspect and test a vehicle at any reasonable time for its fitness to operate</p> <p>2.5 Explain the role of the Vehicle Operator and Services Agency (VOSA) in ensuring that National Inspection Standards are maintained</p> <p>2.6 Explain the effect of the following:</p> <ul style="list-style-type: none"> <li>– compliance</li> <li>– immediate prohibition notice</li> <li>– delayed prohibition notice</li> <li>– defect notice</li> <li>– advisory note</li> <li>– fixed penalties</li> <li>– suspensions</li> </ul> <p>2.7 Explain the driver’s responsibility in relation to current environmental standards</p> <p>2.8 Explain why accident damage needs to be reported to the licensing authority</p>
<p>3 Know how to monitor vehicle systems between service intervals and inspections</p>	<p>3.1 Describe the importance of vehicle monitoring systems to keep the driver informed of potential problems</p> <p>3.2 Outline how the Road Vehicles (Construction and Use) Regulations 1986 may influence or direct the driver in the maintenance and selection of tyres</p> <p>3.3 Explain the legal requirements regarding tyres in respect of:</p> <ul style="list-style-type: none"> <li>– tread depth</li> <li>– uniform wear</li> <li>– splits</li> <li>– cuts</li> <li>– damage</li> <li>– inflation pressures</li> </ul>

## Unit content

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### 1 **Know how to prepare and clean the vehicle in preparation for fare-paying passengers**

*Cleaning agents:* interior cleaning of solid contaminate, food stains and vomit (to include upholstery cleaner, disinfectant, appropriate chemical cleaning materials); exterior cleaning of traffic grime, asphalt and accumulated brake dust (to include vehicle shampoo, traffic film remover, soap and water, appropriate chemical cleaning materials)

*COSHH relevance:* to ensure safe use, storage and disposal of cleaning agents; selection of cleaning agent; Personal Protective Equipment (PPE) needed for cleaning agents to include mask, gloves, eye protector; if cleaning agent has information on data sheet or label it comes under COSHH regulations

*Disposal of waste products:* legal requirements; manufacturers' guidelines; disposal facilities to include community waste disposal site

### 2 **Know how to undertake a regular inspection regime to maintain the safety and efficiency of the licensed vehicle and to ensure it meets legal requirements**

*Vehicle servicing and maintenance in terms of:*

- *fuel economy* – vehicle condition, tyre pressures
- *promoting passenger and road safety* – steering, brakes, tyres, lights, indicators, wipers, seat belts, bodywork condition, mirrors
- *meeting local licence conditions* – steering, brakes, tyres, lights, indicators, washers and wipers, seat belts, body work condition, mirrors, access equipment, exhaust emissions, display of plates and notices, meters, tax, insurance, MOT
- *adhering to any vehicle warranty that may be in place* – steering, brakes, tyres, lights, indicators, washers and wipers, seat belts, servicing intervals and records

*Inspection and testing:* licensed vehicle inspection and testing requirements; test and inspection intervals (between 1 and 3 tests in any 12-month period on behalf of the council at a nominated garage)

*Routine safety inspections:* walk-round check (tyres, lights, indicators, washers and wipers, glass, mirrors, fluid levels, seat belts); end of shift (check damage to body and glass, interior, security devices, contamination, lost property); prior to licensing inspection or Certificate of Compliance (tyres, steering, suspension, lighting, interior, exterior and number plate)

*Authorised persons:* role (have power to inspect and test licensed vehicle at all reasonable times for its fitness to operate); authorised persons (police, VOSA, Licensing Authority Officer)

*Role of VOSA:* licensing; testing; spot checking; enforcement

*Effects of checks by authorised person:* compliance (conditions of licence); immediate prohibition notice (serious defects found); delayed prohibition notice, suspension and defect notice (set period to make vehicle fit for purpose); fixed penalties; advisory notices

*Drivers responsibility in relation to current environmental standards:* local guidelines on purchasing new vehicles to meet Euro 5 standards; existing vehicles meet Euro 3 and 4 standards; use of alternative fuels and hybrid vehicles; retro fitting of emission control devices (London)

*Accident damage reporting requirements:* requirements for accident damage to be reported to the licensing authority if it affects the safety, performance or appearance of the vehicle (within 72 hours – Section 50, Local Government (Miscellaneous Provisions) Act 1976); licensing authority investigations post accident

### 3 **Know how to monitor vehicle systems between service intervals and inspections**

*Vehicle monitoring systems:* instruments and warning lights for identifying potential problems before they cause damage to vehicle or pose a safety risk

*Road Vehicles (Construction and Use) Regulations 1986:* influence driver in maintenance and selection of tyres; how (informs the driver of the legal requirements for the selection and use of tyre for the class of vehicle)

*Legal tyre requirements:*

- *tread depth and uniform wear* (minimum 1.6 mm tread depth across the central three quarters of the width of the tyre for the complete circumference)
- *splits, cuts, damage, bulges* (replace or repair tyre immediately)
- *tyre pressures* (observe vehicle manufacturers' guidelines, dependent on load)

## Essential guidance for tutors

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### Delivery

This unit should be delivered so that it gives learners an understanding of maintenance and safety inspection requirements in the taxi and private hire work environment. Learners should be given opportunities to demonstrate knowledge and understanding of how to clean the vehicle safely using appropriate cleaning agents as defined by COSHH.

Learners need to understand the necessity of regular vehicle servicing and maintenance and know how to carry out routine safety inspections of the vehicle. Real-life-based scenario learning would enhance learners' knowledge.

Learners must understand the requirements of the regulations for inspection and testing of a licensed vehicle. They must understand the role and powers of VOSA and authorised officers. VOSA provides a range of licence services with the aim of improving the safety standards of all vehicles on the road. This includes MOT testing stations; The Transport for London, London Taxi and Private Hire (formerly PCO) accredited testing centres and spot checks for roadworthiness. The involvement of these agencies in the learning process could be beneficial to the learner.

Delivery must enable learners to have an understanding of their legal requirements in relation to the roadworthiness of the vehicle. Detailed information on the Road Vehicles (Construction and Use) Regulations 1986 should also be provided.

Learners must have an understanding of the effects of compliance, prohibition, defect, advisory notices, penalties and suspensions.

### Assessment

This unit will be assessed through an onscreen multiple choice question assessment.

### Indicative reading

#### Books

DFT, DSA, HMSO – *The Official Highway Code* (The Stationery Office, 2007)  
ISBN 9780115528149

DSA – *The Official DSA Guide to Driving – The Essential Skills* (TSO, 2007)  
ISBN 9780115528170

VOSA – *Guide to maintaining roadworthiness: Commercial goods and passenger carrying vehicles* (VOSA, Revised 2009)

#### Magazines and journals

*On Rank*

*Private Hire and Taxi Monthly*

*Taxi-Today*

**Websites**

<a href="http://www.dft.gov.uk/dsa">www.dft.gov.uk/dsa</a>	Driving Standards Agency (link to information)
<a href="http://www.dft.gov.uk/vosa/">www.dft.gov.uk/vosa/</a>	The Vehicle and Operator Services Agency (VOSA)
<a href="http://www.goskills.org">www.goskills.org</a>	GoSkills – Sector Skills Council
<a href="http://www.onrank.co.uk">www.onrank.co.uk</a>	<i>On Rank</i> – Taxi Driver magazine
<a href="http://www.phtm.co.uk">www.phtm.co.uk</a>	<i>Private Hire Taxi Monthly</i>
<a href="http://www.taxiforums.co.uk">www.taxiforums.co.uk</a>	The Taxi Drivers’ Forum
<a href="http://www.taxi-today.com">www.taxi-today.com</a>	<i>Taxi-Today</i> – trade magazine
<a href="http://www.tfl.gov.uk/businessandpartners/taxisandprivatehire/2807.aspx">www.tfl.gov.uk/businessandpartners/taxisandprivatehire/2807.aspx</a>	TfL London Taxi and Private Hire





## Unit 5: The regulatory framework of the taxi and private hire industry

**Unit code:** F/502/5984

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 17

### Unit aim and purpose

The purpose of this unit is to enable learners to understand how to operate a hackney carriage or private hire vehicle within the regulatory framework pertaining to the licensing area in which they are licensed to transport passengers.

This unit is suitable for learners who work as drivers in the taxi and private hire industries and those who are preparing to enter the industry.

### Unit introduction

The taxi and private hire industry is highly regulated; and safety and security of customers is paramount. Learners will understand why drivers, vehicles and operators are required to be licensed; the types of licences available; how to apply for a licence and the requirements needed to hold and retain a licence to drive and work within the industry.

Learners will understand the various categories, restrictions, conditions and exemptions that can be applied to licences as well as the rules for the refusal, revocation or suspension of licences and the appeals procedures in place.

Learners will be able to explain the meaning of the technical terms used by the licensing authorities in drawing up licences.

Learners will know the requirements of the licensing authority and how to work within the regulatory framework in relation to: types of vehicle that can be used; the condition of the vehicle; the conduct of the driver; the display of signs, plates and discs; the use of taximeters; plying for trade; fixing and displaying fares and any relevant byelaws.

