



Pearson BTEC Level 2 Award in Knowledge for a Professional Bus or Coach Driver

Specification

BTEC Specialist qualification

First teaching September 2010

Issue 4

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 4. Key changes are listed in summary table on 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

This qualification was previously known as:

Edexcel BTEC Level 2 Award in Knowledge for a Professional Bus or Coach Driver (QCF)

The QN remains the same.

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

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Summary of Pearson BTEC Level 2 Award in Knowledge for a Professional Bus or Coach Driver specification Issue 4 changes

Summary of changes made between previous Issue 3 and this current Issue 4	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	3
QCF references removed from unit titles and unit levels in all units	14-45
Guided learning definition updated	9

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.html.

BTEC Specialist qualification title covered by this specification

Pearson BTEC Level 2 Award in Knowledge for a Professional Bus or Coach Driver

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

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 Award in Knowledge for a Professional Bus or Coach Driver 500/9297/2

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.

Welcome to Pearson BTEC Level 2 Award in Knowledge for a Professional Bus or Coach Driver

Focusing on the Pearson BTEC Level 2 Award in Knowledge for a Professional Bus or Coach Driver

This qualification provides a route to assessing and certificating the underpinning knowledge and understanding that support the competences required for the Passenger Carrying Vehicle Driving (Bus and Coach) NVQ. The qualification will be accepted as a component of the Level 2 Apprenticeship framework.

Straightforward to implement, teach and assess

Implementing BTECs could not 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.

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. This applied and practical approach gives all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTEC qualifications 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 learner needs — **in this case GoSkills the Passenger Transport SSC**. Many industry and professional bodies offer successful BTEC learners exemptions from their own accredited qualifications.

All you need to get started

To help you off to a flying start, we have 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 are 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?

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.

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) 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.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, 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 Award in Knowledge for a Professional Bus or Coach Driver

The Pearson BTEC Level 2 Award is an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

Key features of the Pearson BTEC Level 2 Award in Knowledge for a Professional Bus or Coach Driver

The Pearson BTEC Level 2 Award in Knowledge for a Professional Bus or Coach 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 qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Pearson BTEC Level 2 Specialist 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 National Vocational Qualifications in due course. NOS form the basis of NVQs. Pearson BTEC Level 2 Specialist qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Rules of combination

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 Award in Knowledge for a Professional Bus or Coach Driver

The Pearson BTEC Level 2 Award in Knowledge for a Professional Bus or Coach Driver is a 10-credit and 97 guided learning hour (GLH) qualification that consists of three mandatory units.

The Total Qualification Time (TQT) for this qualification is 100.

If learners are taking this qualification as part of the Apprenticeship framework, they need to complete the additional 3-credit unit, ERR1.

Pearson BTEC Level 2 Award in Knowledge for a Professional Bus or Coach Driver			
Unit	Mandatory units	Credit	Level
1	Bus or Coach Operations	3	2
2	Customer Services for Bus or Coach	3	2
3	Safe Bus or Coach Services	4	2
Unit	Additional unit	Credit	Level
ERR1	Employment Rights and Responsibilities in the Passenger Transport Sector	3	2

Assessment

All units within this qualification are internally assessed. The qualification is criterion referenced, based on the achievement of all the specified learning outcomes.

Each of the units within the qualification has specified assessment criteria which must be used.

- To achieve a 'pass' a learner must have successfully completed **all** the assessment criteria.

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.

All assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment, 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 indicated clearly in the assignments 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 assignments 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 rules of combination will achieve the qualification at pass grade.

In Pearson BTEC Level 2 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

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

Centres delivering Pearson BTEC Level 2 qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

The Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for Pearson BTEC Level 2 qualifications and units
- **compulsory** Pearson-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of the centre verification practice
- centre risk assessment by Pearson of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

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 Pearson BTEC Level 2 Specialist qualifications are set out in centre guidance which is published on our website (qualifications.pearson.com).

Programme design and delivery

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 Specialist 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. 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 and the mode of delivery. 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.

Access and recruitment

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 qualification 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 Award in Knowledge for a Professional Bus or Coach Driver is accredited for learners aged 19 and above.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

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 1995 Disability Discrimination Act and the amendments to the 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 Pearson NVQ Qualifications*, which can be found on the Pearson website (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 or 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

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 reference number

Each unit is assigned a unit reference number 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

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. 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 and grading criteria.

Content structure and terminology

The information below shows how 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.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material.

Units

Unit 1: Bus or Coach Operations	14
Unit 2: Customer Services for Bus or Coach	22
Unit 3: Safe Bus or Coach Services	32
Unit ERR1: Employment Rights and Responsibilities in the Passenger Transport Sector	40

Unit 1: Bus or Coach Operations

Unit reference number: M/601/7387

Level: 2

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is to develop learner knowledge and understanding of the operational requirements of bus or coach services.

Unit introduction

It is important for bus and coach drivers to know the context within which the bus or coach company is required to operate. Learners will appreciate the need for operating standards and procedures and how these enable a company to conform to service agreements. Integral to this, is an understanding how to operate a route or determine a route plan, deal with accidents and manage on-board equipment. This unit aims to develop learner knowledge and understanding in these key areas.

Learners will explore how bus or coach services are operated, considering the structure and aims of the company and service delivery expectations.

Learners will then investigate the procedures required to operate bus or coach services. They will study how to operate or plan a route and the regulations and procedures for the carriage of passengers. How to respond to collisions and incidents is also considered.

Finally, learners will investigate how on-board equipment supports bus operations.

