

Pearson Edexcel Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach)

Specification

NVQ/Competence-based qualification

First registration September 2010

Issue 3

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 3. 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 Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) (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 Edexcel Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) specification Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	All
Definition of TQT added	4
Definition of sizes of qualifications aligned to TQT	4
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	5
TQT value added	5
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	5
Reference to credit transfer within the QCF removed	13-118
QCF references removed from unit titles and unit levels in all units	10
Guided learning definition updated	10

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.

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Qualification title covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach):

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach)	501/0991/1	01/09/2010

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. You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within the qualification will also have a unique reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Key features of the Pearson Edexcel Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach)

This qualification:

- is nationally recognised
- is based on the GoSkills National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure(s) are owned GoSkills.

The Pearson Edexcel Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) has been approved as a component of the GoSkills Apprenticeship framework.

What is the purpose of this qualification?

This qualification has been developed by the SSC GoSkills following extensive employer consultation and research to address skills gaps and to provide drivers within bus and coach industries with the opportunity to demonstrate evidence of technical competency and the underpinning knowledge relating to their work activities. The qualification is mapped to the EU regulations for Driver CPC.

Who is this qualification for?

This qualification is for all learners aged 18 and above who are capable of reaching the required standards.

Pearson's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualifications.

There is a requirement for learners to hold a valid driving licence appropriate to the vehicle with which they will be assessed.

What are the benefits of this qualification to the learner and employer?

This qualification allows learners to demonstrate competence against the National Occupational Standards which are based on the needs of the road passenger transport industry as defined by the Sector Skills Council, GoSkills. As such it contributes to the development of skilled employees in the sector.

This qualification may contribute to the competence element of an Apprenticeship.

What are the potential job roles for those working towards this qualification?

- Bus/coach driver.

What progression opportunities are available to learners who achieve this qualification?

The Pearson Edexcel Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) offers progression to the Level 2 Apprenticeship Framework as it makes up the competency element of the framework. It could also offer progression into management roles in road passenger transport.

What is the qualification structure for the Pearson Edexcel Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach)?

Sizes of NVQ/Competence-based 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.

NVQ/Competence-based 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).

To achieve the Pearson Edexcel Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) learners must complete all units from Group A (35 credits) plus one unit (minimum of 2 credits) from Group B – a total of 37 credits (minimum). TQT 370 hours. Guided Learning 207 hours.

Unit	Group A - Mandatory units All eight units must be taken. Credit Value required: Minimum 350	Credit	Level
1	T/601/9464 – Maintain effective working relationships with colleagues in the bus and coach industries	4	2
2	A/601/9465 – Contribute to health and safety in the bus and coach work environment	4	2
3	J/601/9467 – Provide professional customer service in the bus and coach industry	6	2
4	L/601/9468 – Prepare for passenger carrying journeys in a bus or coach	5	2
5	R/601/9469 – Provide professional customer service to passengers with additional needs on a bus or coach	4	2
6	Y/601/9473 – Drive passenger carrying vehicles safely and efficiently	6	2
7	D/601/9474 – Deal effectively with challenging situations and passengers on a bus or coach	3	2
8	H/601/9475 – Deal with emergencies and incidents during a bus or coach journey	3	2

Unit	Group B - Optional units Learners must complete a minimum of 2 optional credits. Credit Value required: Minimum 2.		
9	M/601/9477 – Operate the passenger systems and bus or coach service	5	2
10	T/601/9478 – Share information on the operation of the bus or coach service	4	2
11	M/601/9480 – Negotiate and agree tour itineraries with clients	2	2
12	T/601/9481 – Process fares and receive and match fare payments to tickets	5	2
13	F/601/9483 – Manage financial transactions on coach journeys	2	2
14	J/601/9484 – Provide a transport service for disabled passengers	6	2
15	L/601/9485 – Transport accompanied luggage by bus or coach	4	2
16	R/601/9486 – Transport unaccompanied parcels by bus or coach	4	2
17	Y/601/9487 – Operate a school service by bus or coach	4	2
18	H/601/9489 – Drive passenger carrying vehicles on international journeys	7	2

How is the qualification graded and assessed?

The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

This qualification is designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

Assessment requirements/strategy

The assessment requirements/strategy for this qualification has been included in *Annexe C*. This has been developed by GoSkills in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence (to be read in conjunction with the assessment strategy in Annexe C)

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website qualifications.pearson.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Pearson will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

What resources are required?

This qualification is designed to support learners working in the Passenger Carrying Vehicle Driving (Bus and Coach) sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe C: Assessment requirements/strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:					This is the formal title of the unit that will appear on the learner's certificate
Unit code:					This is the unit owner's reference number for the specified unit.
Unit reference number:					This code is a unique reference number for the unit.
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 is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
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 summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: **Maintain effective working relationships with colleagues in the bus and coach industries**

Unit code:	PCVD 1
Unit reference number:	T/601/9464
Level:	Level 2
Credit value:	4
Guided learning hours:	22

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in maintaining positive working relationships with colleagues. This unit is suitable for learners who drive buses and coaches locally, express or private hire.

This unit is directly related to GoSkills National Occupational Standard Unit 1 – Maintain effective working relationships with colleagues from Passenger Carrying Vehicle Driving (Bus and Coach) suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence including, witness testimony, questioning and professional discussion.

Simulation must not be used to assess this unit.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to work well with colleagues	1.1 Behave towards colleagues in a way that promotes positive relationships in line with organisational guidelines 1.2 Respond to requests from colleagues 1.3 Meet any undertakings given to colleagues in the way agreed and within agreed timescale 1.4 Provide information asked for by colleagues that is accurate and clear 1.5 Take part in discussions about working relationships 1.6 Support colleagues engaged in learning to develop their skills and knowledge 1.7 Discuss problems with the correct person where there are problems in working relationships, or work practices			
2 Know how to work well with colleagues	2.1 Describe the need for positive working relationships and the promotion of positive relationships in the workplace 2.2 Describe best practice standards and guidelines relating to behaviour in the workplace 2.3 Describe how to balance giving help to colleagues with their own personal workload			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.4 Describe the limits of their own personal responsibilities and those of colleagues 2.5 Give examples of the learning needs of colleagues who are being trained 2.6 Describe how to deal with and discuss problems in working relationships			
3 Be able to communicate positively with colleagues	3.1 Get information needed from colleagues using agreed methods 3.2 Give information to colleagues that is correct, relevant and will meet their needs 3.3 Communicate information in a way that meets colleague's needs 3.4 Confirm own authority to give the information provided 3.5 Get help in cases where there are problems in communicating effectively with colleagues			
4 Know how to communicate positively with colleagues	4.1 Describe why accurate and relevant information needs to be communicated within the workplace 4.2 Describe ways of getting and giving information between colleagues 4.3 Describe the limits of own authority in relation to providing information			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.4 Describe the different ways in which information can be communicated and used 4.5 Describe the need for and ways to provide colleagues with opportunities to communicate freely and openly 4.6 Describe how to deal with and report problems in communicating freely and openly			
5 Be able to combine own work activities with colleague's work activities	5.1 Confirm the limits of own responsibilities in their job role 5.2 Get advice from the correct person when there are problems with agreeing work activities or responsibilities, or those of others 5.3 Help colleagues in their work role, in line with agreed limits 5.4 Respond in a positive way to situations where plans have to be changed			
6 Know how to combine own work activities with colleague's work activities	6.1 Identify events that may lead to plans being changed 6.2 Describe the ways of dealing with and reporting problems in agreeing work activities or responsibilities			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to identify risks to health and safety	1.1 Identify actual and possible risks to health and safety in the normal work area 1.2 Decide on the level of risk, using legal guidelines 1.3 Get help from the correct person when not certain of the level of the risk 1.4 Take action that reduces the possible effects of the risk 1.5 Record enough details of the risks so that the correct action can be taken 1.6 Report full and accurate details of risks to the correct person			
2 Know how to identify risks to health and safety	2.1 Identify typical risks and dangers to health and safety that are likely to happen in the normal workplace 2.2 Describe where injuries and accidents occur both on the road and in the depot 2.3 Outline the relative figures for accidents involving bus, coach and other forms of road transport 2.4 Describe how to decide on the level of risks 2.5 Identify the details that should be recorded and reported relating to risks and dangers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.6 Describe the limits of own personal responsibility and ability in taking immediate action to reduce the effects of risks as far as possible</p> <p>2.7 Describe legal guidelines in relation to dealing with risks</p> <p>2.8 Describe where and how to get help when necessary</p> <p>2.9 Describe how to avoid personal injury, including:</p> <ul style="list-style-type: none"> - correct seat positioning - manual handling techniques 			
<p>3 Be able to limit danger and damage to people and property</p>	<p>3.1 Take immediate and positive action to limit danger or damage, without increasing the danger or threat</p> <p>3.2 Take action that is within the limits of own personal authority and ability</p> <p>3.3 Follow instructions or guidelines for limiting danger or damage</p> <p>3.4 Get help, as soon as possible, if the danger can not be dealt with</p> <p>3.5 Give clear information or instructions to others to allow them to take the correct action</p> <p>3.6 Record and report details of the danger to the correct people</p> <p>3.7 Report any difficulties with keeping to health and safety instructions or guidelines, giving full and accurate details</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to limit danger and damage to people and property	4.1 Describe when it is safe and correct to take immediate action 4.2 Describe what action can be taken, within own personal authority, to limit danger 4.3 Describe instructions or guidelines relating to dealing with and reporting dangerous situations 4.4 Describe how to use the correct equipment to limit danger 4.5 Describe methods of positive communication to let others know about the danger 4.6 Describe where and how to get help in dealing with dangerous situations			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Provide professional customer service in the bus and coach industry

Unit code:	PCVD 3
Unit reference number:	J/601/9467
Level:	Level 2
Credit value:	6
Guided learning hours:	35

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in providing professional customer service in the bus and coach industry. This unit is suitable for learners who drive buses and coaches.