Learners will know how to discharge the duties and responsibilities of a licensed operator, including operators' licensing conditions, operator's licence duration, taking and managing private hire bookings.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand how to meet the requirements to hold and retain a licence to drive and work within the taxi and private hire industry</p>	<p>1.1 Outline the reasons why drivers, vehicles and operators are licensed in the taxi and private hire industries</p> <p>1.2 List the types of licence required to drive and work within the taxi and private hire industry</p> <p>1.3 Describe the process of obtaining a hackney carriage or private hire driver's licence</p> <p>1.4 Explain the reasons why a medical exemption certificate may be granted for:</p> <ul style="list-style-type: none"> <li>– Group 2 medical standards</li> <li>– the carriage of assistance dogs</li> <li>– provision of assistance to disabled people under legislation</li> </ul> <p>1.5 Explain the term 'fit and proper' in the context of an application for a driver's licence</p> <p>1.6 Explain the term 'full disclosure' in the context of an application for a driver's licence</p> <p>1.7 State the duration a driver's licence is valid as determined by the regulations or the licensing authority</p> <p>1.8 Outline the relevant section of the statutory regulations that apply to the licensing of drivers</p> <ul style="list-style-type: none"> <li>– private hire applicants</li> <li>– hackney carriage applicants</li> </ul> <p>1.9 Explain the appeals procedure within the relevant regulations for applicants who have had their licence applications refused, suspended or revoked</p>

Learning outcomes	Assessment criteria
	<p>1.10 Identify the person(s) who are permitted to drive a licensed vehicle</p> <p>1.11 Identify the authorised persons who have the authority to request to see a driver's or operator's licences</p> <p>1.12 Describe the circumstances where a driver's licence can be immediately suspended or revoked</p> <p>1.13 Outline driver licensing conditions</p>
<p>2 Know the requirements of the licensing authority in relation to hackney carriage or private hire vehicles</p>	<p>2.1 Describe the regulations and conditions a hackney carriage vehicle must satisfy</p> <p>2.2 Describe the regulations and conditions a private hire vehicle must satisfy</p> <p>2.3 Define the terms 'type approval' and the categories in respect of licensing a taxi or private hire vehicle</p> <p>2.4 Outline vehicle licensing conditions</p> <p>2.5 Describe the terms 'no-limit', 'de-regulation' and 'restriction' in relation to issuing vehicle licences for:</p> <ul style="list-style-type: none"> <li>- private hire vehicles</li> <li>- hackney carriage</li> </ul> <p>2.6 Describe the type of sign that would be considered illegal if displayed on a private hire vehicle</p> <p>2.7 Identify the types of vehicles that can be used for private hire work but are exempted from licensing</p> <p>2.8 Explain the consequences of not exhibiting a license plate as prescribed by the licensing authority</p> <p>2.9 Outline the key details that can be found on a license plate</p> <p>2.10 Identify the time frame during which license plates and discs have to be returned to the licensing authority on licence suspension, revocation or surrender</p>

Learning outcomes	Assessment criteria
	<p>2.11 Identify the person(s) who are permitted to drive a licensed vehicle</p> <p>2.12 Identify the circumstances where a vehicle licence can be immediately suspended or revoked</p> <p>2.13 Outline the appeals procedure if a vehicle licence has been refused, suspended or revoked</p>
<p>3 Know how to work within the regulatory framework for carrying passengers for hire and reward</p>	<p>3.1 Explain the conditions that are attached to the term 'plying for hire'</p> <p>3.2 Explain the use of the taximeter or association fare booklet for journeys outside the licensing boundary</p> <p>3.3 Explain the term 'pre-booking' as applied to the private hire trade</p> <p>3.4 Describe the consequences of plying for hire without a hackney carriage licence, including insurance implications</p> <p>3.5 Explain the importance of fixing and displaying fares and charges via a fare table in the vehicle</p> <p>3.6 Explain how hackney carriage fares and private hire fares are determined</p> <p>3.7 Describe the statutory byelaws where they concern:</p> <ul style="list-style-type: none"> <li>– conduct on the ranks</li> <li>– prescribed distance of the town, city or borough</li> <li>– delaying, neglecting or omitting to take a hire</li> <li>– using the most direct route unless directed otherwise</li> <li>– charging a fare greater than that agreed or authorised by the byelaw</li> </ul> <p>3.8 Describe the circumstances where drivers may be liable to be charged with an offence under the local byelaws</p>

Learning outcomes	Assessment criteria
	<p>3.9 Explain the difference between signage that is prohibited/curtailed on private hire vehicles and the signage and advertising permitted on hackney carriage vehicles</p> <p>3.10 Outline the legal requirement regarding no smoking including signage</p>
<p>4 Know how to discharge the duties and responsibilities of a licensed operator</p>	<p>4.1 State the requirements for operator licensing</p> <p>4.2 State the duration of the local operator’s licence</p> <p>4.3 State who is responsible for taking private hire bookings</p> <p>4.4 Outline how private hire bookings are discharged in line with legislation</p> <p>4.5 Describe the requirements of a licensed operator for the following:</p> <ul style="list-style-type: none"> <li>– recording bookings</li> <li>– producing records</li> <li>– maintaining a register of drivers and vehicle details</li> <li>– operator licences</li> <li>– displaying a company tariff sheet</li> <li>– presenting a clean and tidy waiting room</li> </ul> <p>4.6 Describe the legislative requirements applying to the use of vehicles and drivers used under an operator licence within the district (cross-border hiring)</p> <p>4.7 Outline under what circumstances an operator licence can be refused, suspended or revoked</p> <p>4.8 Outline the appeals procedure if an operator’s licence has been refused, suspended or revoked</p>

## Unit content

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### 1 Understand how to meet the requirements to hold and retain a licence to drive and work within the taxi and private hire industry

*Reasons why drivers, vehicles and operators are licensed:* regulation of the industry; safety and security of the public; employee safety

*Types of licence required to drive and work:* driver's licence; vehicle licence; operator's licence (private hire only)

*Process of obtaining a hackney carriage or private hire drivers licence:* the different types of licence that can be applied for; reasons for the refusal of a licence; the conditions that have to be met before a licence can be granted (criminal record bureau (CRB) and medical checks and history, age and driving experience, eligibility to work in this country)

*Medical exemption certificates:* reasons why medical exemption certificates may be granted for:

- Group 2 medical standards ('grandfather' rights, doctor's certificate/medical)
- the carriage of assistance dogs (canine allergy)
- provision of assistance to people with disabilities (medical exemption due to manual handling issues)

*Explanation of terms in the context of a licence application:* fit and proper to include subject to criminal record bureau (CRB) and medical checks; full disclosure prior to CRB checks, good conduct checks

*Hackney carriage/private hire driver's licence:* validity/duration (for a maximum of three years or less as determined by the licensing authority)

*Statutory regulations that apply to the licensing of drivers:*

- *Private Hire Applicants:* Local Government (Miscellaneous Provisions) Act 1976 — Section 46 Vehicle, driver and operator licences, Section 51 Licensing of drivers of private hire vehicles (to include refusal of licences)
- *Hackney Carriage Applicants:* Town Police Clauses Act 1947 — Section 46 Drivers not to act without first obtaining a licence, Section 47 Penalties for drivers action without a licence; Local Government (Miscellaneous Provisions) Act 1976 — Section 59 Qualifications for drivers of hackney carriages (to include refusal of licences)
- *London:* additional specific legislation/regulation; the Transport for London, London Taxi and Private Hire (formerly the Public Carriage Office)

*Appeals procedures for licence applications:* refused – magistrates' court; immediate suspension or revocation — appeal within 21 days under section 61 of Local Government (Miscellaneous Provisions) Act 1976 if not revoked or suspended under section 52 of the Road Safety Act 2006

*Driving a licensed vehicle:* permitted persons — only people with a current private hire or hackney carriage driver's licence

*Authorised persons:* have the authority to request to see a driver's, operator's and vehicle licence; police officer; authorised officer of the licensing authority; authorised officer of the Vehicle and Operator Services Agency (VOSA)

*Circumstances for the immediate suspension or revocation of a licence:* loss of driving licence; conviction for certain offences at the discretion of the licensing authority (offences related to dishonesty, indecency, violence); medical reasons

*Driver licensing conditions:* the type of vehicle (hackney carriage or private hire vehicle); the conduct of the driver; the nature of business; number of passengers

## 2 Know the requirements of the licensing authority in relation to hackney carriage or private hire vehicles

*Regulations and conditions a hackney carriage vehicle must satisfy:* must meet the vehicle criteria laid down by the Licensing Authority (black cabs, MPVs, minibuses, salons and estates); likely to enable wheelchair access; all conversions must meet Motor Vehicle (Type Approval) Regulations

*Regulations and conditions a private hire vehicle must satisfy:* vehicles could include saloon, estate, hatchback, minibus, MPV, limo; meet Licensing Authority regulations and conditions (passenger to face front, four doors, access to rear seats, carry 4–8 passengers, not look like a taxi/hackney carriage) all conversions must meet Motor Vehicle (Type Approval) Regulations; Individual Vehicle Approval for all Limousines

*Approval of vehicles:* type approval ensures vehicle are fit for purpose without the need to test every vehicle; EC Whole Vehicle Type Approval – mass production; UK Low Volume Type Approval – converted mass production; Individual Vehicle Approval – independently converted vehicles

*Vehicle licensing conditions:* conditions implemented by the licensing authority issuing the licence; private hire vehicles (Local Government (Miscellaneous Provisions) Act 1976, Section 48 Licensing of private hire vehicles (suitable size, type, design, must not look like a hackney carriage, good mechanical condition, insured); hackney carriage vehicles (Local Government (Miscellaneous Provisions) Act 1976, Section 47 Licensing of hackney carriage)

*Terminology related to issuing vehicle licences for private hire and hackney carriage vehicles:*

- *no limit* (applicable to private hire vehicles only, refers to Section 48 of the Local Government (Miscellaneous Provisions) Act 1976 which sets out that the licensing authority 'shall not refuse such a licence for the purpose of limiting the number of vehicles in respect of which such licences are granted by the council')
- *deregulation:* (applicable to hackney carriage vehicles only, refers to when a licensing authority removes quantity restrictions in place relating to the issue of hackney carriage vehicle licences)
- *restriction:* (applicable to hackney carriage vehicles only, refers to the ability of a licensing authority, under Section 16 of the Transport Act 1985, to control taxi numbers by restricting the amount of hackney carriage vehicle licenses issued, as long as kept under review, and that satisfied that there is no unmet demand for taxi services in the district)

*Illegal signs if displayed on a private hire vehicle:* for hire; licensing authority specific, to include may prohibit advertising

*Types of vehicles which can undertake specific private hire work that are exempted from licensing:* funeral cars; wedding cars; Local Government (Miscellaneous Provisions) Act 1976, Section 75

*Consequences of not displaying a licence plate as prescribed:* fines; suspensions; revocation of vehicle licence

*Key details of plate:* number; vehicle registration number (VRN); expiry date of licence; number of passengers to be carried; licensing authority identification; colour of vehicle

*Time frame:* to return plates and discs to licensing authority on licence suspension, revocation or surrender following service of notice (within 7 days)