Learning outcomes

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how bus or coach services are operated	1.1 outline the structure and aims of a bus or coach company operating in your own locality
2 Know procedures for operating bus or coach services	2.1 outline how to operate a bus route or plan a coach route 2.2 describe procedures for the carriage of passengers 2.3 state procedures for responding to collisions and incidents when operating a bus or coach
3 Understand how on-board equipment supports bus or coach operations	3.1 explain how on-board equipment supports bus or coach operations 3.2 explain how communication systems support bus or coach operations 3.3 explain the role of security systems in bus or coach operations

Unit content

1 Know how bus or coach services are operated

Company structure and aims: vision; values; management structure; bus operations eg schedule services, park and ride, express bus services; coach operations eg school services, UK tours, European tours, airport transfers

2 Know procedures for operating bus or coach services

Factors to consider when operating/planning routes: speed limits; restrictions eg height, weight, length, ground clearance; road conditions, weather, peak and quiet times; road updates eg disruptions due to accidents/incidents, use of motoring organisations; bus lanes; red routes; stopping points; scheduled routes/maps; running board; ticket pricing; parking; driving time to meet EU and domestic driver's hours regulations

Procedures for carriage of passengers: company procedures; maximum standing and seating capacity; make scheduled stops; observe scheduled waits; keep to running schedules; procedures for wheelchair users and passengers with assistance dogs; passenger comfort and safety; use of seatbelts for carriage of school children; provide details of disruptions and delays to passengers; pre-service checks

Collisions and incidents: collisions eg damage or injury to a person, vehicle, animal or property to be reported; incidents eg breakdown, suspicious package, fire, medical emergency, violent passenger

Procedures for responding to collisions and incidents: legal requirements eg stop immediately after collision or incident has happened; company procedures eg switch off engine, secure vehicle, request emergency services; company reporting and recording procedures eg complete accident/incident report form

3 Understand how on-board equipment supports bus or coach operations

Supporting bus or coach operations: efficient service; passenger safety; service delivery, passenger comfort eg heating and air conditioning systems

Communication systems: enable driver to keep in contact with depot/control; enable depot/control to keep in contact with driver; efficient running of service; information exchange about eg weather conditions, delays, diversions, incidents, accidents, breakdowns; coach intercom to keep passengers informed

Security systems: CCTV eg records passengers, makes passengers feel safer; enable early identification of suspicious/troublesome behaviour by operation room; alarm systems eg passengers can alert driver, driver can request help in an emergency, anti-theft alarm

Essential guidance for tutors

Delivery

The underpinning knowledge of this unit should be delivered using a combination of tutor input and active learning experiences. The unit should be delivered in as practical a manner as possible, to give learners opportunities to link theory to practice. Whilst taught input is essential, learners should be encouraged to investigate issues through the use of case studies, group discussions and research using professional journals. Real materials, such as company aims, service contracts and incident records, guest speakers and visits will also enable learners to apply classroom learning to their work in the sector.

For learning outcome 1, learners could carry out directed research on the internet to explore the structure and aims of different bus and coach companies. They could present their findings to the whole group, followed by discussion on the reasons for similarities and differences.

To introduce procedures for operating bus or coach services for learning outcome 2, learners could be given scenarios to explore for example 'what would I need to know to operate or plan this route?' Learners could feed back to the group and compile their responses compiled on a flipchart, supported with tutor-led discussion to ensure all aspects of route operation are considered. Learners could work in groups to plan each route from a given scenario and present their findings to the group to compare plans. Learners may benefit from carrying out research on specific regulations about the carriage of passengers and preparing a factsheet for other learners. Learners could work in groups to examine the procedures of different companies for the carriage of passengers to identify how they comply with legislation. Learners could work in groups to compile a checklist to use on a bus journey to examine route operation and the carriage of passengers. Following the journey, learners could feed back their findings to the whole group, providing an opportunity for learners to consolidate their knowledge and how to apply it to practice.

Learners could work in groups to suggest a variety of different incidents that would affect delivery of the service. Tutors should capitalise on any experience within the group. There may be learners who have experienced a particular incident either as a passenger or a driver. The group could be divided into two teams, each suggesting a type of incident or emergency for the other team to propose appropriate responses. Learners could then compare their suggested responses with the specific procedures of different companies. Tutor-led discussion about the driver's legal obligations in the event of any given incident or emergency will help learners to understand the importance of following procedures correctly. Learners could be presented with different scenarios to complete an incident form. Learners could swap reports to examine the accuracy of information presented by their peers.

For learning outcome 3, the importance of on-board equipment to meet service delivery expectations, for example passenger safety, efficiency of service, could be explored through group discussion. Tutors could pose questions such as 'what problems arise if machines are faulty?' and 'what are the implications of the incorrect use of machines?' Learners could examine different case studies about the use of systems to consider how communication and security systems support the delivery of bus or coach services.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Assessment tasks
<p>Introduction to unit and structure of the programme of learning and assessment</p> <p>Activity–paired work. ‘You are setting up a bus or coach company – what are your aims?’ Whole group discussion.</p> <p>Activity–group work – research the aims and structure of one bus or coach company. Prepare a presentation to give to the whole group using posters or PowerPoint. Tutor-led discussion to compare the aims and structures of different organisations.</p> <p>Activity–paired work – cases studies of different types of bus/coach customers, eg commuter, schoolchildren, family with young children, elderly passenger, passenger with disabilities, day tripper, holiday user, to decide their service expectations. Feed back to whole group. Results listed on flipchart.</p> <p>Activity–learners prepare a questionnaire to use to ask family and friends about delivery expectations of bus and coach services. Learners feed back results and compile their responses.</p> <p>Activity–guest speaker – to speak to learners about service delivery expectations. Learners could prepare questions to ask the speaker about the implications of drivers and companies not meeting their obligations.</p> <p>Assessment – outline the structure and aims of a bus or coach company operating in your own locality (LO1)</p>
<p>Activity – paired work – consider different bus routes ‘what would I need to know to operate this route?’ Learners could feed back to the group and compiled their responses on a flipchart, supported with tutor-led discussion to ensure all aspects of route operation and reasons why they are important are included.</p> <p>Activity–learners could work in groups and use maps to plan both short and long coach routes from given scenarios and present their findings to the whole group to compare plans. Learners could justify their reasons for choosing the routes. Routes could be displayed in the classroom.</p> <p>Activity–individual research, using the internet, on specific regulations about the carriage of passengers and preparing a factsheet for other learners.</p> <p>Activity–group work to examine the procedures for the carriage of passengers from different companies to identify how they comply with legislation.</p> <p>Activity–learners could work in groups to produce a checklist to use on a bus journey to examine route operation and the carriage of passengers.</p> <p>Activity–learners could use their checklist on a bus or coach journey and feed back their findings to the whole group.</p>

Assessment tasks

Activity-learners could work in groups to suggest a variety of different incidents that would affect delivery of the service. The group could be divided into two teams, each suggesting a type of incident or emergency for the other team to propose appropriate responses. Learners then compare their suggested responses with the specific procedures of different companies.

Activity-tutor-led discussion about the driver's legal obligations in the event of any given incident or emergency.