This unit is directly related to GoSkills National Occupational Standard Unit 3 – Provide professional customer service in the bus and coach industry from the Passenger Carrying Vehicle Driving (Bus and Coach) suite.

Links to the EU Directive for Driver Training

The requirements in learning outcomes 2, 4 and 6 relate to the following objectives of the EU Directive for Driver Training:

- Objective 1.5 – Ability to ensure the comfort and safety of your passengers
- Objective 2.1 – To know the social environment of road transport and the rules governing it
- Objective 2.3 – To know the regulations governing the carriage of passengers
- Objective 3.4 – Awareness of the importance of physical and mental ability
- Objective 3.6 – Adopt behaviour to help enhance the image of the company
- Objective 3.8 – To know the economic environment of the carriage of passengers by road and the organisation of the market

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence including, witness testimony, questioning, professional discussion, written and product evidence.

Simulation must not be used to assess this unit.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to follow codes of dress and behaviour	1.1 Follow organisational guidelines when dealing with customers 1.2 Follow the organisational code of dress and personal presentation 1.3 Promote a professional image to customers in line with organisational guidelines 1.4 Hold conversations with customers in a way that promotes a positive outcome in line with organisational guidelines 1.5 Carry out work in a way that reduces inconvenience to customers			
2 Know how to follow codes of dress and behaviour	2.1 Describe the organisational codes of dress, appearance and behaviour 2.2 Explain why it is important to have and to follow codes of dress, appearance and behaviour 2.3 Describe how to recognise opportunities to improve the service provided to customers 2.4 Describe how to deal with difficulties in meeting codes of dress, appearance and behaviour			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.5 Describe the importance of own personal role in the way the company operates and the roles of colleagues worked with including:</p> <ul style="list-style-type: none"> - managers - supervisors - administrators - mechanics <p>2.6 Describe other ways that passengers could travel in the UK and Europe and who the main competitors to bus and coach travel are</p>			
3 Be able to develop and maintain work skills and knowledge	<p>3.1 Identify and describe their own personal needs to develop the skills needed in their job role</p> <p>3.2 Balance personal needs and the needs of the business</p> <p>3.3 Discuss and agree with the correct person how the development needed will be received</p> <p>3.4 Carry out activities to develop their own personal skills in line with an agreed plan</p> <p>3.5 Get feedback and advice on progress in developing their own personal skills</p> <p>3.6 Take action if their progress is below the necessary standard</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Know how to develop and maintain work skills and knowledge	<p>4.1 Describe the standards of skills and knowledge needed in their job role</p> <p>4.2 Describe how to measure their current skills and identify areas that require development</p> <p>4.3 Describe how they would discuss and agree development plans</p> <p>4.4 Describe how to measure progress against their personal development plans</p> <p>4.5 Describe how to get feedback from others that will help during their development</p> <p>4.6 Describe how to identify and get agreement for further development activities when not meeting the necessary standard</p>			
5	Be able to develop positive professional relationships with customers	<p>5.1 Acknowledge customers promptly and politely, and speak to them in a way that promotes confidence in the organisation</p> <p>5.2 Give customers information that is within own personal limits of authority</p> <p>5.3 Refer customers to the correct people as necessary</p> <p>5.4 Follow organisational procedures and policies for promoting customer service</p> <p>5.5 Record, accurately and completely, information from customers that relates to the business</p> <p>5.6 Identify and report, to the correct person, possible difficulties that could affect customers</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to develop positive professional relationships with customers	6.1 Describe the organisation's policy and procedures for promoting customer service 6.2 Describe the limits of own personal authority, knowledge and responsibility in matters related to customer service 6.3 Describe what customer service information will benefit, or is needed by, the organisation 6.4 Describe the sorts of difficulties or problems that can arise in promoting customer service 6.5 Describe how to refer or report customer service issues to the correct people in the organisation 6.6 Describe how to identify the needs of passengers to ensure comfort and safety 6.7 Describe how to implement systems that ensure concentration on safe driving, while making sure of the safety and comfort of passengers 6.8 Identify the relevant regulations concerning the rights of passengers			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Prepare for passenger carrying journeys in a bus or coach

Unit code:	PCVD 4
Unit reference number:	L/601/9468
Level:	Level 2
Credit value:	5
Guided learning hours:	26

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in preparing for passenger carrying journeys by bus or coach. This unit is suitable for learners who drive buses and coaches.

This unit is directly related to GoSkills National Occupational Standard Unit 4 – Prepare for passenger carrying journeys from the Passenger Carrying Vehicle Driving (Bus and Coach) suite.

Links to the EU Directive for Driver Training

The requirements in learning outcome 4 relate to the following objectives of the EU Directive for Driver Training:

- Objective 2.1 – To know the social environment of road transport and the rules governing it

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence including, witness testimony, questioning, written and product evidence.

Simulation must not be used to assess this unit.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to confirm that the bus or coach is roadworthy	1.1 Confirm that the vehicle's service or defect record is current and meets approved requirements 1.2 Carry out vehicle handover checks in line with organisational procedures 1.3 Take action to put a vehicle problem right 1.4 Decide when not to use a vehicle because it is unfit 1.5 Get another vehicle if the vehicle is not fit to use (using the organisational approved procedure) 1.6 Promptly refer actual or possible defects to the correct person in enough detail so the problem can be diagnosed			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to confirm that the bus or coach is roadworthy	2.1 Describe servicing schedules that are relevant to the vehicles driven 2.2 Describe statutory vehicle-testing requirements 2.3 Describe the nature and schedules of vehicle checks that have to be carried out 2.4 Describe how to carry out handover checks including: <ul style="list-style-type: none"> - lights - horn - screen wash and wipers - safety systems - passenger-comfort systems - visual checks of the vehicle 2.5 Describe how to recognise actual or possible defects 2.6 Describe what action they have the authority to take in order to put the problem right 2.7 Describe what action to take to refer faults to the correct person 2.8 Describe the arrangements to replace a defective vehicle, including recovering the defective vehicle			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to check the legal status of the driver and the vehicle	3.1 Confirm that they hold a current and valid licence to drive the vehicle 3.2 Declare any medical or other condition that might affect their ability to drive safely 3.3 Declare the details of any convictions against them that would affect driving a passenger carrying vehicle 3.4 Confirm the vehicle excise licence is valid for the vehicle and displayed as needed by law 3.5 Confirm that the vehicle test certificate, insurance details, registration documents and tachograph charts meet legal requirements 3.6 Decide when not to use a vehicle because its documents do not meet relevant legal requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to confirm the legal status of the driver and the vehicle	4.1 Identify the different types of, and regulations for, licences to drive passenger carrying vehicles 4.2 Identify the different types of insurance cover, including the relevant minimum legal requirements, particularly for passenger carrying vehicles 4.3 List the medical conditions and causes that could affect a passenger carrying vehicle driver's ability to drive safely 4.4 Describe vehicle test, registration and licensing requirements relating to the vehicles being driven 4.5 Describe systems for recording vehicle documents including test certificates, insurance and licences 4.6 Describe organisational procedures for dealing with situations where any documents do not meet requirements 4.7 Identify the relevant rules and regulations that govern the way in which a passenger carrying vehicle driver can work, the way in which they are enforced and the penalties that can be imposed			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Provide professional customer service to passengers with additional needs on a bus or coach

Unit code:	PCVD 5
Unit reference number:	R/601/9469
Level:	Level 2
Credit value:	4
Guided learning hours:	19

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in helping passengers who have additional needs, for example passengers who have a disability, passengers carrying heavy loads, passengers with pushchairs. This unit is suitable for learners who drive buses and coaches.

This unit is directly related to GoSkills National Occupational Standard Unit 5 – Help passengers who have special needs from the Passenger Carrying Vehicle Driving (Bus and Coach) suite.