*Driving a licensed vehicle:* permitted persons — only people with a current hackney carriage/private hire driver's licence

*Circumstances where vehicle licence can be immediately suspended or revoked:* unfit vehicle; offence or non-compliance relevant section of the Town Police Clauses Act 1847 or Local Government (Miscellaneous Provisions) Act 1976 – Section 60; other reasonable cause

*Appeals procedures if vehicle licence has been refused, suspended or revoked:* notice within 14 days of reason why; appeal within 21 days through magistrates' court

### 3 **Know how to work within the regulatory framework for carrying passengers for hire and reward**

*Plying for hire:* condition — permitted to obtain custom on any street within the licensing authority; stand for hire — permitted to stand in rank for hire from a designated public place

*Journeys outside licensing boundary:* use of taximeter; negotiate fare using association fare booklet — agree fare in advance

*Pre-booking:* private hire trade; customers must make a prior booking directly with the operator

*Consequences of plying for hire without a hackney carriage licence:* fines; penalty points; invalidation of insurance; revocation of licence

*Importance of fixing and displaying fares and charges in vehicle:* legal document; reduces confusion

*Determining hackney carriage and private hire fares:* metered — calculated electronically using different combinations of tariffs and extras; other — agreed fare on booking

*Statutory byelaws:* local byelaws affecting conditions of licence cover (conduct on the rank, boundaries, refusing a hire, route fares, obstructing authorised officers, overcharging, carrying evidence of insurance)

*Circumstances where driver is liable to be charged under the local byelaws:* to include breach of licensing conditions, misconduct including being intoxicated on duty, refusing to drive without good reason, obstructing authorised officers, over-charging by hackney carriage drivers, driving without insurance, running a defective vehicle



*Differences between signage permitted and prohibited:* private hire – for hire sign not permitted; hackney – taxi for hire signage permitted; vehicle bodywork advertising allowed if presence and/or content approved by the Licensing Authority (private hire and taxi)

*Legal requirements regarding smoking:* not allowed; no-smoking signs must be displayed in a prominent position of each compartment of the vehicle which is wholly or partly covered by a roof, including the driver’s compartment

#### 4 **Know how to discharge the duties and responsibilities of a licensed operator**

*Operator licensing:* requirements (fit and proper person, standard CRB (criminal record bureau) check, public liability insurance, planning permission, health and safety regulations, fire regulations, other licensing authority regulations)

*Operator’s licence:* validity/duration (up to 5 years)

*Private hire bookings:* responsibility for taking booking (operator who accepted the booking); how bookings are discharged in line with legislation (every operator should keep a record of each pre-booked journey, produce records for an authorised officer if required, ensure vehicles and drivers have correct licence)

*Licensed operator requirements:* bookings must be recorded; records must be kept for a minimum of two years (driver’s name, date/time of hire, collection point, destination, licence number, VRN); maintain register of drivers name licence number and VRNs; comply with operator licence conditions; premises clean and tidy; tariff sheet on display

*Cross-border hiring:* licensing authority boundaries; operator responsibilities; legal implications (hackney carriage, private hire) Local Government (Miscellaneous Provisions) Act 1976, section 75; sub-contracting work; commonality of issue of operator, vehicle and driver licences from the same licensing authority; drop-off and pick-up outside the licensing boundary; returning to the controlled district

*Circumstances where operator licence can be refused, suspended or revoked:* an offence or non-compliance within the 1976 Act; conduct seen as unfit to hold a licence; material change in the circumstances of the operator; other reasonable cause

*Appeals procedures if operator licence has been refused, suspended or revoked:* notice within 14 days of reason why; appeal within 21 days through magistrate’s court

## Essential guidance for tutors

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### Delivery

When delivering this unit, reference should be made to the regulations and conditions that apply within the relevant licensing area, that could include, but not be confined to the:

#### **English Counties, Districts and Unitary Authorities**

- Local Government (Miscellaneous Provisions) Act 1976
- Town Police Clauses Act 1847

#### **Greater London**

- The Transport for London, London Taxi and Private Hire (formerly Public Carriage Office) conditions or 'notices'
- Private Hire Vehicles (London) Act 1998
- Private Hire Vehicles (London) (Operator Licences) 2004 and amendments
- Various cab orders and hackney carriage acts

#### **Northern Ireland**

- Taxi Act (Northern Ireland) Order 2008

#### **Scotland**

- The Civic Government (Scotland) Act 1982
- SSI 145 Licensing of Booking Offices Order 2009

#### **All areas**

- Construction and Use Regulations
- Data Protection Act 1998
- Equality Act 2010
- Health and Safety Act
- Health Act 2006
- Road Safety Act 2006
- Transport Act 1985
- Rehabilitation of Offenders Act 1974 and 2002.

This unit should be delivered so that it gives learners an understanding of licensing requirements and conditions in the taxi and private hire work environment. Learners should be given opportunities to demonstrate knowledge of how to meet the legal, health, safety, licensing and security requirements required before working in the industry.

Learners will develop an understanding of the regulations determining the circumstances in which a licence can be refused, suspended or revoked and by whom. They will also understand the subsequent time frames for 'plates and discs' to be returned and any appeals procedures.

Learners need to understand how to work within the regulatory framework for carrying passengers for hire and reward and they could be given the opportunity to participate in real-life-based scenario learning, as this will promote greater knowledge and understanding.

Learners need to demonstrate knowledge of how to discharge the duties and responsibilities of a licensed operator, including defining who is responsible for taking private hire bookings and how they are discharged in line with legislation. They must also understand the requirements for the keeping and production of records and registers and also for the displaying of tariff sheets and presenting a clean and tidy waiting room.

Delivery must enable learners to have an understanding of the legislative requirements applying to the use of vehicles and drivers used under an operator licence within the district (cross-border hiring).

### **Assessment**

This unit will be assessed through an onscreen multiple choice question assessment.

### **Indicative reading**

#### **Books**

Button J – *Button on Taxis* (Tottel Publishing, 2009) ISBN 9781847660558

DFT, DSA, HMSO – *The Official Highway Code* (The Stationery Office, 2007) ISBN 9780115528149

#### **Publications**

Department for Transport (DfT) – *Taxi and Private Hire Licensing: Best Practice Guidance* (March 2010)

The Vehicle and Operator Services Agency (VOSA) – *The Individual Vehicle Approval Scheme: A Guide to the Approval of Light Passenger and Light Goods Vehicles, Buses and Coaches, Large Goods Vehicles and Trailers* (Version 3, October 2009)

National Association of Licensing and Enforcement Officers (NALEO) – *The Book on CD: Vital Information on Hackney Carriage and Private Hire Licensing* (14<sup>th</sup> Edition, updated annually)

#### **Magazines and Journals**

*On Rank*

*Private Hire and Taxi Monthly*

*Taxi-Today*

## Websites

<a href="http://www.businesslink.gov.uk/iva">www.businesslink.gov.uk/iva</a>	The Individual Vehicle Approval Scheme guide
<a href="http://www.dft.gov.uk/dsa">www.dft.gov.uk/dsa</a>	Driving Standards Agency (link to information)
<a href="http://www.dft.gov.uk/publications/taxi-private-hire-licensing/">www.dft.gov.uk/publications/taxi-private-hire-licensing/</a>	DfT – Taxi and Private Hire Licensing Best Practice Guidance
<a href="http://www.goskills.org">www.goskills.org</a>	GoSkills – Sector Skills Council
<a href="http://www.legislation.gov.uk">www.legislation.gov.uk</a>	UK Legislation
<a href="http://www.onrank.co.uk">www.onrank.co.uk</a>	<i>On Rank</i> – Taxi Driver magazine
<a href="http://www.phtm.co.uk">www.phtm.co.uk</a>	<i>Private Hire Taxi Monthly</i>
<a href="http://www.taxiforums.co.uk">www.taxiforums.co.uk</a>	The Taxi Drivers' Forum
<a href="http://www.taxi-today.com">www.taxi-today.com</a>	<i>Taxi-Today</i> – trade magazine
<a href="http://www.tfl.gov.uk/businessandpartners/taxisandprivatehire/2807.asapx">www.tfl.gov.uk/businessandpartners/taxisandprivatehire/2807.asapx</a>	TfL London Taxi and Private Hire
<a href="http://www.vosa.gov.uk">www.vosa.gov.uk</a>	The Vehicle and Operator Services Agency
<a href="http://cms.naleo.org.uk">cms.naleo.org.uk</a>	National Association of Licensing and Enforcement Officers

## **Unit 6: Taxi and private hire services for passengers who require assistance**

<b>Unit code:</b>	<b>J/502/5985</b>
<b>Level 2:</b>	<b>BTEC Specialist</b>
<b>Credit value:</b>	<b>3</b>
<b>Guided learning hours:</b>	<b>13</b>

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### **Unit aim and purpose**

The purpose of this unit is to enable learners to understand how to provide a transport service in the taxi and private hire industries for passengers who require assistance. This unit is particularly suitable for learners who work as drivers of taxis and private hire vehicles and for those who are preparing to enter the industry.

### **Unit introduction**

This unit will illustrate the need for learners to be aware of the needs of passengers who may need extra help, how to best provide that extra help, and the legislation and training in place to help ensure they get it.

All members of the taxi and private hire industries need to understand equality and anti discrimination legislation and codes of practice. It is important that learners understand the correct terms and language that are used when describing passengers' needs and that are used in equality and anti-discrimination legislation.

Learners will need to be able to identify when passengers need assistance and then confirm with the passenger what assistance can be provided. The carriage of assistance dogs is dealt with in detail.

Learners will learn how provide an appropriate service for customers who may experience difficulties in using their services, including taking bookings, particular assistance for passengers with different needs and at different stages in the journey. Some of the problems that may be encountered are also covered, including problems with timekeeping and customers who are not at the agreed pick-up point.

Providing assistance to wheelchair users is covered in depth, including types of equipment fitted to an accessible vehicle and how to best use and maintain the equipment.