Activity-paired work analysis of case studies of different incidents and collisions posing questions 'what should you do if...?' and 'why?' Feed back responses to whole group for discussion.

Activity-learners could be presented with different scenarios to complete an incident form. Learners could swap reports to examine the accuracy of information presented by their peers.

Assessment – outline how to operate a bus route or plan a coach route and state procedures for the carriage of passengers and for responding to collisions and incidents when operating a bus or coach (LO2).

Activity-group discussion to explore the importance of on-board equipment to meet service delivery eg passenger safety, efficiency of service could be explored. Tutors could pose questions such as 'what problems arise if machines are faulty?' and 'what are the implications of the incorrect use of machines?'

Activity-paired work – examination of different case studies about use of systems to consider how communication and security systems support the delivery of bus or coach services.

Activity-role play of different scenarios covering the full range of on-board communication equipment (on bus and coaches if possible).

Activity-learners could prepare a guidance document for a new driver about the importance of onboard equipment for bus operations and service delivery.

Assessment – explain how on-board equipment supports bus or coach operations, how communication systems support bus or coach operations and the role of security systems in bus or coach operations (LO3).

Assessment feedback review and evaluation of unit

Assessment

The assessment criteria for all the learning outcomes can be combined in one assignment which may be in the form of a leaflet providing information for a new driver about how bus or coach services operate. Alternative forms of evidence may be used such as presentations, question and answer tests and discussions supported by a witness statement from the tutor. Learners must provide sufficient evidence to demonstrate knowledge and understanding of each assessment criterion.

For 1.1, learners must outline the structure of a bus/coach company operating in their own area. They must also outline the aims of the bus/coach company. This should be learners' own work and not a duplicate taken from company documentation.

For 2.1, learners need to outline how a bus/coach route is operated including factors to be considered when operating/planning a route. Evidence may be presented in the form of an annotated map.

For 2.2, learners need to describe procedures used for the carriage of passengers in order to comply with legislation and service agreements. This must include information about maximum seating capacity, maximum standing capacity, scheduled stops, scheduled waits, keeping to running schedules, procedures for wheelchair users and passengers with assistance dogs and passenger comfort and safety.

For 2.3, learners are required to state clear procedures for dealing with collisions and incidents. Evidence may be in response to scenarios of incidents and collisions and include completed incident report forms.

Learners could provide one piece of evidence to demonstrate their understanding of assessment criteria 3.1, 3.2 and 3.3. Learners could explain how on-board equipment supports bus/coach services and then go on to explain in more detail how communication systems support bus/coach services and the role of security systems. There should be evidence for at least two different types of communication systems and two different types of security systems.

Essential resources

Indicative reading for learners

Book

Driving Standards Agency *The Official DSA Guide to Driving Buses and Coaches* (Stationery Office Books, 2008) ISBN 0115529004

Journals

Bus and Coach Professional

Coach and Bus Week

Route One

Websites

www.busandcoach.com

Bus and Coach magazine

www.cbwonline.com

Coach and Bus magazine

www.dft.gov.uk/

Department for Transport site

www.greenflag.com/routeplanning

Green Flag route planner

www.rac.co.uk/route-planner

RAC route planner

www.route-one.net/

Route One magazine

www.theaa.com/route-planner/

AA route planner

[www.transportdirect.info/Web2/
Home.aspx](http://www.transportdirect.info/Web2/Home.aspx)

Transport direct – route planner

Unit 2: Customer Services for Bus or Coach

Unit reference number: F/601/7393

Level: 2

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is to develop learner knowledge and understanding of how the principles of customer service apply to the provision of bus or coach services. Learners will develop knowledge of how to provide an inclusive bus or coach service.

Unit introduction

Customer service builds customer loyalty by meeting, and exceeding when appropriate, customer expectations of a service. The skills, attitudes and behaviours required to provide good customer service, including communication skills such as active listening, effective questioning, adopting appropriate body language and negotiation skills, are crucial and are a significant feature of this unit. An essential aspect of customer service is recognising and understanding the mix of people and communities who use services, their different needs and how to provide for them. The provision of an inclusive bus or coach service requires respecting and valuing difference and removing barriers that prevent participation. Discrimination on the basis of ethnicity, nationality, colour, disability, age, gender, sexuality, religion and age is illegal and it is essential to know how to uphold the law in this respect. Meeting the needs of individuals who have physical difficulties accessing public transport is an important aspect of this unit.

Learners will consider the aims and principles of customer service for bus or coach services and investigate how to meet customer needs and expectations.

They will then explore how to communicate to meet customer needs and expectations. Investigating the different ways to communicate information to customers are investigated.

Learners consider how to provide an inclusive bus or coach service. They will investigate barriers experienced by individuals and the attitudes and behaviours required to support the provision of inclusive bus and coach services.

Finally, learners will investigate how to provide bus and coach services for priority users and explore the procedures for wheelchair users.

Learning outcomes

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the aims of customer service for bus or coach services	1.1 explain the benefits of good customer service for a bus or coach service 1.2 discuss how a bus or coach service can meet the expectations of customers 1.3 explain ways a bus or coach service can meet the needs of customers
2 Understand the principles of communication for bus or coach service customer service	2.1 explain why communication is important for bus or coach service customer service 2.2 describe ways to communicate to meet customer needs and expectations 2.3 compare ways to communicate accurate information to customers
3 Know how to provide an inclusive bus or coach service	3.1 describe barriers to using bus or coach services experienced by individuals 3.2 describe attitudes and behaviours which support delivery of an inclusive bus or coach service 3.3 identify ways support can be provided to enable customers to access bus or coach services
4 Know how to provide bus or coach services for priority users	4.1 describe priority users in bus or coach services 4.2 identify procedures that enable wheelchair users to access bus or coach services 4.3 describe when to operate equipment for priority users 4.4 state procedures to follow if the wheelchair ramp fails in service

Unit content

1 Understand the aims of customer service for bus or coach services

Customer service benefits: customer eg confidence, satisfaction; organisation eg repeat business, increasing ticket sales and company profitability; employee eg security of employment, job satisfaction; raises profile of passenger transport industry

Meeting customer expectations: provision of reliable, efficient service subject to circumstance eg road conditions, absence, congestions, accident; improve customer satisfaction; providing information and advice; making customers feel valued and respected whilst ensuring safety; individual needs met; comfort eg ride, seating, heating and ventilation, cleanliness; safety; kept informed eg of changes to service; anticipate customer needs