Links to the EU Directive for Driver Training

The requirements in learning outcome 2 relate to the following objectives of the EU Directive for Driver Training:

- Objective 1.5 – Ability to ensure the comfort and safety of your passengers

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence including, witness testimony and questioning.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to recognise the access needs of passengers with additional needs</p>	<p>1.1 Recognise when someone needs help</p> <p>1.2 Offer help promptly and in a manner that is in line with legal guidelines</p> <p>1.3 Treat passengers who need help in a manner that promotes good customer service in line with organisational guidelines</p> <p>1.4 Decide on the type and amount of help that will be given</p> <p>1.5 Take action when the help needed can not be provided</p> <p>1.6 Keep to relevant legislation and codes of practice when deciding on the help to be given</p>			
<p>2 Know how to recognise the access needs of passengers with additional needs</p>	<p>2.1 Describe the importance of providing help to passengers to ensure comfort and safety</p> <p>2.2 Identify the access needs of passengers</p> <p>2.3 Identify the requirements of relevant legislation and codes of practice when providing help</p> <p>2.4 Identify the limits of own personal ability and responsibility when providing help to passengers</p> <p>2.5 Describe how to communicate with passengers who need additional help</p> <p>2.6 Describe the importance of equal opportunities and the rights of all passengers to travel in safety and comfort</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to meet the access needs of passengers with additional needs	3.1 Give help to passengers in line with relevant legislation and codes of practice 3.2 Give help promptly and in a way that promotes good customer service in line with organisational guidelines 3.3 Give help to passengers, keeping within the limits of own personal ability and responsibility 3.4 Use special equipment or systems as needed in line with approved methods 3.5 Confirm that passengers' needs are met after giving help 3.6 Get advice or help when passengers' needs cannot be met			
4 Know how to meet the access needs of passengers with additional needs	4.1 Describe how to use special equipment and systems for giving help to passengers			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Drive passenger carrying vehicles safely and efficiently

Unit code:	PCVD 8
Unit reference number:	Y/601/9473
Level:	Level 2
Credit value:	6
Guided learning hours:	35

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in driving passenger carrying vehicles safely and efficiently. This unit is suitable for learners who drive buses or coaches.

This unit is directly related to GoSkills National Occupational Standard Unit 8 – Drive passenger carrying vehicles safely and efficiently from the Passenger Carrying Vehicle Driving (Bus and Coach) suite.

Links to the EU Directive for Driver Training

The requirements in learning outcomes 2 and 4 relate to the following objectives of the EU Directive for Driver Training:

- Objective 1.1 – To know the characteristics of the transmission system in order to make the best possible use of it
- Objective 1.2 – To know the technical characteristics and operation of the safety controls in order to control the vehicle, minimise wear and tear and prevent disfunctioning
- Objective 1.3 – Ability to optimise fuel consumption
- Objective 1.5 – Ability to ensure the comfort and safety of passengers
- Objective 1.6 – Ability to load the vehicle with due regard for safety rules and proper vehicle use

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence including, witness testimony, questioning and product evidence.

Simulation must not be used to assess this unit.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to drive the vehicle	1.1 Move off and slow down while considering other road users and the passengers 1.2 Respond to the anticipated actions of other road users in a safe way 1.3 Give timely and clear signals when intending to change the direction or the position of the vehicle 1.4 Make visual checks around the vehicle to ensure the safety of the immediate environment 1.5 Drive the vehicle in a way that does not put other road users, or the passengers, at risk 1.6 Maintain the speed and position of the vehicle in a way that is appropriate to the current road and traffic conditions 1.7 Meet all relevant legal requirements and relevant codes of practice related to driving passenger carrying vehicles safely and efficiently			
2 Know how to drive the vehicle	2.1 Describe why it is important to drive the vehicle in a way that considers the comfort and safety of the passengers and others including the proper use of road space 2.2 Describe how driving style affects how efficiently the vehicle runs			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.3 Describe how to adapt driving style to different road conditions including:</p> <ul style="list-style-type: none"> - good or poor visibility - wet, dry or otherwise slippery road surfaces - overhanging trees or buildings <p>2.4 Describe how to adapt driving style to different traffic conditions including:</p> <ul style="list-style-type: none"> - heavy traffic - slow moving vehicles - high speed vehicles <p>2.5 Identify the requirements of relevant laws and codes of practice related to driving including:</p> <ul style="list-style-type: none"> - speed - position - signalling - considering other road users <p>2.6 Describe how the use of the gearbox can affect the performance and efficiency of the vehicle</p> <p>2.7 Describe how to combine the use of the brake and gearbox to achieve safe, smooth and efficient driving with the minimum amount of wear and tear</p> <p>2.8 Describe how to drive in accordance with the knowledge from 2.7 and 2.8 to achieve maximum fuel efficiency</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to pick up and set down passengers	3.1 Make scheduled stops where practical and possible 3.2 Keep to regulations, signs and directions related to stopping and waiting 3.3 Take account of the safety and comfort of passengers, pedestrians and other road users 3.4 Avoid possible dangerous situations caused by other vehicles and obstacles 3.5 Pick up and set down passengers in a way that promotes customer service, including when passengers cannot be accepted for any reason, taking into consideration the access needs of some passengers 3.6 Keep to current legislation, regulations and codes of practice relating to carrying passengers			
4 Know how to pick up and set down passengers	4.1 Identify the relevant legislation and regulations relating to stopping and waiting on the highway 4.2 Identify the relevant legislation and regulations relating to carrying passengers 4.3 Describe how to recognise and adapt to possibly dangerous situations related to moving off or stopping 4.4 Describe how to adapt driving style to suit different passengers, when moving off or stopping			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.5 Describe how to deal with problems in situations where passengers cannot be accepted</p> <p>4.6 Describe the effect that a continual variance in the number of passengers and their distribution throughout the vehicle will have upon the performance and handling, taking into consideration the access needs of some passengers</p> <p>4.7 Describe how the way in which luggage is loaded can have an effect upon the handling characteristics of the vehicle and describe the loading limits on axles imposed by law</p>			
5 Be able to complete the driving duty	<p>5.1 Park or hand over the vehicle in line with organisational procedures</p> <p>5.2 Leave the driver's cab in a safe and clean condition</p> <p>5.3 Search for and deal with lost property, including suspect packages, in line with legal requirements</p> <p>5.4 Inspect for, and report, damage or defects to the vehicle in line with organisational procedures</p> <p>5.5 Present the vehicle for cleaning, refuelling or servicing in line with organisational procedures</p> <p>5.6 Clearly fill in, and promptly hand in, all documents relating to personal duty</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to complete the driving duty	6.1 Describe how to park and hand over the vehicle 6.2 Describe relevant legal requirements for dealing with lost property, including suspect packages 6.3 Describe how to inspect for, and report, damage and defects to vehicles 6.4 Describe how to present vehicles for refuelling, cleaning and servicing 6.5 Describe how to fill in the documents related to ending personal duty			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

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(if sampled)

Unit 7: Deal effectively with challenging situations and passengers on a bus or coach

Unit code:	PCVD 7
Unit reference number:	D/601/9474
Level:	Level 2
Credit value:	3
Guided learning hours:	16

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in dealing effectively with difficult passengers. This unit is suitable for learners who drive buses or coaches.

This unit is directly related to GoSkills National Occupational Standard Unit 7 – Deal effectively with difficult passengers from the Passenger Carrying Vehicle Driving (Bus and Coach) suite.

Links to the EU Directive for Driver Training

The requirements in learning outcome 4 relate to the following objectives of the EU Directive for Driver Training:

- Objective 3.5 – Ability to assess emergency situations

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to assess situations and decide on action needed</p>	<p>1.1 Recognise situations that involve inappropriate behaviour by passengers</p> <p>1.2 Prioritise the action to be taken, in line with organisational guidelines</p> <p>1.3 Make sure the action planned meets organisational guidelines</p> <p>1.4 Consider the needs of other passengers when dealing with the situation</p> <p>1.5 Get help from the correct sources in situations outside own personal authority or ability</p> <p>1.6 Maintain the positive support of other passengers and customers in line with organisational guidelines</p>			
<p>2 Know how to assess situations and decide on action needed</p>	<p>2.1 Identify situations involving passenger behaviour which could lead to action being required</p> <p>2.2 Describe the action that can be taken within their own personal authority</p> <p>2.3 Describe how to deal with and record incidents involving passenger behaviour</p> <p>2.4 Describe the organisational and relevant legal responsibilities when dealing with emergencies and incidents</p> <p>2.5 Outline when and how to get help when needed</p> <p>2.6 List the things that affect customer morale and goodwill in emergencies or incidents</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to take action to deal with difficult passengers	3.1 Take action to deal with passengers' inappropriate behaviour in line with organisational procedures and guidelines 3.2 Take control of the situation in a way that reduces any possible conflict and does not make the situation worse 3.3 Get help from the correct sources in situations that are outside own personal authority or ability 3.4 Consider the needs of other passengers when taking action 3.5 Maintain personal safety and security, and that of others and the vehicle, while taking action 3.6 Report the details of any events to the correct people and/or agencies			
4 Know how to take action to deal with difficult passengers	4.1 Describe the action that can be taken and they are personally authorised to take 4.2 Describe the organisational and relevant legal responsibilities when sorting out passenger-related incidents 4.3 Describe how to carry out positive responsive action to deal with passenger-related incidents 4.4 Describe how to maintain personal safety and security, and that of others and the vehicle 4.5 Describe how to deal with and report emergencies and incidents involving passengers			

Learner name: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 8: Deal with emergencies and incidents during a bus or coach journey

Unit code:	PCVD 10
Unit reference number:	H/601/9475
Level:	Level 2
Credit value:	3
Guided learning hours:	23

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in dealing with emergencies and incidents during a bus or coach journey. This unit is suitable for learners who drive buses or coaches.