This unit is based on Unit 6 (Provide a Transport Service in the Community Transport, Chauffeur, Taxi and Private Hire Vehicle Industries for passengers who require assistance) of the GoSkills' National Occupational Standards for Road Passenger Vehicle Driving.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand anti-discriminatory legislation	1.1 Explain the vehicle accessibility provisions contained in the Equality Act 2010 1.2 Describe the legal duties of a driver in assisting passengers in wheelchairs 1.3 Explain the reasons why a driver can be exempted from assisting passengers in wheelchairs
2 Understand how to recognise when passengers require assistance	2.1 Describe how to recognise when passengers may need assistance 2.2 Identify the role of different assistance dogs and their different coloured jackets 2.3 Outline the consequences of refusing an assistance dog without justification 2.4 Identify the reasons why certain drivers are exempt from transporting assistance dogs 2.5 Explain why no extra charges are applicable to the transport of assistance dogs 2.6 Describe what is meant by the following terms: <ul style="list-style-type: none"> <li>– hidden disability</li> <li>– long term</li> <li>– chronic</li> <li>– empathy</li> </ul>

Learning outcomes	Assessment criteria
<p>3 Understand how to provide an appropriate service for customers who may experience difficulties in using taxis and private hire vehicles</p>	<p>3.1 Explain the importance of the technique used by booking office telephonists when taking requests from customers who have special requirements</p> <p>3.2 Explain why it is important to request the customer's permission before providing assistance</p> <p>3.3 Describe the particular assistance measures that a driver can take when offering assistance to customers, including those who:</p> <ul style="list-style-type: none"> <li>– are deaf or have impaired hearing</li> <li>– are blind or are partially sighted</li> <li>– are non-ambulant or have limited mobility</li> <li>– have learning difficulties</li> <li>– have particular speech or communication difficulties</li> </ul> <p>3.4 Explain the terms 'preserving dignity' and 'duty of care' in the context of assisting customers who have special assistance requirements</p> <p>3.5 Explain why door-to-door service should not be reflected in waiting charges</p> <p>3.6 Explain why it is important that help and assistance is carried out at all stages of the journey</p> <p>3.7 Describe how a driver can appeal against a Penalty Charge Notice (PCN) when a PCN has been received for extending a waiting period or infringing a parking restriction</p>

Learning outcomes	Assessment criteria
4 Know how to provide safe wheelchair assistance to customers who require transfer to an accessible vehicle	4.1 Describe the specialist equipment that may be fitted to an accessible vehicle 4.2 Explain the importance of carrying out regular inspections and risk assessment of specialist equipment 4.3 Explain the importance of knowing the safe working loads and limits of specialist equipment and any testing regimes that must be applied 4.4 Describe how to safely restrain a wheelchair and passenger 4.5 Describe procedures for dealing with defective passenger-safety equipment 4.6 Describe the action that can be taken to deal with situations where schedules cannot be met 4.7 Describe the action that can be taken where customers are not at their agreed pick-up points 4.8 Explain the importance of disability training for taxi and private hire drivers
5 Be able to provide safe wheelchair assistance to customers who require transfer to an accessible vehicle	5.1 Correctly deploy, secure and stow the wheelchair ramp 5.2 Check the ramp incline for safe entry and exit of the wheelchair, customer and driver 5.3 Safely manoeuvre a wheelchair and its occupant into and out of the vehicle and position them in the correct orientation 5.4 Demonstrate that the brakes are applied and the wheelchair is secured by the manufacturer's restraints 5.5 Correctly fit the appropriate customer seat belt and wheelchair restraint, and headrest/backrest if fitted 5.6 Ensure that the customer is safe and secure 5.7 Safely reverse a wheelchair and its occupant down a ramp



Learning outcomes	Assessment criteria
<p>6 Be able to provide safe assistance for customers who want to transfer from wheelchair to the vehicle</p>	<p>6.1 Open and fold a four-wheeled wheelchair</p> <p>6.2 Discuss with the customer their capabilities in safely transferring themselves from the wheelchair into and out of the vehicle</p> <p>6.3 Check that the wheelchair is fit for purpose and that it is completely stable prior to the customer lifting themselves out of and into the wheelchair</p> <p>6.4 Select and use the correct disability aid for transfer of the customer into and out of the vehicle</p>

## Unit content

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### 1 Understand anti-discriminatory legislation

*Vehicle accessibility provisions:* Equality Act 2010 Sections 160-172 – passengers with disabilities to get into and out of taxis in safety; to do so while using wheelchairs; passengers with disabilities to travel in taxis in safety and reasonable comfort; to do so while using wheelchairs; size of a door opening for the use of passengers; the floor area of the passenger compartment; the amount of headroom in the passenger compartment; the fitting of restraining devices designed to ensure the stability of a wheelchair while the taxi is moving; requirement of the driver of a regulated taxi that is plying for hire, or which has been hired, to comply with provisions as to the carrying of ramps or other devices designed to facilitate the loading and unloading of wheelchairs; requirement of the driver of a regulated taxi in which a person with disabilities is being carried while using a wheelchair to comply with provisions as to the position in which the wheelchair is to be secured

*Code of practice:* 1995 DDA (Codes of Practice on Rights of Access to Services and Premises (part 3 code); Codes of Practice on Provisions and Use of Transport Vehicles (supplementary to part 3 code); Equality Act 2010

*Legal duties of a driver in assisting passengers using wheelchairs:* Equality Act 2010 place duties on drivers of designated wheelchair accessible taxis and private hire vehicles; applicable to driver of any wheelchair accessible taxi or private hire vehicle which is on licensing authority's list of designated vehicles; duties (to carry the passenger while in a wheelchair, not to make any additional charge for doing so, if the passenger chooses to sit in a passenger seat, to carry the wheelchair, to take such steps as are necessary to ensure that the passenger is carried in safety and reasonable comfort, to give the passenger such mobility assistance as is reasonably required)

*Reasons for driver exemption from assisting passengers using wheelchairs:* medical grounds; if driver's physical condition makes it impossible or unreasonably difficult to comply with duties; licensing authority decision on drivers' application of exemption

### 2 Understand how to recognise when passengers require assistance

*Recognise when passengers may need assistance:* external signs to include assisted walking aids, plaster casts, speech difficulties, assistance dogs (guide dogs, hearing dogs), wheelchairs, prams or pushchairs, hearing aids

*Assistance dogs:* guide dogs (assist people who have a sight impairment, dog identified by yellow jacket) hearing dogs (assist people who have a hearing impairment, dog identified by burgundy jacket); consequences of refusing an assistance dog (fine; suspension or revocation of licence); medical exemption certificate for driver required to justify not transporting assistance dog; no charge for carriage of assistance dog

*Disability:* aware of hidden disability (not physically obvious to include epilepsy, diabetes); long-term disability (lasted more than 12 months); chronic disability (a disease or disorder of slow progression and long duration); driver should display empathy (understanding and compassion)

### 3 **Understand how to provide an appropriate service for customers who may experience difficulties in using taxis and private hire vehicles**

*Booking office telephonist's techniques:* polite, courteous, non-discriminatory; informative; knowing current regulations; importance to include lack of knowledge or poor technique leading to causing offence or distress, loss of business, loss of reputation, loss of licence, operating illegally

*Importance of requesting customer's permission before giving assistance:* maintaining dignity; not to embarrass or discriminate; ensuring correct course of action is taken; duty of care

*Assistance measures for deaf or impaired hearing customers:* speaking clearly; sign language; written notes; lip reading; induction loop

*Assistance measures for blind or partially-sighted customers:* guiding (physically, verbally)

*Assistance measures for customers who are non-ambulant or who have limited mobility:* physical support, guiding; wheelchair accessibility and security; manual handling techniques for assisting in the transfer of passengers from wheelchair to car

*Assistance measures for customers who have learning difficulties:* clear communication; advice from escorts, schools, relatives, carers

*Assistance measures for customers who have communication difficulties:* clear communication; advice from escorts, schools, relatives, carers

*Explanation of terms:* preserving dignity (to not cause embarrassment or loss of face); duty of care (responsibility or legal obligation to avoid acts or 'negligence' which can be reasonably foreseen to be likely to cause harm to others)

*Waiting charges:* door-to-door service not reflected in waiting charges (customer may take longer to walk from building to car)

*Importance of help and assistance carried out throughout journey:* customer comfort; reassurance; safety; security; confidence; trust

*Penalty Charge Notice (PCN) appeals if received when assisting a passenger with a disability:* grounds for appeal (extending a waiting period, infringing a parking restriction); record keeping (passenger details, details of the event); appeal process (when to appeal, how to appeal, who to appeal to, time limits)

### 4 **Know how to provide safe wheelchair assistance to customers who require transfer to an accessible vehicle**

*Specialist equipment:* fitted to an accessible vehicle, including wheelchair ramps and securing clamps, winches, swivel seats, restraining harness and straps, guide rails

*Importance of regular inspections/risk assessment of specialist equipment:* ensuring equipment is fit for purpose and maintained correctly; reducing potential for discomfort, embarrassment, injury, invalidation of insurance, litigation, prosecution, loss of licence, loss of business

*Importance:*

- *safe working loads and limits:* for disability aids, harnesses, straps, lifts, ramps and securing clamps, ensuring that equipment is used within its designed capabilities; important to know how to reduce potential for injury or embarrassment; avoid potential litigation
- *testing regimes:* Licensing of Lifting Equipment Regulations (LOLER) inspection; initial inspection on delivery; manufacturers' or suppliers' checking and testing; routine regular checking testing; post-accident or failure procedures (reporting and impounding); dealing with defective equipment (take vehicle off road, do not use equipment, take to repair centre, report to operator); importance (reduce potential for injury or embarrassment, avoid potential litigation)

*How to restrain a wheelchair:* fit ramp; fold seat; drive in; remove ramp; place chair; belt up

*Actions where schedules cannot be met:* inform customer; inform operator; offer alternative; establish the priorities

*Actions where customers not at pick-up:* inform operator; wait until confirmed actions with operator

*Importance of disability training for taxi and private hire drivers:* poor, or no training leading to potential for discomfort, embarrassment, injury, invalidation of insurance, litigation, prosecution, loss of licence, loss of business, loss of customer confidence, damage to vehicles and equipment