Ways to meet customer needs: efficiency eg timekeeping; approach eg polite, approachable, respectful, cheerful, obliging, tactful; safe and considerate driving skills; product knowledge; personal presentation; communication with customers and within the organisation; dealing with customers who have concerns

2 Understand the principles of communication for bus or coach service customer service

Importance of communication: repeat business, new business, enhance reputation, increase revenue and profitability; reduce misunderstandings; confidence in service; customers feel valued; demonstrates respect; keeps customers informed; avoid mistakes; gain clarification; maintain standards

Ways to communicate: non-verbal communication eg eye contact, facial expressions; verbal eg tone of voice, volume; listening; wait for responses; questioning; using language appropriate to customer and situation; negotiation

Communicating information: information eg destination and route, delays, changes to route, safety information; methods eg public address equipment, digital displays, written information; accuracy

3 Know how to provide an inclusive bus or coach service

Barriers: access to bus/coach eg entrance too high, available space in bus/coach; service information eg small print, complex use of written language, clarity of intercom systems; quality of service provided eg time allowed to access and disembark bus/coach

Attitudes and behaviours: respectful; sensitive; caring; non-judgemental; non-patronising; tolerant; empathetic; willing; courteous; assumptions; stereotyping; maintaining dignity; patience

Support to enable inclusive service provision: non-discriminatory attitude; make time available; awareness of individual needs of people; match individual customer needs with level of support required; equipment eg low floors, ramped access, designated seating space, non-slip hand rails, low tactile bell pushes, highlighted step edges, day-glow destination board and blinds, on board and bus stop electronic information panels; verbal communication eg speak clearly, eye contact, wait for response

4 Know how to provide bus or coach services for priority users

Priority users: wheelchair users; parents with babies and young children; limited mobility; visually impaired

Procedures for wheelchair access: check equipment eg ramps/lifts in working order before leaving depot; park close to kerb; 'kneel' the bus/coach; lower ramp; provide reasonable assistance, ensure wheelchair user is correctly positioned in wheelchair space, check wheelchair brake applied, ensure ramp/kneeling device is secured and ensure doors are closed before moving off; procedure for egress eg kneel bus/coach, lower ramp

Procedures if wheelchair ramp fails: follow company procedure; seek advice from depot about actions to take; health and safety procedures regarding moving and lifting; ensure safety of all passengers

Essential guidance for tutors

Delivery

The underpinning knowledge of this unit should be delivered using a combination of tutor input and active learning experiences. It is important to ensure all activities are contextualised to bus and coach driving to help learners relate theory to their work in the sector. DVDs, guest speakers and visits may be used, to enhance learning. Role play will enable learners to develop and practise their interpersonal and communication skills.

The topic of customer service for learning outcome 1, can be introduced by asking learners to reflect on 'My best and worst experiences as a passenger on a bus or coach' and share their experiences as a whole group. The tutor could pose questions such as 'How did this make you feel?' 'What actions could have been taken to make you feel valued and respected?' Learners could develop a short questionnaire about customer care in bus and coach services and carry out a survey among friends and family. The results of the survey could be collated and used to help learners, working in groups, to formulate their own principles of customer care. Each group should feed back to the whole class with a whole group discussion to reach a consensus on principles for customer care. A guest speaker from a local operator could be invited to discuss the customer care principles of their company. Learners could prepare questions to ask the speaker about the importance of effective customer care. Using the principles the group has drawn up, learners could undertake bus or coach journeys to observe customer service in practice. A follow up discussion will allow learners to share their observations and identify good customer care. The tutor could ask learners to consider the effects on the customer and the implications for the organisation of any encounters observed which did not support customer care principles.

Learners need to develop their knowledge and understanding of good communications skills and how these can be applied to the delivery of bus or coach services. Communication skills can be introduced by asking learners to interpret body language in photographs. Role-play exercises can be used to help learners to recognise body language and interpret facial expressions and to use language that is suitable for the customer and situation, as well as to develop and maintain eye contact. Case studies and role play can support learners as they develop their skills using simple questioning techniques to check understanding and to investigate problems or complaints. Sensitive use of video cameras during role play could give learners the opportunity to analyse their own communication skills and identify areas for development. The effect, of customers not receiving information about changes to services and delays, or of receiving incorrect information, could be explored through the use of case studies. Learners could be asked to consider 'How would I feel if this happened to me?' Learners could research different methods companies use to keep their customers informed.

To introduce learning outcome 3, learners could examine scenarios of a wide range of different situations to identify the barriers which prevent individuals from accessing bus or coach services. This could be followed by tutor-led discussion to consider the implications for both the individuals and the company.

Attitudes and behaviour can be explored through case studies. Learners could work in pairs to analyse different case studies and feed back to the whole group. Tutors could pose questions such as 'How would you feel if this happened to you?' Role

play can be used to examine appropriate attitudes and behaviours in a range of different situations. They could discuss the dilemma of keeping to a running board or journey timetable and meeting the needs of passengers. Learners could research the equipment which is provided on different buses or coaches to enable passengers with impairments to use services. This could be through internet research or a visit to a bus or coach depot.

The procedures for enabling wheelchair users to access bus or coach services could be demonstrated to learners on different buses or coaches during a visit to a depot or by using simulations. Learners could be involved in a role-play activity using a wheelchair this would provide an opportunity to apply their knowledge of methods which enable wheelchair access as well as to appreciate difficulties wheelchair users experience.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Assessment tasks
<p>Introduction to unit and structure of the programme of learning and assessment</p> <p>Activity–ask learners to consider ‘My best and worst experiences as a passenger on a bus or coach’, and share their experiences as a whole group. Tutor-led discussion ‘How did this make you feel?’ ‘What actions could have been taken to make you feel valued and respected?’</p> <p>Activity–group work - learners develop a questionnaire about customer care expectations in bus and coach services.</p> <p>Activity–learners carry out a survey among friends and family. The results of the surveys could be collated.</p> <p>Activities–group work - formulate principles of customer care. Feed back to whole group and compare results. Tutor-led discussion to reach to reach a consensus.</p> <p>Activity–learners could undertake bus or coach journeys and observe customer care principles being applied. Follow-up discussion of observations in class.</p> <p>Activity–pair work – research customer care charters/principles of different bus and coach companies. Compare with own principles.</p> <p>Activity–guest speaker to speak about implications for organisations and employees if customer care principles are not upheld.</p> <p>Assessment – explain benefits of customer service for a bus or coach service, how a bus or coach service can meet the expectations and needs of its customers (LO1).</p>
<p>Activity–learners work in pairs to interpret body language in photographs. Tutor-led discussion to introduce the importance of body language</p> <p>Activity–role-play exercises to help learners recognise body language and interpret facial expressions and to use body language that is suitable for the customer and situation as well as to develop and maintain eye contact.</p>