This unit is directly related to GoSkills National Occupational Standard Unit 10 – Deal with emergencies and incidents during a bus or coach journey from the Passenger Carrying Vehicle Driving (Bus and Coach) suite.

Links to EU Directive for Driver Training

The knowledge and understanding requirements in this unit relate to the following objectives of the EU Directive for Driver Training:

- Objective 3.5 – Ability to assess emergency situations

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence including, witness testimony, questioning, professional discussion and product evidence.

Realistic workplace simulation may be used to assess areas that cover non routine situations with the agreement of Pearson. Where current evidence of involvement with incidents and emergencies is not available.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to assess situations and decide on what action is needed</p>	<p>1.1 Promptly recognise emergencies or incidents</p> <p>1.2 Prioritise the action to take, in line with organisational guidelines</p> <p>1.3 Take action that meets organisational guidelines</p> <p>1.4 Consider the needs of individuals and the rest of the group</p> <p>1.5 Maintain the morale of customers in line with organisational guidelines</p> <p>1.6 Get help from the correct person in situations that are outside own personal authority or ability to deal with</p> <p>1.7 Keep and pass on accurate records of emergencies or incidents in line with organisational procedures</p>			
<p>2 Know how to assess situations and decide on what action is needed</p>	<p>2.1 Identify possible emergencies and incidents that might have to be dealt with during a bus or coach journey</p> <p>2.2 Describe the action can be taken within own personal authorisation</p> <p>2.3 Describe the organisational and relevant legal responsibilities when dealing with emergencies and incidents</p> <p>2.4 List the things that can affect passengers' morale in emergencies or incidents</p> <p>2.5 Describe at what point and how help should be sought</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to take action to deal with roadside checks by the police or the Vehicle and Operator Services Agency (VOSA)	3.1 Recognise the authority of the officer (or officers) requesting the vehicle is stopped 3.2 Take action that meets the relevant statutory requirements and is within organisational guidelines 3.3 Keep up the morale of passengers in line with organisational guidelines 3.4 Get guidance from the correct person in situations outside own personal authority 3.5 Keep and pass on accurate records of the incident in line with organisational procedures			
4 Know how to take action to deal with roadside checks by the police or the VOSA	4.1 List the possible events that might have to be dealt with when dealing with roadside checks 4.2 Describe the action that can be taken when dealing with roadside checks within own personal authority 4.3 Identify the relevant legislation related to roadside checks and the minimum information and assistance to be given by law 4.4 Describe the limits of authority of a police officer or a VOSA official 4.5 List the things that affect passengers' morale at such times 4.6 Describe at what point help should be sought and how to get help when needed			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to take action to deal with emergencies and incidents	5.1 Carry out action to deal with emergencies and incidents in line with organisational procedures 5.2 Take action that reduces inconvenience to passengers 5.3 Consider the needs of individuals and the rest of the group when taking action 5.4 Reassure passengers whose journey or service cannot continue, in a way that promotes good customer service 5.5 Report details of emergencies or incidents to the correct person in line with organisational procedures 5.6 Tell the correct people about changes made to journeys or services 5.7 Get help from the correct sources in situations that are outside own personal authority or ability			
6 Know how to take action to deal with emergencies and incidents	6.1 Describe the action that can be taken to deal with emergencies and incidents within personal authority 6.2 Describe how to carry out action to deal with emergencies and incidents 6.3 Describe how to reduce, as far as possible, any possible dangers in typical travel-related emergencies and incidents			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	6.4 Describe how to deal with and report emergencies and incidents 6.5 Describe the organisational and relevant legal responsibilities when dealing with emergencies and incidents 6.6 Describe the things that affect customer service in emergencies or incidents 6.7 Describe at what point and how help should be sought when needed			

Learner name: _____

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(if sampled)

Unit 9: Operate the passenger systems and bus or coach service

Unit code:	PCVD 9
Unit reference number:	M/601/9477
Level:	Level 2
Credit value:	5
Guided learning hours:	30

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in operating the passenger systems and service. This unit is suitable for learners who drive buses or coaches.

This unit is directly related to GoSkills National Occupational Standard Unit 9 – Operate the passenger systems and service from the Passenger Carrying Vehicle Driving (Bus and Coach) suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and product evidence.

Simulation must not be used to assess this unit.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare to operate the service	1.1 Report for work at the correct time and place 1.2 Get information on routes and schedules and confirm it is complete 1.3 Deal with, beforehand, any known difficulties in operating the service 1.4 Confirm that passenger-information systems provide the correct details of the service 1.5 Get advice on alternative routes from the correct person if planned routes and timings are affected 1.6 Let passengers know promptly about any disruption or alteration to the service in a positive way in line with organisational guidelines			
2 Know how to prepare to operate the service	2.1 Describe how to get, and check, the information needed related to running the service 2.2 Describe why it is important to keep to the official route and timings 2.3 Describe how to alter routes or timings 2.4 Describe how to assess possible difficulties in running the service 2.5 Describe how to communicate to passengers when the route and/or timings need to be changed 2.6 Describe how to operate passenger-information systems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to manage the passenger comfort systems	3.1 Check that passenger-comfort systems are in working order before starting service operation 3.2 Operate the passenger-comfort systems in line with operating instructions and organisational guidelines 3.3 Operate the comfort systems to suit the needs of passengers and adjust them to take account of changing conditions 3.4 Tell passengers about any comfort systems controls they can use 3.5 Deal with any problems with operating passenger-comfort systems in line with organisational procedures			
4 Know how to manage the passenger comfort systems	4.1 Describe how to control passenger-comfort systems to benefit passengers 4.2 Describe organisational guidelines for operating passenger-comfort systems 4.3 Describe how to deal with operational problems with passenger comfort systems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to operate the service	5.1 Operate the service at the correct time 5.2 Keep to the running timings as far as current conditions allow 5.3 Get updates of information that help operate the service 5.4 Get advice on alternatives to the service from the correct person when necessary 5.5 Give details of any disruption, delays or changes to passengers promptly and positively 5.6 Give details of any disruption, delays or changes to the correct people in line with organisational guidelines			
6 Know how to operate the service	6.1 Describe where and how to get information that could negatively affect the service, including updates 6.2 Describe how to maintain customer service 6.3 Describe how to operate passenger-information systems 6.4 Describe organisational procedures for changing planned services 6.5 Describe how to use the organisation's forms and documents			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to communicate effectively with passengers	7.1 Communicate with passengers in a positive way 7.2 Respond to passengers' requests for information in an appropriate way 7.3 Give passengers the information they ask for, which should be within the limits of own personal knowledge and authority 7.4 Confirm with passengers that the information given is helpful and understood 7.5 Deal effectively and positively with communication problems in line with organisational guidelines 7.6 Behave towards passengers in line with the organisational code of customer service			
8 Know how to communicate effectively with passengers	8.1 Describe the different types of verbal and non-verbal communication 8.2 Describe how to keep passengers informed 8.3 Describe how to confirm understanding with passengers and interpret (verbal and non-verbal) signals from them 8.4 Describe where to get help from to deal with communication difficulties 8.5 Describe organisational service standards 8.6 Describe organisational standards and codes for behaviour and customer service			

Learner name: _____

Date: _____

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Internal verifier signature: _____

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(if sampled)

Unit 10: **Share information on the operation of the bus or coach service**

Unit code:	PCVD 6
Unit reference number:	T/601/9478
Level:	Level 2
Credit value:	4
Guided learning hours:	26

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in sharing information on the operation of the bus or coach service. This unit is suitable for learners who drive buses and coaches.

This unit is directly related to GoSkills National Occupational Standard Unit 6 – Share information on the operation of the bus or coach service from the Passenger Carrying Vehicle Driving (Bus and Coach) suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence including, witness testimony, questioning and product evidence.

Simulation can only be used to assess dealing with suspect packages and must not be used to assess any other part of this unit.

Simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to access and share information	1.1 Get all the information needed to start work and confirm that it is complete 1.2 Make sure any equipment used to pass on information is working before the journey commences 1.3 Get information or advice during the journey 1.4 Act on information received during the journey 1.5 Fill in the necessary documents related to running the service, including reporting incidents 1.6 Pass on information to the next shift and others making sure it is complete and accurate			
2 Know how to access and share information	2.1 Describe why complete and accurate information needs to be shared before and after duties 2.2 Describe how to confirm that equipment used to pass on information is working properly 2.3 Describe how to provide and record information needed to support the service provided 2.4 Describe ways for passing on information related to duties and running the service			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to transfer responsibility for service duty	3.1 Transfer responsibility for the vehicle to the correct person 3.2 Search for and deal with lost property in line with legal requirements 3.3 Search for and deal with suspect packages 3.4 Inspect for and report damage or defects to the vehicle 3.5 Present the vehicle for cleaning, refuelling or servicing 3.6 Clearly fill in, and promptly hand in, all documents relating to personal duty 3.7 Find out and record the details of next piece of work			
4 Know how to transfer responsibility for service duty	4.1 Describe how to transfer responsibility for the vehicle 4.2 Describe the law relating to dealing with lost property, including suspect packages 4.3 Describe how to inspect and report damage and defects to vehicles 4.4 Describe how to present vehicles for refuelling, cleaning and servicing 4.5 Describe how to fill in the documents related to personal duty			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 11: Negotiate and agree tour itineraries with clients

Unit code:	PCVD 11
Unit reference number:	M/601/9480
Level:	Level 2
Credit value:	2
Guided learning hours:	11

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in negotiating and agreeing tour itineraries with clients. This unit is suitable for learners who drive coaches.