## **5 Be able to provide safe wheelchair assistance to customers who require transfer to an accessible vehicle**

*Deploy, secure and stow the ramp:* process for different vehicles; manual handling techniques; angles of elevation; securing points; safety checks fitted well; secure and safe stowage of equipment

*Check ramp incline:* check elevation and angles

*Manoeuvre a wheelchair into a vehicle:* customer safety and dignity, wheelchair security, manual handling techniques

*Brake and restrain wheelchair:* braking systems, securing/restraining systems, wheelchair positioning and wheel alignment

*Wheelchair seat belts and restraints:* manufacturers' instructions; how to assist the passenger, maintaining customer's safety and dignity

*Safe and secure customer:* during the loading process; during the journey; during the unloading process

*Reverse wheelchair down ramp:* how to assist the passenger, maintaining customer's safety and dignity

**6 Be able to provide safe assistance for customers who want to transfer from wheelchair to the vehicle**

*Open and fold wheelchair:* manufacturers' instructions; advice from the customer, advice from escorts, schools, relatives, carers

*Discuss customer capabilities:* sensitively with empathy; maintaining customer's dignity and safety; securing the customer's trust; offer assistance; determine what customer requires; confirm with customer

*Check wheelchair is fit for purpose and stable:* condition of the wheelchair; security; brakes; slope and condition of the ground; nearness to the vehicle

*Select and use correct disability aid:* where passenger is capable of helping themselves; where the driver can assist, where specialist assistance is required (escorts, schools, relatives, carers) where mechanical equipment is used to include a hoist

## Essential guidance for tutors

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### Delivery

This unit should be delivered so that it gives learners an understanding of the disability and discrimination law that is contained in the Equality Act 2010. Learners should be given opportunities to understand different types of disability they might encounter and know how each one should be dealt with. In particular the learner must be given the opportunity to know the regulations surrounding the carriage of assistance dogs. Learners must also know the impact of medical exemptions and how to appeal against a penalty charge notice (PCN). They should be given the opportunity to look at different scenarios covering this area as this will promote greater knowledge and understanding of how to deal with passengers with disabilities.

When looking at the legal duties of drivers of designated wheelchair accessible taxis and private hire vehicles, and specifically that of giving the passenger mobility assistance as reasonably required the Department for Transport offers this guidance: Mobility assistance essentially means helping passengers who use wheelchairs by providing physical assistance. If the passenger wishes to remain in the wheelchair, the driver must help the passenger to get into and out of the vehicle. If the passenger wants to transfer to a seat, the driver must help him or her to get out of the wheelchair and into a seat and back into the wheelchair; the driver must also load the wheelchair into the vehicle. The driver must also offer to load the passenger's luggage into and out of the vehicle.

Learners will need to know how to transfer and transport passengers in using wheelchairs. This should be done using simulation and using different types of equipment to ensure the learner has the full ability to perform the task safely. Detailed information on manual handling, living with a disability and customer service would augment the ability of the learner to perform the task of dealing with passengers who have special requirements.

### Assessment

This unit will be assessed through an onscreen multiple choice question in full assessment covering learning outcomes 1, 2, 3 and 4. Learning outcomes 5 and 6 will be internally assessed via observation record and/or witness testimony. The learner should be assessed using a minimum of two wheelchair types, for example a self-propelled wheelchair and a transit wheelchair.

## Indicative reading

### Books

DFT, DSA, HMSO – *The Official Highway Code* (The Stationery Office, 2007)  
ISBN 9780115528149

DSA – *The Official DSA Guide to Driving – The Essential Skills* (The Stationery Office, 2007) ISBN 9780115528170

The Equality Act 2010

### Publication

Disability Rights Commission – *Provision and Use of Transport Vehicles Code of Practice* (The Stationery Office, 2006) PDF download from Equality and Human Rights Commission site

### Magazines and journals

*On Rank*

*Private Hire and Taxi Monthly*

*Taxi-Today*

### Websites

[www.dft.gov.uk/dsa](http://www.dft.gov.uk/dsa)

Driving Standards Agency (link to information)

[www.dptac.independent.gov.uk](http://www.dptac.independent.gov.uk)

The Disabled Persons Transport Advisory Committee website

[www.equalityhumanrights.com/advice-and-guidance/information-for-advisors/codes-of-practice](http://www.equalityhumanrights.com/advice-and-guidance/information-for-advisors/codes-of-practice)

Equality and Human Rights Commission

[www.goskills.org](http://www.goskills.org)

GoSkills – Sector Skills Council

[www.legislation.gov.uk](http://www.legislation.gov.uk)

UK Legislation

[www.onrank.co.uk](http://www.onrank.co.uk)

*On Rank* – Taxi Driver Magazine

[www.phtm.co.uk](http://www.phtm.co.uk)

*Private Hire Taxi Monthly*

[www.taxiforums.co.uk](http://www.taxiforums.co.uk)

The Taxi Drivers' Forum

[www.taxi-today.com](http://www.taxi-today.com)

*Taxi-Today* – trade magazine





## Unit 7: Routes and fares in the taxi and private hire vehicle industries

<b>Unit code:</b>	<b>L/502/5986</b>
<b>Level 2:</b>	<b>BTEC Specialist</b>
<b>Credit value:</b>	<b>1</b>
<b>Guided learning hours:</b>	<b>6</b>

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### Unit aim and purpose

The purpose of this unit is to enable learners to understand how to plan routes and charge fares in the taxi and private hire industry and is particularly suitable for learners who are preparing to enter or who are beginning work in the taxi and private hire industry.

### Unit introduction

To provide a safe, legal, effective and profitable service a taxi or private hire driver will need to know how to map read and navigate; the rules, restrictions and safety measures for picking up passengers; and how to accurately charge for their services.

To transport customers by the most efficient or familiar route, the driver of a taxi or private hire vehicle will need a good knowledge of their area and know how to use all the different ways of planning and following routes. This unit will cover how to read maps and use other navigational tools to plan routes. It will also describe the benefits that modern technology can bring to the safety and efficiency in the industry.

The unit looks at how and where customers can access their service, including the safety measures, rules and restrictions for picking up and setting down.

Learners will have to know how to calculate and charge a fare correctly and legally and how fares must be displayed. The unit will cover modern booking and dispatch systems, the various payment and tariff systems, issuing of receipts and taximeters. The benefits of 'auto book' and 'call back' are included. Reconciliation and driver payment when contracted to radio circuit are also covered.

This unit is based on Unit 17 (Plan Routes in the Road Passenger Transport Industry) of the GoSkills' National Occupational Standards for Road Passenger Vehicle Driving.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Know how to use map reading and navigational tools</p>	<p>1.1 Describe how to pinpoint locations on maps</p> <p>1.2 Identify topographical symbols and detail from road maps including:</p> <ul style="list-style-type: none"> <li>– roads and motorways</li> <li>– road and motorway intersections</li> <li>– motorway services</li> <li>– transport signs</li> <li>– travel points</li> <li>– public buildings</li> <li>– information points</li> </ul> <p>1.3 Describe the benefits of advanced communication technology available to the driver</p>
<p>2 Know rules, safety measures and restrictions related to picking up and setting down passengers</p>	<p>2.1 Explain the discretionary rules for drivers of taxis and private hire vehicles when setting down and picking up customers</p> <p>2.2 Describe the safety measures and restrictions that drivers have to be aware of when picking up and dropping off at the following:</p> <ul style="list-style-type: none"> <li>– airports</li> <li>– rail stations</li> <li>– hospitals</li> </ul>

Learning outcomes	Assessment criteria
<p>3 Know how to accurately charge out a fare for transporting passengers within a hire and reward system</p>	<p>3.1 Explain the legal requirements relating to the display and positioning of a fare table within a taxi or private hire booking office</p> <p>3.2 Explain how a tariff system can be broken down into a number of tariffs depending on the time of day</p> <p>3.3 Outline how a private hire agreement is made through a licensed private hire operator and details conveyed to the private hire driver</p> <p>3.4 Describe the operation of a modern booking and dispatch system</p> <p>3.5 Describe the operation of an electronic taximeter handling multiple and progressive tariffs</p> <p>3.6 Explain the recalibration process of the taximeter when the tariffs are updated</p> <p>3.7 Describe the payment systems that are available to the driver</p> <p>3.8 Describe the benefits of 'auto book' and 'call back'</p> <p>3.9 Describe how charge is calculated and a receipt given to the customer</p> <p>3.10 Describe how cash and other receipts are reconciled at the end of each working period</p> <p>3.11 List common methods of driver payment when contracted to a radio circuit</p>

## Unit content

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### 1 Know how to use map reading and navigational tools

*Pinpoint locations on maps:* road atlas (use map grid references); A-Z (street name index, page, grid reference); navigational aids to include satellite navigation systems

*Topographical symbols:* road maps (A-Z, street maps, Ordnance Survey maps, road atlas); roads and motorways; intersections; motorway services; boundaries; transport signs; travel signs; public buildings; information points; general features

*Benefits of advanced communication technology:* mobile phones and global positioning system (GPS) instantly accessible maps; personal digital assistant (PDA) can be used to transfer customer's details and other information; Bluetooth® to include hands-free mobile phone, link to desktop in office; PMR and GPRS used for communication and incorporated into booking and dispatch systems; SMS can also be used to text; data heads

### 2 Know rules, safety measures and restrictions related to picking up and setting down passengers

*Discretionary rules:* time needed for boarding and alighting passengers; local enforcement rules; Highways Agency regulations

*Airports/rail stations/hospitals:* specific restrictions apply for picking up and dropping of passengers:

- airports: cooperate with security or the police; follow marshals and rank guidelines; check correct customer is boarding
- rail stations: follow marshals and rank guidelines; check correct customer is boarding
- hospitals: cooperate with security; follow rank guidelines; check correct customer is boarding

### 3 Know how to accurately charge out a fare for transporting passengers within a hire and reward system

*Fare table:* Local Government (Miscellaneous Provisions) Act 1976 (permitted byelaws and variations of hackney carriage fare tables); consultation on and advertising of proposed fare changes; legal boundaries (controlled district of operation); maximum fares (to be displayed, allowed to charge); legal implications between fare tariff sheet and meter; display of tariff table (hackney carriage, private hire office, London private hire vehicle)