Assessment tasks
<p>Activity–small-group work to practise using communication skills and develop confidence in a range of different situations, eg responses to customer complaints, communicating delays, changes to route, safety information. Video cameras may be used for self-analysis and peer assessment to identify areas for improvement.</p> <p>Activity–pair work – analysis of case studies where customers have not received correct/any information. Feed back responses to whole group. Tutor to pose questions eg ‘How would I feel if this happened to me?’.</p> <p>Activity–pair research on different methods used by companies to keep their customers informed.</p> <p>Assessment – explain why communication is important for bus or coach service customer service and ways to communicate with customers to meet their needs and expectations, and compare ways to communicate accurate information to customers (LO2).</p>
<p>Activity–group work – examine scenarios of a wide range of different situations to identify the physical barriers which prevent individuals from accessing bus or coach services, followed by tutor-led discussion to consider the implications for both the individuals and the company. Tutors could pose questions such as ‘How would you feel if you were unable to access services due to these barriers?’</p> <p>Activity–pair work - analysis of case studies of a range of different situations where the attitudes and behaviour of bus/coach employees have been discriminatory. Learners consider how the employee should have responded to demonstrate an inclusive approach. Pairs present their case study with inclusive responses to the whole group supported with tutor-led discussion.</p> <p>Activity–tutor-led discussion about the dilemma of keeping to a running board or journey timetable and meeting the needs of passengers.</p> <p>Activity–visit to a bus or coach depot to investigate the equipment which is provided on different buses or coaches to enable passengers with impairments to use services (or internet research).</p> <p>Assessment – describe barriers to using bus or coach services, attitudes and behaviours which support delivery of an inclusive bus or coach service and ways support can be provided to enable customers to access bus or coach services (LO3).</p>
<p>Activity–practical activity during a visit to a depot (or simulation) using a wheelchair to explore procedures for enabling wheelchair users to access bus or coach services.</p> <p>Activity–role play getting on and off a bus or coach as wheelchair user, parent with baby carrier, adult with limited mobility, person with visual impairment, to appreciate difficulties priority users experience.</p> <p>Activity–learners research procedures to follow if the wheelchair ramp fails and produce a guidance document for a new driver.</p> <p>Assessment – describe priority users in bus or coach services, procedures that enable wheelchair users to access bus or coach services, when to operate equipment for priority users and procedures to follow if the wheelchair ramp fails in service (LO4).</p>
<p>Assessment feedback review and evaluation of unit</p>

Assessment

Assessment criteria 1.1 and 1.2 can be combined in one task and presented as a leaflet for distribution by a bus or coach company about the customer care they provide. Alternative forms of presenting evidence can be used, eg an account, or a poster.

For 1.1, learners need to explain at least two different benefits of good customer service for a bus or coach service. This must include benefits to both the customer and the organisation.

1.2 requires learners to include information about appropriate attitudes, communication skills, efficiency and driving skills and how each of these contributes to customer care. Examples may be given to support the response.

For 1.3, learners must explain how a bus or coach service meets the needs of customers. The explanation should include details of customer needs and how they are met.

For 2.1, learners need to explain the different ways to communicate to meet customer needs and expectations, including verbal and non-verbal communication. Evidence may be provided as responses to case studies. Other forms of presenting evidence may be used such as videos of role play verified by the tutor.

For 2.2, learners need to describe at least three different methods used to communicate accurate information to customers.

For 2.3, learners must compare at least two different ways of communicating accurate information. This may include the advantages and disadvantages of each method.

For 3.1, learners need to give information about barriers passengers may experience when using bus or coach services. Reference to physical barriers, language barriers and attitudes could be included. Evidence may be provided in response to case studies. Learners should demonstrate their knowledge of different individuals who may use the service and the barriers they may encounter.

Assessment criterion 3.2 requires learners to describe attitudes and behaviours which respect and value all passengers, enabling all to participate in the service. Evidence may be provided in the form of a code of conduct for bus drivers. Examples may be given to support the response.

For 3.3, learners need to identify ways to provide support for different individuals. Evidence may be provided in response to case studies. Learning outcome 3 may be evidenced through one piece of work ie learners identified different individuals who may use the service. They could then go on to describe the barriers encountered, attitudes and behaviours that support delivery of the service and ways to support these individuals.

Assessment criteria 4.1, 4.2 and 4.3 could be combined in one task and produced as guidance information for bus or coach drivers. Evidence may include annotated diagrams, photographs, slides, leaflets etc.

To meet 4.1, learners need to describe at least two priority users who use bus or coach services.

For 4.2, learners need to identify the procedures to be followed to enable wheelchair users to access the bus or coach service safely.

For 4.3, learners must describe when to operate equipment for priority users demonstrating a knowledge of the type of equipment used.

To meet 4.4, learners need to state the procedure for managing situations when the wheelchair ramp fails. Reference to organisational procedures and different situations need to be included.

Essential resources

Indicative resource materials

Journals

Coach and Bus Week

Bus and Coach Professional

Route One

Websites

www.busandcoach.com

Bus and Coach magazine

www.cbwonline.com

Coach and Bus magazine

www.dft.gov.uk/

Department for Transport site

www.hse.gov.uk

Health and Safety Executive

www.route-one.net/

Route One magazine

Unit 3: Safe Bus or Coach Services

Unit reference number: Y/601/7397

Level: 2

Credit value: 4

Guided learning hours: 37

Unit aim

The aim of this unit is for learners to develop knowledge and understanding of the roles and responsibilities involved in provision of a safe bus or coach service. This includes the individual responsibility of drivers with regard to risk management and routine maintenance and safety checks.