This unit is directly related to GoSkills National Occupational Standard Unit 11 – Negotiate and agree tour itineraries with clients from the Passenger Carrying Vehicle Driving (Bus and Coach) suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence including, witness testimony, questioning and product evidence.

Simulation must not be used to assess this unit.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to negotiate and agree tour briefs with clients</p>	<p>1.1 Negotiate and agree the main features of clients' tour needs</p> <p>1.2 Confirm that the clients' needs can be met</p> <p>1.3 Identify and gain the co-operation needed from others connected with the tour</p> <p>1.4 Identify personal responsibility and authority in relation to the tour</p> <p>1.5 Negotiate and agree appropriate reporting arrangements with the client</p> <p>1.6 Confirm the brief with the client in writing or in the appropriate format</p> <p>1.7 Keep any negotiations and agreements relating to the brief confidential</p>			
<p>2 Know how to negotiate and agree tour briefs with clients</p>	<p>2.1 Describe the features of different clients' groups in relation to their tour needs</p> <p>2.2 Describe how to communicate and negotiate with others effectively</p> <p>2.3 Describe the limits of own personal authority, ability and responsibility when negotiating and agreeing tours</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.4 Give examples of how to match tour features with clients' needs 2.5 Describe the organisation of services and resources involved in tours 2.6 Describe the various contractual arrangements between tour operators and tourists 2.7 List possible situations that could mean other tour arrangements need to be made			
3 Be able to negotiate and agree tour routes and timings	3.1 Confirm that the tour routes and timings are realistic and appropriate to the client, and can be operated within relevant legal requirements, including drivers' hours 3.2 Confirm that co-operation from others is available if necessary 3.3 Take account of necessary stops and possible events in the routes and timings 3.4 Agree personal responsibilities and authorisation in relation to the routes and timings 3.5 Present the itinerary details in a format that is appropriate to anyone who could receive it 3.6 Confirm the routes and timings with the client in writing or in the appropriate format			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to negotiate and agree tour routes and timings	4.1 Describe the limits of own personal authority, ability and responsibility when negotiating and agreeing routes and timings 4.2 Describe how to match tour routes and timings with clients' needs 4.3 Describe the logistic factors involved in tour routes and timings 4.4 Identify sources of itinerary information			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 12: **Process fares and receive and match fare payments to tickets**

Unit code: PCVD 12

Unit reference number: T/601/9481

Level: Level 2

Credit value: 5

Guided learning hours: 35

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in processing fares and receive and match fare payments to tickets. This unit is suitable for learners who drive buses and coaches where fares are taken.

This unit is directly related to GoSkills National Occupational Standard Unit 12 – Process fares and receive and match fare payments to tickets from the Passenger Carrying Vehicle Driving (Bus and Coach) suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence including, witness testimony and questioning.

Simulation must not be used to assess this unit.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to receive fares and issue receipts or tickets	1.1 Work out fares and payments correctly in line with organisational guidelines 1.2 Tell passengers clearly what the total payment is and how they can pay 1.3 Accept and acknowledge payments from passengers in line with organisational procedures 1.4 Confirm that payment amounts match the ticket, and identify and deal with any problems in line with organisational procedures 1.5 Store all payments in an approved place in line with organisational guidelines			
2 Know how to receive fares and issue receipts or tickets	2.1 Describe the need to give correct information to passengers about fares and payments 2.2 List the different ways of paying for fares 2.3 Describe own personal authority for dealing with problems relating to paying fares 2.4 Describe the security requirements for storing payments 2.5 Identify regulations and policies relating to concessionary fares			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to process valid passenger tickets and passes	3.1 Confirm that the equipment used for processing tickets is in working order 3.2 Follow the alternative ticket procedures if equipment breaks down 3.3 Issue tickets, and confirm that prepaid tickets and passes are valid for the journey 3.4 Recognise and report when tickets or passes have been misused and when passengers have not paid fares, in line with organisational procedures 3.5 Follow any concessionary fare schemes in line with organisational procedures			
4 Know how to process valid passenger tickets and passes	4.1 Describe how to operate the equipment for processing fares 4.2 Describe how to follow the alternative ticket procedure in case of machine failure 4.3 Describe organisational customer service policies and procedures 4.4 Describe organisational procedures for circumstances when tickets or passes appear to have been misused 4.5 Identify relevant regulations and policies relating to concessionary fares			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to account for fares and payments	5.1 Promptly account for and pay in the money collected in line with organisational procedures 5.2 Account for non-payments, mistakes on tickets and withdrawn passes in line with organisational procedures 5.3 Carry out adequate security checks to make sure it is safe before moving money 5.4 Provide any additional information related to fares, payments and passengers, in line with organisational procedures			
6 Know how to account for fares and payments	6.1 Describe how to account for ticket sales 6.2 Describe the importance of, and how to carry out, security and personal safety checks 6.3 Describe how to check the money that has been received, particularly in relation to problems			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 13: Manage financial transactions on coach journeys

Unit code:	PCVD 13
Unit reference number:	F/601/9483
Level:	Level 2
Credit value:	2
Guided learning hours:	8

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in managing financial transactions on coach journeys. This unit is suitable for learners who drive coaches.

This unit is directly related to GoSkills National Occupational Standard Unit 13 – Manage financial transactions on coach journeys from the Passenger Carrying Vehicle Driving (Bus and Coach) suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence including, witness testimony, questioning and product evidence.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to receive cash advances and make cash payments	1.1 Confirm that the advances received will cover needs for the journey 1.2 Confirm that the amounts received match the relevant documents 1.3 Take account of agreed special arrangements when offering amounts to suppliers and others 1.4 Make payments only according to the amounts due 1.5 Confirm that all the correct documents are complete, accurate and up to date 1.6 Keep relevant documents secure			
2 Know how to receive cash advances and make cash payments	2.1 Describe how to check requests for payment and work out the amounts due 2.2 List the relevant documents used with cash advances/payments and how to fill them in 2.3 Describe how to ensure confidentiality when receiving cash advances and making cash payments 2.4 Describe how to ensure security when receiving cash advances and making cash payments			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 14: Provide a transport service for disabled passengers

Unit code:	PCVD 14
Unit reference number:	J/601/9484
Level:	Level 2
Credit value:	6
Guided learning hours:	39

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in providing a transport service for disabled passengers. This unit is suitable for anyone who drives buses and coaches and regularly carries disabled passengers.

This unit is directly related to GoSkills National Occupational Standard Unit 14 – Provide a transport service for passengers who have special needs from the Passenger Carrying Vehicle Driving (Bus and Coach) suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence including, witness testimony, questioning and product evidence.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare for journeys with disabled passengers	1.1 Make sure the details of destinations, routes, timings and any information about disabled passengers is complete and in the approved format 1.2 Confirm vehicle seating plans for the journeys are correct 1.3 Confirm that the vehicle has the correct type and amount of equipment for seating and securing passengers and wheelchairs before starting the journey 1.4 Carry out approved safety checks on the equipment 1.5 Report defects to the vehicle or its equipment in line with organisational procedures 1.6 Confirm that all documents relating to the journey are correct and in line with organisational requirements			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Know how to prepare for journeys with disabled passengers	<p>2.1 Describe the importance of having correct and relevant details of the passengers being carried</p> <p>2.2 Identify the relevant legal requirements and relevant codes of practice for transporting wheelchair users</p> <p>2.3 Describe the reasons for and use of different types of equipment for seating and securing wheelchair users</p> <p>2.4 Describe how to carry out approved safety checks on equipment for seating and securing wheelchair users</p> <p>2.5 Identify the relevant parts of the most up to date Disability Legislation and describe how the legislation applies to the role of the driver in transporting disabled passengers</p>			
3	Be able to provide the service for disabled passengers	<p>3.1 Keep to running schedules as far as conditions allow</p> <p>3.2 Help passengers onto and off the vehicle in line with relevant legislation and codes of practice</p> <p>3.3 Use passenger lifts and equipment safely in line with organisational procedures</p> <p>3.4 Drive the vehicle in a way that maintains the safety and comfort of passengers</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.5 Take action if any passenger is not at their agreed pick-up point 3.6 Take action if planned timings or pick-ups cannot be met 3.7 Complete all the necessary documents related to journeys and pass them to the correct person			
4 Know how to provide the service for disabled passengers	4.1 Identify correct methods of offering and giving help to disabled passengers 4.2 Describe equal opportunities and the rights of disabled passengers to travel in safety and comfort 4.3 Describe the requirements and importance of using passenger lifts and equipment 4.4 Describe how to deal with defective passenger-safety equipment 4.5 Describe what action can be taken to deal with situations where schedules cannot be met, or where passengers are not at their agreed pick-up points			
5 Be able to deal with incidents during a journey involving disabled passengers	5.1 Respond promptly and effectively to passengers who report unexpected incidents 5.2 Take action if a passenger is injured or ill, in line with organisational guidelines 5.3 Make arrangements for parking the vehicle safely if the learner cannot continue to drive, in line with organisational guidelines			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.4 Reduce passenger inconvenience or concern as far as possible, particularly if passengers need to be transferred</p> <p>5.5 Deal with vehicle booking and reservation problems in line with organisational guidelines</p> <p>5.6 Let the correct person know if other services could be affected by the incident</p> <p>5.7 Get help from the correct person if the incident cannot be dealt with effectively within own personal authority and responsibility</p>			
<p>6 Know how to deal with incidents during a journey involving disabled passengers</p>	<p>6.1 Describe the need to deal promptly and effectively with incidents during a journey, particularly to reassure passengers</p> <p>6.2 Describe how to assess and consider the options within own personal ability and responsibility when dealing with incidents during a journey</p> <p>6.3 Describe how to deal with passenger injuries or illness</p> <p>6.4 Describe how to deal with incidents where the learner cannot continue to drive</p> <p>6.5 Identify the relevant legal requirements for dealing with unaccompanied children</p> <p>6.6 Describe how to put passengers at ease and reduce their concerns</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to communicate effectively with disabled passengers	7.1 Communicate with passengers in a way that is appropriate to their needs 7.2 Respond to passengers' requests for information in a positive and helpful way, and one which gives a positive image of the organisation 7.3 Give passengers the information they ask for, which should be within own personal limits of knowledge and authority 7.4 Confirm, with passengers, that the information given to them was enough and that they understood it 7.5 Deal effectively with communication problems in line with organisational guidelines			
8 Know how to communicate effectively with disabled passengers	8.1 Describe the different forms of verbal and non-verbal communication 8.2 Describe how to keep passengers informed 8.3 Describe how to confirm that passengers understand information and interpret (verbal and non-verbal) signals from them 8.4 Identify where to get help to deal with communication difficulties			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 15: Transport accompanied luggage by bus or coach