*Tariff systems:* tariffs broken into different rates (day, night, bank holidays, Christmas, different vehicles, flag, initial, distance, running extras, waiting time)

*How details are passed through a private hire operator:* requirements for a contract; use taximeters if fitted as legal safeguard; estimated cost given to operator; use communication systems

*Modern booking and dispatch systems:* integrated computer booking and dispatch system; global positioning system (GPS); computerised booking; data transmission dispatch; radio dispatch; data head; card payment systems; 'auto book' – online booking; 'call back' – keeps customer up to date on vehicle location; taximeter

*Electronic taximeter:* linkage to operator desktop, radio, mobile phone and peripherals; multiple tariffs; end of shift reports; linkage to card swipe for credit/debit cards; electronically stored tariffs/automatically calculated fares

*Recalibration process:* secure and tamperproof to prevent interference; role of the contracted taximeter company in recalibration; the programmed chip controls the tariffs against the calendar and time

*Payment systems:* cash; swipe debit/credit card; mobile phone payment system; contract; accounts; special taxi passes; tokens

*Benefits 'auto book':* allows customers to book a taxi or private hire without having to speak to an operator; benefits for regular customers and accounts going to/from same locations; reduces pressure on taxi offices during peak periods, customers get a response; can be used by customers with impaired hearing

*Benefits 'call back':* automatic call contacts the customer to let them know the vehicle has arrived; personal service; reduces waiting; reduces 'no jobs'; increases security in high-risk areas

*Calculate change:* tariffs broken down into different rate parts; calculating the combination of different rates; calculating the final charge given; calculating different charges indicated on taximeter if fitted; issuing of receipts (printed from taximeter, hand written)

*Reconcile cash and receipts:* totalling cash and other receipts; using different periods (weekly, daily, shift)

*Driver payment when contracted to radio circuit:* types of payments to include cash, account with operator; types of contracts driver/radio operator to include monthly standard fee, percentage of fare

## Essential guidance for tutors

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### Delivery

This unit should be delivered so that it gives learners an understanding of the modern technology that is used in the taxi and private hire industry. Learners should be given the opportunity to plan routes with maps and use satellite navigation. Learners should also be given the opportunity to identify topographical symbols and details from road maps. Learners must be given access to and understand the benefits of Bluetooth®, personal digital assistant (PDA), global positioning system (GPS), GPRS, PMR and SMS.

Learners need to understand the rules for the setting down and picking up of customers. This must include measure and restrictions at airports, railway stations and hospitals. Real-life-based scenario learning would help to enhance their knowledge. Learners must also learn how tariffs are broken down at flag/initial, distance/running mile, day and night, and unsocial hours.

The delivery must enable the learners to have an understanding of the legal requirements relating to the positioning of the fare table within the booking office and the operation of modern booking and dispatch systems. A visit to a private hire office would help to meet these criteria. Learners must have a full knowledge of electronic taximeters, data heads, radio links, and mobile phone. They should be given the option to use this equipment, as this will promote greater understanding of the role they play in the taxi and private hire industry. Learners should also recognise the benefits that 'auto book' and 'call back' bring.

Learners must understand how to reconcile cash and have the different payment systems that are available explained to them. Recalibration of taximeters across all types must also be covered.

### Assessment

This unit will be assessed through an onscreen multiple choice assessment.

### Indicative reading

#### Books

Button J – *Button on Taxis* (Tottel Publishing, 2009) ISBN 9781847660558

DfT, DSA, HMSO – *The Official Highway Code* (The Stationery Office, 2007) ISBN 9780115528149

DSA – *The Official DSA Guide to Driving – The Essential Skills* (The Stationery Office, 2007) ISBN 9780115528170

#### Publication

Department for Transport (DfT) – *Taxi and Private Hire Licensing: Best Practice Guidance* (March 2010)

## Magazines and Journals

*On Rank*

*Private Hire and Taxi Monthly*

*Taxi-Today*

## Websites

<a href="http://www.dft.gov.uk/dsa">www.dft.gov.uk/dsa</a>	Driving Standards Agency (link to information)
<a href="http://www.dft.gov.uk/publications/taxi-private-hire-licensing/">www.dft.gov.uk/publications/taxi-private-hire-licensing/</a>	DfT – Taxi and Private Hire Licensing Best Practice Guidance
<a href="http://www.goskills.org">www.goskills.org</a>	GoSkills – Sector Skills Council
<a href="http://www.legislation.gov.uk">www.legislation.gov.uk</a>	UK Legislation
<a href="http://www.onrank.co.uk">www.onrank.co.uk</a>	<i>On Rank</i> – Taxi Driver magazine
<a href="http://www.phtm.co.uk">www.phtm.co.uk</a>	<i>Private Hire Taxi Monthly</i>
<a href="http://www.taxiforums.co.uk">www.taxiforums.co.uk</a>	The Taxi Drivers' Forum
<a href="http://www.taxi-today.com">www.taxi-today.com</a>	<i>Taxi-Today</i> – trade magazine





## **Unit 8:                   Transporting of parcels, luggage and other items in the taxi and private hire industries**

**Unit code:**                   Y/502/5988

**Level 2:**                    BTEC Specialist

**Credit value:**             1

**Guided learning hours:** 6

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### **Unit aim and purpose**

The purpose of this unit is to enable learners to understand how to transport parcels, luggage and other items in the taxi and private hire industries. This unit is particularly suitable for learners who work as drivers of taxis and private hire vehicles and for those who are preparing to enter the industry.

### **Unit introduction**

Taxi and private hire drivers not only transport passengers but also provide a service transporting customers' luggage, parcels and other items. This is an important part of the service provided to the customer

This unit will cover the regulations that drivers need to follow when transporting luggage and parcels. It will also cover the terms 'duty of care' and 'vicarious liability'. Learners will find out how to safely and legally carry a range of goods and learn about the records that need to be kept.

Safe manual handling regulations and techniques will be covered as well as the procedures and regulations covering suspect packages and lost property.

This unit is based on Unit 16 (Transport Parcels, Luggage and Other Items in the Community Transport, Chauffeur, Taxi and Private Hire Vehicle Industries) of the *GoSkills'* National Occupational Standards for Road Passenger Vehicle Driving.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to accept and load parcels, luggage and other items for transporting	1.1 Outline the relevant regulations and insurance requirements related to transporting luggage or other items 1.2 Define the terms 'duty of care' and 'vicarious liability' in relation to transporting parcels, luggage and other items 1.3 Describe how to deal with substances that have special requirements 1.4 Describe the precautions that have to be taken when loading and transporting personal equipment 1.5 Outline the requirements of The Manual Handling Operations Regulations 1992 1.6 Describe how to carry out a risk assessment prior to undertaking any manual handling act 1.7 Describe injuries that can occur when manual handling 1.8 Outline how to avoid injuries when manual handling 1.9 Describe the use of the Accident Book for employed drivers 1.10 Describe the kinetic lifting principle 1.11 Explain the consequences of accepting illegal goods to transport, even if the driver was unaware of the content of the package 1.12 Explain the precautions that should be taken if requested to carry goods that have no package details or tracing paperwork 1.13 Identify the authority that should be contacted if there is a suspicion that a package for transport is illegal or contains an explosive device 1.14 Explain why it is important that drivers carrying out courier work have consignment notes provided by the customer

Learning outcomes	Assessment criteria
<p>2 Know how to carry out lost property checks and take the appropriate steps to source the owner</p>	<p>2.1 Describe the precautions necessary when carrying out a routine check of the vehicle for lost property</p> <p>2.2 Describe the assistance that can be given to the operator or police to try to source the owner of lost property</p> <p>2.3 Outline licence conditions in respect of delivering lost property back to the owner</p>

## Unit content

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### 1 Understand how to accept and load parcels, luggage and other items for transport

*Relevant regulations and insurance:* insurance against injury, damage and loss; hire and reward insurance; Personal Indemnity and Public and Employer Liability insurance where applicable including for school and social work contracts; Health and Safety at Work Act; Control of Substances Hazardous to Health Regulations (COSHH)

*Duty of care:* drivers adhering to a standard of reasonable care while handling and transporting customers luggage/parcels (not in sight, shielded from weather, insured, secured, placed in protective position)

*Vicarious liability:* requirements for drivers who are insured by the operator through an agreed contract

*Substances with special requirements:* requirements for ensuring goods are safe and legal (COSHH Regulations 1998, The Carriage of Dangerous Goods by Road Regulations 1996, Health and Safety at Work Act 1974, licensing conditions and restrictions); COSHH (signs, classification, packaging, capacity, labelling documentation, declaration); special requirements and advice from contract clients such as hospital or laboratory contracts; for special measures need to be trained or given assistance, understand paperwork, know pick-up and drop-off areas, and be aware of contingency plans for emergencies

*Precautions with loading and transporting personal equipment:* keep exits clear; ensure overhead luggage stored safely and securely; valuables hidden from view; ensure passengers are given own luggage when unloading; customer service requirements; manual handling techniques; best practice for loading and transporting different types of goods to include sports equipment, musical instruments

*Manual Handling Operations Regulations 1992:* definition of manual handling (any transporting or supporting of a load including lifting, putting down, pushing, pulling, carrying or moving); assessing the load and risk; knowing your limit; asking for help if needed; clear the paths; use of mechanical help

*Risk assessments:* assessing the task; assessing the load; assessing the route; assessing the driver's ability

*Injuries that can occur:* types of injuries to include sprains, strains; severity of injuries; parts of the body that might be affected to include back, arms, shoulders, legs

*Avoid injuries:* carry out risk assessments; sustain a good level of fitness; keep supple; get out of vehicle when not driving; do not lift if medically exempt; make use of assistance that may be available; follow manual handling regulations

*Accident Book:* legal requirements; details that need to be entered; occasions when it must be filled in to include every accident including minor; employee (driver) duties; employer's duties to include named person; use for liability/injury claims (compensation)

*Kinetic lifting principle:* plan (where item will be set down, path to be taken); make sure path is free of obstructions; stand (close to the load, spread feet to shoulder width, bend knees, keep back's natural posture); hold (load firmly, close to the body); use legs to lift the load in a smooth motion to reduce the strain on the back; carry (close to the body, elbows tucked into the body); avoid twisting the body, turning feet to position yourself with the load