Unit introduction

Safety is paramount in the provision of bus or coach services. Bus and coach drivers must accept responsibility for the safety of their passengers; passengers rely on the driver to get them to their destination safely. Safe driving techniques are fundamental as well as the correct attitude and approach to driving. However, a thorough knowledge of health and safety regulations and safety check requirements is essential to the provision of a safe service. This unit aims to develop knowledge and understanding of these important aspects.

Learners will consider the health and safety responsibilities of all those involved in bus operations. They will investigate recognition of hazards and minimising risks are investigated.

Learners will examine the routine safety checks required for vehicles and actions to take if faults are identified.

Learning outcomes

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand requirements for health and safety for bus or coach services	1.1 explain the health and safety responsibilities of those involved in bus or coach services in respect of the: <ul style="list-style-type: none"> - bus or coach company - driver - passengers 1.2 describe hazards and associated risks when using bus or coach services 1.3 explain how risks can be minimised in bus or coach operations
2 Know routine safety checks prior to use of bus or coach vehicles	2.1 describe routine safety checks required for bus or coach vehicles 2.2 describe the actions to take when faults are identified by checks on buses or coaches 2.3 explain what can happen if routine maintenance and safety checks on buses or coaches are not carried out and reported

Unit content

1 Understand requirements for health and safety for bus or coach services

Bus or coach company: legal obligations eg roadworthy vehicles; health and safety policies and procedures eg provision of safe equipment; driver training; European regulations for driving times and rest periods; occupational health

Driver: health and safety procedures; fit to drive; responsibility to passengers when driving (time for seating, appropriate braking, gentle cornering); use tachograph when fitted, drive safely, know Highway Code, show responsibility to other road users, load luggage safely on coach

Passenger: appropriate behaviour eg courteous manner, do not distract driver, store luggage safely, use seatbelts where available, apply brakes on wheelchairs and pushchairs, supervise children and animals

Hazards and risks: hazards eg weather, road accidents, mechanical breakdowns, road conditions (slippery surfaces, adverse cambers), fire on board, difficult passengers, cash security, other road users, suspicious packages, driver fatigue; risks eg injury to passengers, driver, other road users, damage to vehicle/other vehicles

Minimising risk: identify hazards and risks; organisational procedures for managing risk eg carry out pre-vehicle checks, report defects, use personal protective equipment (PPE), store luggage safely; driving skills eg anticipation, awareness; driver health and fitness; defuse potential confrontations with passengers

2 Know routine safety checks prior to use of bus or coach vehicles

Pre-service: checks eg leaks (fuel, oil, water), condition of tyres and wheels, condition of brakes, steering, interior and exterior lights, wipers and washers, indicators, passenger signal bell, horn and reverse warning, dangerous damage to body, glass, operation of emergency engine stop, operation of doors and exits, emergency exits (buzzers, hammer), vehicle cleanliness, heating and ventilation, seating and flooring, interior and exterior mirrors, tax disc and operator's licence displayed, fire extinguisher present, coolant level

Handover in service: checks eg walk round check, vehicle cleanliness

Actions when faults identified: organisational procedures for reporting and recording eg completion of defect sheet, referral to supervisor

Potential consequences: accident resulting in injury or loss of life; loss of job; licence withdrawn (driver licence, Public Service Vehicle operator licence); prosecution of company/driver; compensation payments, litigation, organisational losses

Essential guidance for tutors

Delivery

The unit has been designed to make the key topics practically based wherever possible to help learners relate to the content of the unit. Learners will require access to information on health and safety responsibilities and managing risk in bus or coach operations. This may be through the use of DVDs, presentations, guest speakers, websites, photographs and case studies. However, routine access to real resources is essential for learners to develop knowledge and understanding of the safety checks required to prepare vehicles for service. Although learners are likely to focus on work with a specific fleet of vehicles, exposure to a wide range of vehicles will broaden their overall knowledge and enhance their employability.

To introduce learning outcome 1, a guest speaker from a bus or coach company could be invited to speak about the health and safety responsibilities of an organisation to their passengers and employees. Learners could prepare questions to ask the speaker about the implications breaching regulations. Learners could work in groups to examine the health and safety policies and procedures of different bus or coach companies to compare the responsibilities of drivers in ensuring health and safety. Learners could work in pairs to devise rules for passengers on using the bus or coach safely and design a poster appropriate for display in a bus/coach or bus/coach station.

Hazards could be explored through role play or case studies covering a wide range of possible situations. In each case, learners could consider whether what is presented constitutes a hazard and the risk to the safety of the bus or coach operation. The tutor could pose the question 'What would you do to manage the risk in this situation?' Learners could then compare their responses with the procedures for risk management of different bus or coach operators.

Demonstrations on real resources will help learners to understand routine maintenance and safety checks. These may be supported with simulations and DVDs. Learners could work in groups to devise a checklist to use for daily safety checks. Whole-group discussion could follow to reach a consensus on required safety checks. Practical sessions will give learners an opportunity to apply their knowledge by using their safety checklist to carry out a pre-service check. Learners could use defect sheets to record faults identified during practical sessions. Case studies could be used to help learners understand the implications of poor maintenance and of routine safety checks not being carried out.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Assessment tasks

Introduction to unit and structure of the programme of learning and assessment

Activity–guest speaker from a bus or coach company to speak about the health and safety responsibilities of an organisation to their passengers and employees. Learners could prepare questions to ask the speaker about the implications of breaching regulations.

Activity–group work - examine the health and safety policies and procedures of different bus or coach companies to compare the responsibilities of drivers in ensuring health and safety.

Activity–Tutor-led discussion – ‘Do passengers have responsibilities to keep themselves safe?’

Activity–pair work design a poster of rules for passengers using the bus or coach safely.

Activity–tutor-led discussion about the difference between a hazard and a risk.

Activity–small group work – analysis of case studies covering a wide range of possible risky situations. Learners to consider whether what is presented constitutes a hazard and the risk the safety of the bus or coach operation. Learners decide what they would do to manage the risk in these situations. Groups feed back to the whole group and compare their responses.

Activity–research the risk management procedures of different bus and coach companies.

Activity–pair work – devise guidance for a new driver to minimise risk in bus or coach operations.

Assessment – explain health and safety responsibilities of the bus or coach company, driver and passengers, hazards and associated risks and how risks can be minimised in bus or coach operations (LO1).