Unit code:	PCVD 15
Unit reference number:	L/601/9485
Level:	Level 2
Credit value:	4
Guided learning hours:	25

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in transporting accompanied luggage. This unit is suitable for learners who drive buses or coaches.

This unit is directly related to GoSkills National Occupational Standard Unit 15 – Transport accompanied luggage from the Passenger Carrying Vehicle Driving (Bus and Coach) suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence including, witness testimony, questioning and product evidence.

Simulation can only be used to assess dealing with suspect packages and must not be used to assess any other part of this unit.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to accept and load luggage for transporting	1.1 Check that the labelling of luggage meets the necessary standard 1.2 Let passengers know in a polite and helpful way when luggage cannot be accepted 1.3 Let passengers know about damaged or problem luggage, before loading it 1.4 Load luggage using safe practices 1.5 Load luggage taking account of when and where passengers are getting off 1.6 Distribute the weight of luggage to keep to safe practice 1.7 Check that the way any item is transported keeps to regulations 1.8 Confirm that luggage stowed inside the vehicle or on trailers is secured safely			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Know how to accept and load luggage for transporting	2.1 Describe how to safely lift and handle luggage when loading 2.2 Describe how to deal with damaged or problem luggage 2.3 Identify safe practices for loading luggage onto vehicles 2.4 Describe safe practices for distributing luggage to help unload the vehicle 2.5 Identify the regulations related to transporting particular items 2.6 Describe organisational customer service procedures for dealing with luggage 2.7 Describe own personal responsibilities for correctly loading the vehicle and its security			
3	Be able to unload and handover luggage	3.1 Avoid damaging luggage while unloading 3.2 Unload luggage by using safe practices 3.3 Ask others for help when unloading luggage if necessary 3.4 Confirm that each parcel or piece of luggage is handed over to the right person 3.5 Distribute and secure remaining luggage in line with safe practice 3.6 Confirm that the vehicle and immediate area are clear of luggage that is to be unloaded and waiting to be handed over			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Know how to unload and handover luggage	<p>4.1 Describe organisational procedures for lifting and handling luggage safely when unloading</p> <p>4.2 Describe how to deal with luggage that is damaged while being transported</p> <p>4.3 Outline organisational guidelines for asking for help from others when dealing with luggage</p>			
5	Be able to deal with unclaimed luggage	<p>5.1 Search for and deal with unclaimed luggage in line with organisational procedures</p> <p>5.2 Try to identify and promptly contact the owner of unclaimed luggage or any person who is entitled to receive the property</p> <p>5.3 Help passengers search for or claim luggage in line with organisational procedures</p> <p>5.4 Fill in documents related to unclaimed luggage in line with organisational procedures</p> <p>5.5 Deal with suspect packages in line with organisational procedures, including making sure of personal safety and that others are safe</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to deal with unclaimed luggage	6.1 Describe how to deal with unclaimed luggage 6.2 Describe how to deal with suspect packages 6.3 Describe organisational customer service procedures related to unclaimed luggage or lost property 6.4 Describe how to protect people if a suspect package is discovered 6.5 Describe organisational regulations on lost property			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 16: Transport unaccompanied parcels by bus or coach

Unit code:	PCVD 16
Unit reference number:	R/601/9486
Level:	Level 2
Credit value:	4
Guided learning hours:	25

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in transporting unaccompanied parcels. This unit is suitable for learners who drive buses or coaches.

This unit is directly related to GoSkills National Occupational Standard Unit 16 – Transport unaccompanied parcels from the Passenger Carrying Vehicle Driving (Bus and Coach) suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence including, witness testimony, questioning and product evidence.

Simulation can only be used to assess dealing with suspect packages and must not be used to assess any other part of this unit.

Simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to accept and load parcels for transporting	1.1 Check that the labelling of parcels meets the necessary standard 1.2 Let customers know in a polite and helpful way when parcels cannot be accepted 1.3 Let customers know about damaged or problem parcels, before loading 1.4 Load parcels by using safe methods 1.5 Check that the way any item is transported keeps to regulation 1.6 Check that parcels stowed inside the vehicle are secured safely			
2 Know how to accept and load parcels for transporting	2.1 Describe how to handle parcels safely when loading 2.2 Describe how to deal with damaged or problem parcels 2.3 Describe safe practices for loading parcels onto vehicles 2.4 Describe safe practices for distributing parcels 2.5 Identify the regulations related to transporting particular items 2.6 Describe organisational customer service procedures for dealing with parcels 2.7 Describe own personal responsibilities for correctly transporting parcels and their security			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to unload and handover parcels	3.1 Avoid damaging parcels during unloading 3.2 Unload parcels by using safe practices 3.3 Ask others for help with unloading if necessary, in a way that promotes good customer service 3.4 Check that each parcel is handed over to the right person 3.5 Distribute and secure the remaining parcels or luggage in line with safe practice 3.6 Check that the vehicle and immediate area are clear of parcels that are to be unloaded and waiting to be handed over			
4 Know how to unload and handover parcels	4.1 Describe how to lift and handle parcels safely when unloading 4.2 Describe how to deal with parcels that have been damaged while being transported 4.3 Describe organisational guidelines for asking for help from others when dealing with parcels 4.4 Describe own personal responsibilities for loading the vehicle correctly and its security			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to deal with unclaimed parcels	5.1 Search for and deal with unclaimed parcels in line with organisational procedures 5.2 Try to identify and promptly contact the owner of unclaimed parcels or any person who is entitled to receive the property 5.3 Help passengers search for or claim parcels, in line with organisational procedures 5.4 Fill in documents related to unclaimed parcels, in line with organisational procedures 5.5 Deal with suspect packages in line with organisational procedures, making sure of the personal safety of self and others			
6 Know how to deal with unclaimed parcels	6.1 Describe how to deal with unclaimed parcels 6.2 Describe how to deal with suspect packages 6.3 Outline organisational customer service procedures related to unclaimed or lost property 6.4 Describe how to protect people if a suspect package is discovered 6.5 Identify regulations on lost property			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 17: Operate a school service by bus or coach

Unit code:	PCVD 17
Unit reference number:	Y/601/9487
Level:	Level 2
Credit value:	4
Guided learning hours:	23

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in operating a school service by bus or coach.

This unit is directly related to GoSkills National Occupational Standard Unit 17 – Operate a school service by bus or coach from the Passenger Carrying Vehicle Driving (Bus and Coach) suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence including, witness testimony, questioning and product evidence.