*Illegal goods:* reasonable precautions for avoiding carrying illegal goods; reasonable grounds for refusing to carry goods; consequences of carrying illegal goods (driver/operator can be fined or imprisoned even if unaware); acceptable defences for cases involving the carrying of illegal goods

*Precautions:* risk assessment; question customer; labelling; previous knowledge; high-risk areas and client groups; suspicious circumstances to include cash only or pickup and drop-off at street locations; suspicious addresses; unusual features to include smell or weight; reporting to the police

*Contacting the authorities regarding illegal or suspect (explosive) packages:* what authorities to contact (police, border control, customs, fire); how to contact the authorities; circumstances when the authorities need to be contacted

*Importance of consignment notes:* protection for the driver; protection for the customer; protection for the operator

## 2 **Know how to carry out lost property checks and take the appropriate steps to source the owner**

*Check vehicle for lost property:* routine checks (in between journeys where possible, end of shift); precautions (ensure package/luggage is safe — not suspicious, lift correctly, note details straight away including the item, the vehicle/driver, time found, location)

*Assistance to operator/police to source owner:* label property; record details (the item, the vehicle/driver, time, place); driver to get signature that it has been handed in to police/operator/council); store in secure position

*Local licence conditions:* where lost property should be taken to include operators office, police station, returned to customer if labelled

## Essential guidance for tutors

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### Delivery

This unit should be delivered so that it gives learners an understanding of health and safety aspects involved in transporting luggage and parcels in the taxi and private hire industry. Where legislation and regulations are detailed in the content learners should have an awareness of these, rather than detailed knowledge. In particular, coverage of the Carriage of Dangerous Goods by Road Regulations 1996, should be limited to labelling of parcels and the requirements of safe transportation and handling. Learners should be given opportunities to understand the relevant Public Liability Insurance and Public and Employer Liability Insurance required and the principles of 'vicarious liability'.

Learners must be given the opportunity to understand risk assessments and understand how 'duty of care' will influence how they will carry out their duties. They should be given the opportunity to participate in these activities, as this will promote greater knowledge and understanding of how risks can be avoided or reduced. The unit will also outline the requirements the Manual Handling Operations 1992.

Learners need to understand consequences of transporting illegal goods and dealing with suspicious packages. Learners should understand that even if driver/operator does not know what is in a package the driver/operator can be fined or imprisoned depending on the seriousness of the offence. Real-life-based scenario learning would enhance learners' knowledge. Learners must also understand how to deal with lost packages.

### Assessment

This unit will be assessed through an onscreen multiple choice question assessment.

### Indicative reading

#### Books

DfT, DSA, HMSO – *The Official Highway Code* (The Stationery Office, 2007)  
ISBN 9780115528149

DSA – *The Official DSA Guide to Driving – The Essential Skills* (The Stationery Office, 2007) ISBN 9780115528170

#### Publications

Department for Transport (DfT) – *Taxi and Private Hire Licensing: Best Practice Guidance* (March 2010)

HSE – *A Pain in your Workplace? Ergonomic problems and solutions* (HSE leaflet, 1994) INDG90 (rev2)

## **Magazines and journals**

*HSE – Getting to grips with manual handling*

*On Rank*

*Private Hire and Taxi Monthly*

*Taxi-Today*

## **Websites**

<a href="http://www.hse.gov.uk/pubns/indg90.pdf">http://www.hse.gov.uk/pubns/indg90.pdf</a>	HSE Leaflet: A Pain in your Workplace? Ergonomic problems and solutions
<a href="http://www.dft.gov.uk/dsa">www.dft.gov.uk/dsa</a>	Driving Standards Agency (link to information)
<a href="http://www.dft.gov.uk/publications/taxi-private-hire-licensing/">www.dft.gov.uk/publications/taxi-private-hire-licensing/</a>	DfT – Taxi and Private Hire Licensing Best Practice Guidance
<a href="http://www.goskills.org">www.goskills.org</a>	GoSkills – Sector Skills Council
<a href="http://www.legislation.gov.uk">www.legislation.gov.uk</a>	UK Legislation
<a href="http://www.onrank.co.uk">www.onrank.co.uk</a>	<i>On Rank</i> – Taxi Driver magazine
<a href="http://www.phtm.co.uk">www.phtm.co.uk</a>	<i>Private Hire Taxi Monthly</i>
<a href="http://www.taxiforums.co.uk">www.taxiforums.co.uk</a>	The Taxi Drivers' Forum
<a href="http://www.taxi-today.com">www.taxi-today.com</a>	<i>Taxi-Today</i> – trade magazine





## **Unit 9:                   Transporting of children and young persons by taxi or private hire vehicle**

**Unit code:**                   Y/502/5991

**Level 2:**                    BTEC Specialist

**Credit value:**            1

**Guided learning hours:** 6

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### **Unit aim and purpose**

The purpose of this unit is to enable learners to understand how to transport children and young persons whether directly or under a contract with a public organisation. This unit is particularly suitable for learners who work as drivers of taxis, private hire vehicles and for those who are preparing to enter the industry.

### **Unit introduction**

When taxi drivers and private hire operators transport children or young persons it is often as part of a contract where certain specifications and conditions need to be met.

The unit covers the standards for vehicles, vehicle safety and vehicle checking and looks at seat belt law and the driver's responsibilities in relation to children's age and height. This unit also covers understanding of terms such as 'duty of care', 'negligence' and 'in loco parentis'.

The behaviour of the driver in all situations is covered in depth. The role that the Independent Safeguarding Authority (ISA) and the roles of a driver and escort when transporting children as part of a Local Education Authority (LEA) or Local Authority (LA) are also covered.

The learner will learn how to best to relate to parents, guardians, carers, schools and children or young people including handing over of responsibilities and contingency planning and explain why driver logs or diaries are important.

This unit is directly related to Unit 8 (Transport Children and Young Persons by Taxi, Private Hire and Chauffeuring) of the GoSkills' National Occupational Standards for Road Passenger Vehicle Driving.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand the role of the driver in ensuring that the vehicle and its ancillary components are fit for purpose</p>	<p>1.1 Explain the importance of vehicle safety checks within school and social service contracts</p> <p>1.2 Describe the importance of regular vehicle inspection reporting systems</p> <p>1.3 Explain the terms 'duty of care' and 'negligence' in relation to transporting children and young persons</p> <p>1.4 Outline the current seat belt law relating to children and young persons</p> <p>1.5 Outline the legal responsibility of the driver to children of a certain age or height</p>
<p>2 Understand how to safely pick up and transport children and young persons to a destination point where they can be safely handed over to an authorised person</p>	<p>2.1 Outline how the Independent Safeguarding Authority carry out their role to protect children and young people</p> <p>2.2 Describe the role and responsibilities of a driver and an escort when transporting children and young persons within a contract supplied by a local authority or LEA (Local Education Authority)</p> <p>2.3 Explain the importance of informing children and young persons of:           <ul style="list-style-type: none"> <li>– danger areas around the vehicle that can cause serious harm or injury</li> <li>– when and how to enter or leave the vehicle</li> </ul> </p> <p>2.4 Explain the importance of maintaining the dignity of the child when assisting with boarding and alighting</p>

Learning outcomes	Assessment criteria
	<p>2.5 Explain how to ensure the school, college, teachers and /or parents are confident in the driver's ability</p> <p>2.6 Describe the term 'in loco parentis' and how it applies to the driver in charge</p> <p>2.7 Describe how to deal with the following:</p> <ul style="list-style-type: none"> <li>– an unwell child</li> <li>– travel sickness</li> <li>– bullying</li> <li>– misbehaviour</li> <li>– a distressed child</li> </ul> <p>2.8 Explain how to communicate with children and young people in a sensitive manner ensuring controls on bad behaviour and high spirits are maintained</p> <p>2.9 Explain why close contact should be kept with the operator, school, college or contracting authority if a potential problem arises with the transport arrangements</p> <p>2.10 Explain the importance of the 'handover of responsibilities' to a waiting parent, guardian or school</p> <p>2.11 Outline a contingency plan that could be adopted if an incident or emergency took place during the transportation of children and young persons</p> <p>2.12 Explain the importance of a driver's log or diary to record incidents and allegations</p>

## Unit content

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### 1 **Understand the role of the driver in ensuring that the vehicle and its ancillary components are fit for purpose**

*Importance of vehicle checks:* what to check to include lights and indicators, washers and wipers, tyres, horn, seat belts, oil; how to check to include oil dipstick; when to check (daily walk-round checks, weekly checks); benefits in checking; implications of not checking to include accidents and injuries, prosecution, loss of licence, livelihood, business and reputation

*Regular vehicle inspections:* intervals for inspections to include servicing schedule, MOT; agencies involved in carrying out inspections to include garage, licensing authority; records of inspections; consequences of failing or avoiding inspections to include prosecution, loss of licence, loss of business

*Terms related to transporting children and young persons:* 'duty of care' — responsibility or the legal obligation of a taxi or private hire driver to avoid acts of 'negligence' (which can be reasonably foreseen) likely to cause harm to others; ensure vehicle is serviced and maintained, all emergency equipment carried, can use all equipment, drive professionally, take extra care of children or young persons, have contingency plans in place

*Seat belt law:* legal responsibilities; types of child seat and child restraints; correct use of child seats and child restraints; travelling in the front or back seats; use of adult seat belts by children; age and size limits; occasions where travelling unrestrained is permitted; penalties, implications and affects of non-compliance

*Legal responsibility of driver:* responsible for ensuring that children or young persons wear the appropriate seat belt or child restraint (under 14 years, below 1.35 m)

### 2 **Understand how to safely pick up and transport children and young persons to a destination point where they can be safely handed over to an authorised person**

Independent Safeguarding Authority (ISA): role in relation to the transporting of children and young persons by taxi and or private hire vehicle; the ISA's powers; the role and obligations of the driver; the role and obligations of the operator; criminal record bureau (CRB) checks; enhanced CRB checks