Assessment tasks
<p>Activity–demonstrations of maintenance and safety checks (pre-service checks and handover in service) on real resources.</p> <p>Activity–group work - learners devise a checklist to use when carrying out pre-service checks and handover in service checks. Whole -group discussion to reach a consensus on required on safety checks.</p> <p>Activity–pair work – analysis of photographs to identify faults.</p> <p>Activity–practical sessions – learners practise carrying out pre-service checks/ handover in service checks to identify a wide range of faults using their checklist. Learners record identified faults using defect sheets.</p> <p>Activity–pair work – analysis of cases studies to understand the implications of poor maintenance and routine safety checks not being carried out.</p> <p>Assessment – describe routine safety checks required for bus or coach vehicles, actions to take when faults are identified by checks on a bus or coach, what can happen if routine maintenance and safety checks are not carried out and reported (LO2).</p>
Assessment feedback review and evaluation of unit

Assessment

For 1.1, learners need to explain the responsibilities for health and safety of bus or coach organisations, drivers and passengers. They will need to refer to legal requirements, policies and procedures.

To meet 1.2, learners need to describe at least six different hazards and the risks they pose to safe bus or coach operation. Examples may be given to support the response.

For 1.3, learners need to explain how risks can be minimised. They should include organisational procedures, driving skills and reasons why the procedures help to ensure the safe operation of a bus or coach.

Assessment criteria 2.1, 2.2 and 2.3 may be combined in one task and presented as instructions for drivers about safety check requirements. This must be the learner's own work and not a direct copy of documentation available within a company. Alternatively, learners could be given questions to answer in written or oral format.

For 2.1, learners need to describe the routine safety checks that need to be carried out before service and on the handover to another driver. At least six checks should be included. Evidence may be presented as an instruction list provided it gives a describes and not simply a list of the checks required.

For 2.2, learners need to describe the actions to take when faults are identified. Examples of a completed defect sheet may be given to support the response, provided it has been completed independently by the learner.

To meet 2.3, learners need to explain what could happen if safety checks and maintenance are not carried out and faults are unreported. Responses may be linked to the safety checks in 2.1. Alternative methods of presenting evidence may be given such as different examples of situations arising from poor maintenance and unreported checks.

Essential resources

Learners will need access to vehicles for demonstration of maintenance and safety checks and for learners to carry out pre-service checks.

Indicative reading for learners

Books

Driving Standards Agency – *The Official Highway Code*
(Stationery Office Books, 2007) ISBN 0115528148

Driving Standards Agency – *The Official DSA Guide to Driving Buses and Coaches*
ISBN 0115529004

Journals

Bus and Coach Professional

Coach and Bus Week

Route One

Websites

www.busandcoach.com

Bus and Coach magazine

www.cbwonline.com

Coach and Bus magazine

www.dft.gov.uk/

Department for Transport site

www.route-one.net

Route One magazine

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 employment rights and responsibilities of the employee and employer</p>	<p>1.1 identify the main points of legislation affecting employers and employees and their purpose relevant to own role, organisation and within own industry</p> <p>1.2 identify where to find information and advice on employment rights and responsibilities both internally in own organisation and externally</p> <p>1.3 identify sources of information and advice on own industry, occupation, training and own career pathway</p> <p>1.4 identify sources of information on the different types of representative bodies related to own industry and their main roles and responsibilities</p> <p>1.5 identify any issues of public concern that may affect own organisation and own industry</p>
<p>2 Understand employment rights and responsibilities and how these affect organisations</p>	<p>2.1 describe organisational procedures, policies and codes of practice used by own organisation on employment rights and responsibilities</p> <p>2.2 explain the purpose of following health, safety and other procedures and the effect on own organisation if they are not followed</p> <p>2.3 describe employer and employee responsibilities for equality and diversity within own organisation</p> <p>2.4 explain the benefits of making sure equality and diversity procedures are followed</p> <p>2.5 describe the career pathways available within own organisation and own industry</p>

Unit content

1 **Know employment rights and responsibilities of the employee and employer**

Employee rights and responsibilities: difference between rights and responsibilities; current employment legislation; current anti-discrimination legislation eg gender, race, religion, disability, age; working hours and holiday entitlement; data protection; other relevant examples

Employer rights and responsibilities: duty of care to employees eg safe and healthy workplace, public liability insurance; appropriate training and development; adhere to terms of contract

Sources and types of information on employment issues: HR department; line manager; trade union representative; professional body; Citizens Advice Bureau; Community Legal Advice; internet; trade magazines and journals

Sources of information: line manager, Sector Skills Councils, Jobcentre, relevant websites

Main roles and responsibilities of representative bodies: trade unions, professional bodies, Health and Safety Executive

Issue of public concern: the effect of recent high profile events on the industry eg Hatfield rail disaster, BP oil spillage, Kings Cross Underground fire

Effects of public concern: legislation and good practice eg Criminal Record Bureau Checks, risk assessment; health and safety legislation, disabilities and effects on access to transport

2 **Understand employment rights and responsibilities and how these affect organisations**

Contract of employment: terms and conditions; hours; pay rate; holiday entitlement; format of contract

Interpret information on payslip: gross wages; deductions; net pay; personal information eg national insurance number, employee number

Grievance procedure: grounds for grievance; informal approach; formal procedure within own workplace

Types of information held on personnel records: personal data eg name, address, telephone number(s), qualifications, National Insurance number, tax code, bank details, disabilities, employment history, absence details, training

Updating information held on personnel records: personal responsibility; data protection considerations

Ways of working with employer: workplace procedures for leave entitlement eg holiday, maternity, paternity, compassionate; procedures to deal with bullying or discrimination; procedures for self-certification

Own role in the workplace: own job description, organisation's aim

Role of the sector: aims and objectives of the employment sector

Career pathways: progression routes within own sector; progression routes within related sectors; importance of continuing professional development

Developing own career path: create a development plan; consult related websites

Essential guidance for tutors

Delivery

This unit includes topics which apply generally and others which apply specifically to the learner's workplace. Input should be as varied as possible, making good use of internet resources and websites, together with group work, individual study and team activities as well as more traditional written tasks. Learners should be encouraged to read around the subject to gain more understanding of the content of the relevant legislation.

Visiting speakers, who work in various parts of the organisation or for associated organisations, would enliven the programme.

All study should be related to the workplace.