Simulation must not be used to assess this unit.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to confirm and operate schedules	1.1 Report for duty at the correct time and place 1.2 Get information on routes and schedules and check that it is complete 1.3 Get advice on alternative journeys from the correct person if planned routes and schedules are affected 1.4 Promptly tell the school (or schools) concerned about any disruption or change to planned routes or schedules and in a way that promotes good customer service in line with organisational procedures 1.5 Check that passenger-information systems provide the correct details of the planned journey			
2 Know how to confirm and operate schedules	2.1 Describe how to get and assess the information needed related to routes and schedules 2.2 Outline why it is important to keep to planned routes and schedules 2.3 Describe how to change routes or schedules 2.4 Describe how to communicate to schools and passengers when a planned journey needs to be changed 2.5 Describe how to operate passenger-information systems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to pick up and set down passengers	3.1 Arrange scheduled stops where practical and possible 3.2 Keep to regulations, signs and directions on stopping and waiting 3.3 Take account of the safety and comfort of passengers, pedestrians and other road users 3.4 Avoid possible dangerous situations caused by other vehicles and obstacles 3.5 Pick up and set down passengers in a way that promotes safety and good customer service in line with organisational guidelines 3.6 Keep to current legislation, regulations and codes of practice relating to carrying passengers			
4 Know how to pick up and set down passengers	4.1 Identify and describe the relevant legislation and regulations relating to stopping and waiting on the highway 4.2 Identify and describe the relevant legislation and regulations relating to carrying school children 4.3 Describe how to recognise and adapt to possibly dangerous situations related to moving off or stopping			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to deal with incidents during a journey	5.1 Respond promptly and effectively to passengers who report unexpected incidents 5.2 Take action in the case of injury or illness, in line with organisational guidelines 5.3 Make arrangements for the vehicle to be parked safely, if the learner cannot continue to drive, in line with organisational guidelines 5.4 Reduce any passenger inconvenience or concern, particularly if passengers need to be transferred 5.5 Let the correct person know if this or other services could be affected by the incident 5.6 Get help from the correct person if the incident cannot be dealt with effectively within own personal authority 5.7 Respond appropriately to bad behaviour by passengers on the journey			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to deal with incidents during a journey	6.1 Describe the need to deal promptly and effectively with incidents during a journey, particularly to reassure passengers 6.2 Describe how to assess and consider the options within personal ability and responsibility when dealing with incidents during a journey 6.3 Describe how to deal with injury or illness, and incidents where the learner cannot continue to drive 6.4 Outline how to deal with unaccompanied children 6.5 Describe how to put passengers at ease and reduce their concerns 6.6 Describe the limits of own personal authority when dealing with badly behaved passengers			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 18: Drive passenger carrying vehicles on international journeys

Unit code:	PCVD 18
Unit reference number:	H/601/9489
Level:	Level 2
Credit value:	7
Guided learning hours:	48

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in driving passenger carrying vehicles on international journeys. This unit is suitable for learners who drive coaches on international journeys.

This unit is directly related to GoSkills National Occupational Standard Unit 18 – Drive passenger carrying vehicles on international journeys from the Passenger Carrying Vehicle Driving (Bus and Coach) suite.

Links to the EU Directive for Driver Training

- The requirements in learning outcomes 2, 4 and 10 relate to the following objectives of the EU Directive for Driver Training:
- Objective 1.5 – Ability to ensure the comfort and safety of passengers
- Objective 2.1 – To know the social environment of road transport and the rules governing it
- Objective 3.2 – Ability to prevent criminality and trafficking in illegal immigrants
- Objective 3.6 – Adopt behaviour to help enhance the image of the company.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence including, witness testimony, questioning and product evidence.

Simulation must not be used to assess this unit.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to prepare to drive the vehicle</p>	<p>1.1 Demonstrate they meet the relevant legal and medical requirements to drive the vehicle</p> <p>1.2 Demonstrate they have a current and valid driving licence to drive the vehicle</p> <p>1.3 Make sure that the vehicle's documents meet current legislation</p> <p>1.4 Carry out the legal pre-drive checks to the vehicle</p> <p>1.5 Carry out legal pre-border crossing checks to prevent substance and people-smuggling</p> <p>1.6 Obtain all the information needed related to starting duty and confirm that it is complete</p> <p>1.7 Report vehicle defects or problems with documents in line with organisational procedures</p> <p>1.8 Begin tachograph recording procedures</p>			
<p>2 Know how to prepare to drive the vehicle</p>	<p>2.1 Identify current legislation in the country in which they are driving that relates to medical fitness to drive passenger carrying vehicles</p> <p>2.2 Identify current driver-licensing legislation in the country in which they are driving related to the vehicles being driven</p> <p>2.3 Identify current legislation in the country in which they are driving that relates to the vehicle documents required</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.4 Describe the requirements of pre-drive checks to the vehicle including for: <ul style="list-style-type: none"> - vehicle condition - illegal substances - people trafficking 2.5 Describe how to report defects or problems 2.6 Describe how to use tachograph recording equipment			
3 Be able to drive the vehicle	3.1 Move off while considering other road users and passengers 3.2 Respond to the anticipated actions of other road users in a safe way 3.3 Give timely and clear signals when intending to change direction or the position of the vehicle 3.4 Make visual checks around the vehicle to decide how safe the immediate environment is 3.5 Drive the vehicle in a way that does not put other road users at risk 3.6 Maintain the speed and position of the vehicle in a way that is appropriate to the current road and traffic conditions 3.7 Meet all legal requirements and codes of practice related to driving passenger carrying vehicles in the country in which they are driving			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to drive the vehicle	4.1 Describe how driving style affects the comfort and safety of the passengers 4.2 Describe how driving style affects other road users 4.3 Describe how to adapt driving style to different road and traffic conditions in the countries in which they are driving 4.4 Identify the requirements of relevant laws and codes of practice related to driving, particularly passenger carrying vehicles in the countries in which they are driving 4.5 Identify the road signs and highway systems of the countries in which they are driving			
5 Be able to pick up and set down passengers	5.1 Make scheduled stops where practical and possible 5.2 Keep to regulations, signs and directions on stopping and waiting 5.3 Take account of the safety and comfort of passengers, pedestrians and other road users 5.4 Avoid possible dangerous situations caused by other vehicles and obstacles 5.5 Pick up and set down passengers in a way that promotes good customer service, including where passengers cannot be accepted for any reason 5.6 Keep to current legislation, regulations and codes of practice relating to carrying passengers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to pick up and set down passengers	6.1 Describe the local legislation and regulations relating to stopping and waiting on the highway in the country in which they are driving 6.2 Describe the local legislation and regulations relating to carrying passengers in the country in which they are driving 6.3 Describe how to recognise and adapt to possibly dangerous situations related to moving off or stopping 6.4 Describe how to adapt driving style to suit different passengers, especially when moving off or stopping 6.5 Describe how to deal with possible problems in situations where passengers cannot be accepted			
7 Be able to complete driving duty	7.1 Park or hand over the vehicle in line with organisational procedures 7.2 Leave the driver's cab in a clean condition and free from dangers 7.3 Search for and deal with lost property 7.4 Search for and deal with suspect packages, in line with organisational procedures 7.5 Inspect for, and report, damage or defects to the vehicle in line with organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.6 Present the vehicle for cleaning, refuelling or servicing in line with organisational procedures 7.7 Fill in clearly, and hand in promptly, all documents relating to duty 7.8 Complete tachograph procedures			
8 Know how to complete driving duty	8.1 Describe how to park and hand over the vehicle 8.2 Describe how to deal with lost property 8.3 Describe how to deal with suspect packages 8.4 Describe how to inspect for, and report, damage and defects to vehicles 8.5 Describe how to present vehicles for refuelling, cleaning and servicing 8.6 Describe how to fill in the documents related to finishing duty 8.7 Describe end of duty requirements for the use of tachographs			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
9	Be able to deal with checks by the police or border officials	9.1 Recognise the authority of the official (or officials) asking for the vehicle to stop 9.2 Make sure the action taken meets that country's statutory requirements and is within organisational guidelines 9.3 Maintain the morale of passengers in line with organisational guidelines 9.4 Get guidance from the correct person in situations outside own personal authority 9.5 Maintain and process accurate records of the incident in line with organisational procedures			
10	Know how to deal with checks by the police or border officials	10.1 Identify incidents that might have to be dealt with 10.2 Describe the action that can be taken and they are authorised to take 10.3 Identify the relevant local legislation covering actions by the police and border officials in the country in which they are driving 10.4 Identify at what point, how and where they should get help when needed			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Further information

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)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

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

How to obtain National Occupational Standards

Please visit: www.ukstandards.org.uk

Professional development and training

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

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

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

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

Training and support for the lifetime of the qualifications

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

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

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

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

14 Contact us

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

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

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

Email: wbl@pearson.com

Telephone: 0844 576 0045

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson recognised centre and must have approval for qualifications that it is offering.
- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore, the specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by a Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

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

Annexe B: Centre certification and registration

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made 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.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications* for further details. qualifications.pearson.com

Annexe C: Assessment requirements/strategy



Assessment Strategy for Level 2 Diploma NVQ in Passenger Carrying Vehicle (PCV) Driving (Bus and Coach) based on GoSkills National Occupational Standards

1 Introduction

GoSkills, as the Sector Skills Council for the Passenger Transport Sector, is responsible for developing an assessment strategy for the qualifications based on its national occupational standards.

This responsibility means that *GoSkills* must:

- a) Recommend how external quality control of assessment will be achieved;
- b) Define which aspects of the national occupational standards must always be assessed through performance in the workplace;
- c) Define the extent to which simulated working conditions may be used to assess competence and any characteristics that simulations should have, including definitions (where appropriate) of what would constitute a 'realistic working environment' (RWE) for the qualifications concerned;
- d) Define the occupational expertise requirements for assessors and verifiers in consultation with industry and in agreement with awarding organisations.

This Assessment Strategy for the Level 2 Diploma NVQ in Passenger Carrying Vehicle (PCV) Driving (Bus and Coach) addresses the four areas indicated above.