Role and responsibilities within for LA or LEA contracts: Service Level Agreements (SLA) to include vehicle type and condition, punctuality, agreed pick-up and set-down points, driving standards, standards of care and supervision; drivers' roles and responsibilities; escorts' roles and responsibilities; dealing with difficulties and emergencies; reporting procedures

*Importance of informing of the danger areas around the vehicle:* important to make sure risk of injury is reduced by explanations to passengers; having control measures in place regarding awareness of traffic, other road users, conditions under foot, weather conditions, trip hazards; will reduce potential for injury or embarrassment; avoid potential litigation

*How to enter/exit vehicle:* important to be aware of role and responsibility of driver and escort and how to use specialist equipment; to reduce injury and other risks; will reduce potential for embarrassment; avoid potential litigation

*Importance of maintaining the dignity of the child:* roles and responsibilities in relation to maintaining the dignity of the child when assisting in boarding or alighting (driver's, escort's, carer's/guardian's/parent's); the effects and implications of failing to maintain the dignity of the child when assisting in boarding or alighting; best practice to be used in promoting the dignity of the child when assisting in boarding or alighting

*Ensuring confidence in driver's ability:* behaviour that reinforces confidence in the driver's ability to include safe and smooth driving, sensitivity, courtesy, maintaining passenger's dignity and modesty; avoiding actions and behaviors that could adversely affect confidence in the driver's ability to include poor driving skills, insensitive behaviour and actions, lack of care and consideration; consequences of loss of confidence in the driver's ability

*Driver in charge 'in loco parentis':* legal status 'in place of parents'

*Dealing with problems:*

- unwell or travel sick (carry 'sick bags', question carefully, ask for advice from escort or base, go back home, to hospital or call ambulance)
- distressed or bullied child (show discretion, remain calm, report problems and concerns to an authorised person)
- misbehaviour (use child locks to ensure safety and control, never use physical restraint, remain calm and do not react, use escort for support if applicable)

*Communicating with children:* communication techniques; best practice for communication with children; communicating in different tones of voice; the role and responsibility of escorts, carers, guardians and parents in communicating with children; any special skills, techniques or equipment that might be helpful in communicating with children who have particular difficulties; the effects and consequences of poor communication

*Importance of close contact:* who to maintain contact with (operator, school, college, escorts, carers, guardian, parents); how to maintain contact to include mobile phones, through the radio network, contact numbers; actions if contact is lost or cannot be established; the implications of not maintaining contact or losing contact to include danger or distress to the child, distress to the escorts, carers, guardians or parents, loss of reputation and business

*Handover of responsibilities:* who has responsibility at various stages in the journey (drivers, escorts, carers, guardians, schools, parents); who to hand over responsibility to (escorts, carers, guardians, schools, parents); how to hand over responsibility; contractual arrangements for handing over responsibility; what to do when responsibility cannot be handed over as agreed; the implications of not handing over responsibility as agreed to include danger or distress to the child, distress to the escorts, carers, guardians or parents, loss of reputation and business

*Contingency plan:* the types of unexpected incidents and emergencies to be covered by contingency plans to include accidents, breakdowns, failure of people to turn up at the prearranged time, no one in at the arranged drop-off point; who should be involved in drawing up the plans to include drivers, escorts, carers, guardians, schools, parents; who should the plans involve to include drivers, escorts, carers, guardians, schools, parents; key features of contingency plans; testing and reviewing of contingency plans; the implications of not having effective contingency plans to include danger or distress to the child, distress to the escorts, carers, guardians or parents, loss of reputation and business

*Driver's log/diary:* importance of keeping driver log/diary; information to be recorded; retaining the information (duration); the implications of not keeping a driver's log/diary

## Essential guidance for tutors

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### Delivery

This unit should be delivered so that it gives learners an understanding of the role of the driver in preparing for the role of transporting children and young persons and how to carry it out in line with the law, contracts and when acting a 'in loco parentis'. Learners should be given opportunities to understand the ISA and criminal record bureau (CRB) requirements expected of them. Learners must be given the opportunity to have a full knowledge and understanding of the principles of 'duty of care', 'negligence' and 'in loco parentis'.

The role and responsibilities of the driver are key to this unit and must be reflected on throughout the learning. Learners need to understand how to communicate with children and young persons and deal with difficult situations and emergencies. Real-life-based scenario learning would enhance learners' knowledge.

Contingency planning is important in this environment and learners should take part in developing relevant contingency plans to augment their skills.

Learners must also know why and how they have to deal with parents, guardians, schools and other stakeholders.

### Assessment

This unit will be assessed through an onscreen multiple choice question assessment.

### Indicative reading

#### Books

DFT, DSA, HMSO – *The Official Highway Code* (The Stationery Office, 2007)  
ISBN 9780115528149

DSA – *The Official DSA Guide to Driving – The Essential Skills* (The Stationery Office, 2007) ISBN 9780115528170

## **Magazines and journals**

*On Rank*

*Private Hire and Taxi Monthly*

*Private Hire News*

*Taxi-Today*

## **Websites**

[www.dft.gov.uk/dsa](http://www.dft.gov.uk/dsa)

Driving Standards Agency (link to information)

[www.goskills.org](http://www.goskills.org)

GoSkills – Sector Skills Council

[www.isa-gov.org.uk](http://www.isa-gov.org.uk)

Independent Safeguarding Authority

[www.onrank.co.uk](http://www.onrank.co.uk)

*On Rank* – Taxi Driver magazine

[www.phtm.co.uk](http://www.phtm.co.uk)

*Private Hire Taxi Monthly*

[www.taxiforums.co.uk](http://www.taxiforums.co.uk)

The Taxi Drivers' Forum

[www.taxi-today.com](http://www.taxi-today.com)

*Taxi-Today* – trade magazine



## Further information and useful publications

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To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandcolleges.co.uk](http://www.pearsonschoolsandcolleges.co.uk)

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

### How to obtain National Occupational Standards

Contact: [www.ukstandards.org.uk](http://www.ukstandards.org.uk)

# Professional development and training

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## Professional development and training

Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

## Training and support for the lifetime of the qualifications

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

**Regional support:** our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)

**Online support:** find the answers to your questions in *Knowledge Base*, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a teacher, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need please send us your query and our qualification or administrative experts will get back to you.

## 14 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

**Email:** wblcustomerservices@pearson.com

**Telephone:** 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

**Email:** wbl@pearson.com

**Telephone:** 0844 576 0045

# Annexe A

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## **Wider curriculum mapping**

Study of the Pearson BTEC Level 2 qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

### **Spiritual, moral, ethical, social and cultural issues**

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

### **Citizenship**

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

### **Environmental issues**

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

### **European developments**

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

### **Health and safety considerations**

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

### **Equal opportunities issues**

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

# Annexe B

## National Occupational Standards mapping

The grid below maps the knowledge covered in the Pearson BTEC Level 2 Specialist qualification in Introduction to the Role of the Professional Taxi and Private Hire Driver against the underpinning knowledge of the Level 2 National Occupational Standards in Road Passenger Vehicle Driving.

### KEY

# indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Units	1	2	3	4	5	6	7	8	9
Unit 1: Ensure the health and safety in your work environment	#								
Unit 2: Drive Community Transport, Chauffeur, Taxi and Private Hire Vehicles Safely and Efficiently		#							
Unit 3: Provide Professional Customer Service in the Community Transport, Chauffeur, Taxi or Private Hire Vehicle Industries			#						
Unit 6: Provide a Transport Service in the Community Transport, Chauffeur, Taxi and Private Hire Vehicle Industries for Passengers who Require Assistance						#			
Unit 8: Transport Children and Young Persons by Taxi, Private Hire and Chauffeuring									#
Unit 15: Routine Cleaning of Passenger Transport Vehicles				#					
Unit 16: Transport Parcels, Luggage and Other Items in the Community Transport, Chauffeur, Taxi and Private Hire Vehicle Industries								#	
Unit 17: Plan Routes in the Road Passenger Transport Industry							#		

# Annexe C

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## Mapping to Level 1 functional skills

Level 1	Unit number								
English – Speaking, Listening and Communication	1	2	3	4	5	6	7	8	9
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	✓	✓	✓	✓	✓	✓	✓	✓	✓
English – Reading									
Read and understand a range of straightforward texts	✓	✓	✓	✓	✓	✓	✓	✓	✓
English – Writing									
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience									

Level 1	Unit number								
Mathematics – representing:	1	2	3	4	5	6	7	8	9
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine		✓		✓	✓		✓		
Identify and obtain necessary information to tackle the problem		✓		✓	✓		✓		
Select mathematics in an organised way to find solutions		✓		✓	✓		✓		
<b>Mathematics - analysing</b>									
Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes		✓			✓		✓		
Use appropriate checking procedures at each stage		✓			✓		✓		
<b>Mathematics – interpreting</b>									
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations		✓			✓		✓		

Level 1	Unit number								
ICT – using ICT	1	2	3	4	5	6	7	8	9
Identify the ICT requirements of a straightforward task							✓		
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context							✓		
Manage information storage									
Follow and demonstrate understanding of the need for safety and security practices									
ICT – finding and selecting information									
Use search techniques to locate and select relevant information	✓	✓	✓		✓	✓	✓	✓	✓
Select information from a variety of ICT sources for a straightforward task	✓	✓	✓		✓	✓	✓	✓	✓
ICT – developing, presenting and communicating information									
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks									
Use appropriate software to meet requirements of straightforward data-handling task									
Use communications software to meet requirements of a straightforward task									
Combine information within a publication for a familiar audience and purpose									
Evaluate own use of ICT tools									



# Annexe D

## Unit mapping overview

Pearson Level 2 BTEC Award in Transporting Passengers by Taxi and Private Hire legacy (specification end date 31/12/2010)/new version of the BTEC Level 2 Specialist qualification in Taxi and Private Hire (specification start date 01/01/2011) – the Level 2 BTEC Certificate in Introduction to the Role of the Professional Taxi and Private Hire Driver.

Old units \ New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Unit 1				P					
Unit 2				P					
Unit 3	X								
Unit 4				P					
Unit 5							P	P	P
Unit 6			X			X			
Unit 7					F				
Unit 8				P					
Unit 9									

### KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

May 2017

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