This unit should be integrated throughout the delivery of this qualification.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Assessment tasks

Introduction to unit and programme of assignments.

Activity-Group task to create A3 thought-showers on rights of employees, to establish what is already known. Plenary and discussion to draw out the idea of responsibility within the workplace as well as rights.

Activity-Learners research the internet to find out one key fact each relating to the categories (contract, anti-discrimination legislation, working hours, holiday entitlements, sickness absence and sick pay, data protection). Much use should be made of www.direct.gov.uk/en/Employment. Plenary to share information.

Activity-Tutor led discussion on general employment law in the UK and the rights and responsibilities of both employee and employer.

Activity- Learners research and outline the basic requirements of legislation relating to Employment Law, Equality and Diversity, Health and Safety. Activity-Learners research the internet to find out one key fact each relating to the categories (contract, anti-discrimination legislation, working hours, holiday entitlements, sickness absence and sick pay, data protection). Tutor led plenary to share information.

Assessment: Gap-fill sheet with sentences relating to employment rights and responsibilities.

Activity- Show YouTube videos on employment rights and contract of employment. Ask quiz questions afterwards relating back to the clips.

Activity-Tutor shows real examples of personnel records, with personal details removed, from the employing organisation and others. Learners discuss the details held, reasons for holding them, particularly with a view to future training needs and progression. Tutor led discussion on ways of updating records.

Activity-Employment procedures may be studied in any order. Tutor should take learners through the logical steps (talk informally with line manager, moving up to senior management, using advice and support of trade union representative and specialist agency where appropriate). Learners should then be able to use this model to create stepping-stone charts of how to proceed in other circumstances.

Pay slips - www.direct.gov.uk/en/Employment/Employees/index.htm is very clear on what information a payslip should contain. Learners should have the chance to calculate tax and National Insurance contributions, to ensure full understanding of gross and net pay. Learners should be made aware of the relevance of their employee number.

Activity-Group discussion using case studies of different policies and procedures, for example a grievance on a member of staff or line manager and its implications can be discussed, or holiday entitlement when coupled with maternity leave etc.

Activity-Tutor led plenary required to consolidate and secure learning.

Assessment: Learner interview – prepare notes, bring to the meeting and explain the basic procedural steps. Be able to give an example of one role within the organisation and one external body where help and advice could be sought. Be able to give an example of a career pathway open to them.

Review of unit and programme of assignments.

Assessment

This unit should be assessed as part of the learner's work towards the Apprenticeship.

It should be assessed predominately in the workplace. Observation, witness testimony, questioning, professional discussion and written and product evidence are all sources of evidence which can be used.

Naturally occurring evidence should be used where possible. It is likely that learners will undertake an induction process for any work role or work placement. Learners could build a portfolio of evidence or workbook that, as well as showing evidence of achievement, could be used as a point of reference for future work.

Indicative resource materials

Textbooks

Mitchell Sack S – *The Employee Rights Handbook* (Warner Books, 2000)
ISBN 9780446673266

Mitchell Sack S – *The Employee Rights Handbook: Effective Legal Strategies to Protect Your Job from Interview to Pink Slip* (Legal Strategies Inc, 2010)
ISBN 9780963630674

Further information and useful publications

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
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.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)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

How to obtain National Occupational Standards

GoSkills
Concorde House
Trinity Park
Solihull
West Midlands B37 7UQ

Telephone: 0121 635 5520
Fax: 0121 635 5521
Email: info@goskills.org
Website: www.goskills.org

Professional development and training

Pearson supports UK and international customers with training related to BTEC 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.

BTEC 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 other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

The Pearson/BTEC qualification framework for the passenger transport sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	NVQ/occupational
5				
4				Pearson Level 4 NVQ for Managing in Road Passenger Transport
3				Pearson Level 3 NVQ in Road Passenger Transport Operations Pearson Level 3 NVQ in Driving Instruction Pearson Level 3 NVQ for Managing in Road Passenger Transport

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	NVQ/occupational
2				Pearson Level 2 NVQ in Passenger Carrying Vehicle Driving (Bus and Coach) Pearson Level 2 NVQ in Road Passenger Vehicle Driving (Community Transport) Pearson Level 2 NVQ in Road Passenger Vehicle Driving (Hackney Carriage/Private Hire Vehicles (PHV)) Pearson Level 2 NVQ in Road Passenger Vehicle Driving (Chauffeurs) Pearson Level 2 NVQ in Road Passenger Transport Operations

Annexe B

Wider curriculum mapping

Study of Pearson BTEC Level 2 Specialist qualifications give 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 this qualification 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 this qualification 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 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 C

Glossary of Accreditation Terminology

The following information about this qualification can also be found on the Pearson website.

Accreditation start/end date	The first/last dates that Pearson can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Pearson.
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 (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
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.
Performance tables	This qualification is listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
Qualification Number (QN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.
Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.

Title	The accredited title of the qualification.
UCAS points	This qualification is listed on the Universities and Colleges Admissions Service (UCAS) tariff for those wishing to progress to higher education.

Annexe D

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications	BTEC qualification suites
BTEC Level 7 Advanced Professional Qualifications BTEC Advanced Professional Award, Certificate and Diploma	7	BTEC Level 7 Professional Qualifications BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional Qualifications BTEC Professional Award, Certificate and Diploma	6	BTEC Level 6 Professional Qualifications BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional Qualifications BTEC Professional Award, Certificate and Diploma	5	BTEC Level 5 Professional Qualifications BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	BTEC Level 5 Higher Nationals BTEC Level 5 HND Diploma
BTEC Level 4 Professional Qualifications BTEC Professional Award, Certificate and Diploma	4	BTEC Level 4 Professional Qualifications BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	BTEC Level 4 Higher Nationals BTEC Level 4 HNC Diploma
BTEC Level 3 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3	BTEC Level 3 Specialist Qualifications BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	BTEC Level 3 Nationals BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Professional and Specialist Qualifications	BTEC qualification suites
BTEC Level 2 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	2	BTEC Level 2 Specialist Qualifications BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	BTEC Level 2 Firsts BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	1	BTEC Level 1 Specialist Qualifications BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	BTEC Level 1 Qualifications BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	BTEC Entry Level Specialist Qualifications BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	BTEC Entry Level Qualifications (E3) BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

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For information about Edexcel, BTEC or LCCI qualifications visit qualifications.pearson.com

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