2 Review and Evaluation of this Strategy

GoSkills and awarding organisations will continually monitor the effectiveness of this strategy. It will be reviewed annually and revised where necessary every two years. *GoSkills* will therefore establish arrangements for awarding organisations to provide feedback which will assist in the evaluation and review of this strategy. This feedback will also be used to evaluate assessment and verification practices, identify and promulgate good practice and inform any improvements to be made to this strategy.

Awarding organisations and their approved centres will be encouraged to submit comments and suggestions for improvements. This will be through formal dialogue between *GoSkills* and the awarding organisations.

3 External Quality Control of Assessment

The quality of the assessment process is the responsibility of the awarding organisations. *GoSkills* encourages flexibility and innovation of approach alongside robust systems to support quality control. However, awarding organisations must detail their approach to each of the following.

3.1 External Verification

External Verifiers (EVs) should verify assessments at approved centres. The normal frequency of external verification visits is two per year (a total of two days per year). However, the exact frequency should be determined by the risk assessment.

The verification should include inspection of the records of evidence and assessment. Awarding organisations should consider rotating their external verifiers in order to encourage standardisation, independence of assessment and the sharing of good practice.

3.2 Risk Assessment

In order to promote appropriate levels of monitoring of centres, *GoSkills* requires awarding organisations to adopt a risk management system. This approach is consistent with the approach taken by the regulatory authorities. Where there is a risk to the quality and consistency of assessment (eg as a result of commercial interests or as a result of relationships between candidates and assessors), awarding organisations should ensure that appropriate mechanisms are in place to ensure the reliability of the assessment.

Awarding organisations should show that a risk assessment has been carried out for each approved centre and that a strategy to minimise any identified risk has been implemented.

3.3 Awarding Body Forum

GoSkills will arrange regular awarding body meetings. The aim of the meetings will be to promote consistency in the assessment process. All awarding organisations offering Level 2 Diploma NVQ in Passenger Carrying Vehicle (PCV) Driving (Bus and Coach) will be required to attend the awarding organisation forum at least once per year.

4 Evidence

4.1 Evidence from Workplace Performance

Wherever possible, evidence of occupational competence should be generated and collected through performance under workplace conditions. These conditions would be those typical of the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible.

It is accepted that not all employees have identical work place conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works. Assessment of an individual against the qualification standard must not put that individual under more, or less, pressure than found normally in the workplace. It could be the case that the individual could feel more pressure simply because he or she is being assessed. However, it is the skill of the assessor to reduce this pressure to a minimum.

4.2 Use of Simulation in Assessments

As stated above, it is intended that learners should be assessed under normal workplace conditions. However, there are situations where the actual workplace may not be appropriate, or where waiting for naturally occurring evidence is impractical. Therefore, the setting up or devising of assessment situations will be allowed, when it can be demonstrated that the following circumstances require it in areas related to:

- safety
- legislation
- regulation
- contingency
- cost
- significant interruption to candidate's or employer's business

It is recognised that there may be other assessment situations where simulation would be appropriate. In such instances, awarding organisations should give consideration to the reliability and validity of the likely evidence. In all cases, the centre should agree its plans for simulation with the EV to ensure that it is satisfactory.

5 Competence of Assessment Personnel

GoSkills acknowledges the very important role and responsibility that assessors and verifiers have in maintaining the quality and integrity of NVQ Qualifications. Awarding organisations and other stakeholders therefore have to have confidence in the actions and decisions of assessors and verifiers.

5.1 Competence of External Verifiers

A primary responsibility of the external verifier is to assure quality of internal verification and assessments across the centres for which they are responsible and to ensure that centres are assessing in line with the requirements of the National Occupational Standards for Passenger Carrying Vehicle Driving (Bus and Coach). External verifiers therefore need to have a thorough understanding of quality assurance and assessment practices as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

It will be the responsibility of the awarding organisation to select and appoint external verifiers. Potential external verifiers should:

- hold (or be working towards) an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to externally verify NVQ assessments.
- have an up to date and working understanding of the occupational area they are externally verifying together with a sound knowledge of the occupational standards.
- demonstrate their commitment to maintaining their industry knowledge by ongoing professional development eg through undertaking training courses and/or membership of industry organisations.

5.2 Competence of Internal Verifiers

A primary responsibility of the internal verifier is to assure the quality and consistency of assessments by the assessors for whom they are responsible. Internal verifiers therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying.

It will be the responsibility of the approved centre to select and appoint internal verifiers. Potential internal verifiers should:

- hold (or be working towards) an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify NVQ assessments;
- hold (or be working towards) an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to verify NVQ candidates;
- have the necessary and sufficient experience of the role for which they intend to verify assessments. This experience will have provided potential verifiers with detailed knowledge of the functions described by the occupational standards that comprise the qualification.

5.3 Competence of Assessors

The primary responsibility of the assessor is to assess candidates to the required quality and consistency, against the national occupational standard. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in depth technical understanding related to the qualifications for which they are assessing candidates.

It will be the responsibility of the approved centre to select and appoint assessors. Potential assessors should:

- hold (or be working towards) an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess NVQ candidates.
- have the necessary and sufficient experience of the role for which they intend to undertake assessments and actual experience of the functions described by the occupational standards that comprise the qualification.

5.4 Continued Personal and Professional Development

It is important that verifiers and assessors continue their own development to help them in their respective NVQ roles. It is expected that each approved centre will provide development programmes for its assessors and internal verifiers to maintain their technical or occupational expertise. Awarding organisations should provide development programmes, workshops, seminars, etc, to promote good practice, quality and consistent assessments.

Annexe D: Simulation for Pearson Edexcel Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) qualification

Evidence requirements for the units of assessment in Level 2 NVQ Diploma in Passenger Carrying Vehicle (PCV) Driving (Bus and Coach) are detailed at unit level. The list below indicates which units can be assessed through simulation:

Unit Number	Unit Name	GoSkills Unit Ref	Simulation allowed
1	Maintain effective working relationships with colleagues in the bus and coach industries	PCVD 1	N
2	Contribute to health and safety in the bus and coach work environment	PCVD 2	Y
3	Provide professional customer service in the bus and coach industry	PCVD 3	N
4	Prepare for passenger carrying journeys in a bus or coach	PCVD 4	N
5	Provide professional customer service to passengers with additional needs on a bus or coach	PCVD 5	Y
6	Drive passenger carrying vehicles safely and efficiently	PCVD 8	N
7	Deal effectively with challenging situations and passengers on a bus or coach	PCVD 7	Y
8	Deal with emergencies and incidents during a bus or coach journey	PCVD 10	Y
9	Operate the passenger systems and bus or coach service	PCVD 9	N
10	Share information on the operation of the bus or coach service	PCVD 6	Y
11	Negotiate and agree tour itineraries with clients	PCVD 11	N
12	Process fares and receive and match fare payments to tickets	PCVD 12	N
13	Manage financial transactions on coach journeys	PCVD 13	Y
14	Provide a transport service for disabled passengers	PCVD 14	Y

Unit Number	Unit Name	GoSkills Unit Ref	Simulation allowed
15	Transport accompanied luggage by bus or coach	PCVD 15	Y
16	Transport unaccompanied parcels by bus or coach	PCVD 16	Y
17	Operate a school service by bus or coach	PCVD 17	N
18	Drive passenger carrying vehicles on international journeys	PCVD 18	N

Annexe E: Mapping to EU Directive for Driver Training

The grid below has been provided by GoSkills to show the mapping between the Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving mandatory units of assessment (UoA) and the EU Directive for Driver Training.

EU Directive for Driver Training Objectives		PCV Driving mandatory units of assessment (UoA)								Optional UoA
		1	2	3	4	5	6	7	8	18
1.1	To know the characteristics of the transmission system in order to make the best possible use of it						2.6			
1.2	To know the technical characteristics and operation of the safety controls in order to control the vehicle, minimise wear and tear and prevent disfunctioning						2.7			
1.3	Ability to optimise fuel consumption						2.8			
1.4	Applies to C Licences only									
1.5	Ability to ensure the comfort and safety of your passengers			6.6 6.7		2.1	2.1			4.1
1.6	Ability to load the vehicle with due regard for safety rules and proper vehicle use						4.6 4.7			
2.1	To know the social environment of road transport and the rules governing it			4.1	4.7					2.6
2.2	Applies to C Licences only									
2.3	To know the regulations governing the carriage of passengers			6.6						

EU Directive for Driver Training Objectives		PCV Driving mandatory units of assessment (UoA)							Optional UoA	
		1	2	3	4	5	6	7	8	18
3.1	To make drivers aware of the risks of the road and accidents at work		2.1 2.2 2.3							
3.2	Ability to prevent criminality and trafficking in illegal immigrants									2.4
3.3	Ability to prevent physical risks		2.9							
3.4	Awareness of the importance of physical and mental ability			2.2						
3.5	Ability to assess emergency situations							4.4 4.5	2.1 2.2 2.3	
3.6	Adopt behaviour to help enhance the image of the company			2.5						10.2
3.7	Applies to C Licences only									
3.8	To know the economic environment of the carriage of passengers by road and the organisation of the market			2.6						

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