

Pearson Edexcel Level 3 NVQ Diploma in Passenger Carrying Vehicle Driving Instruction

Specification

Competence-based qualification

For first registration January 2011

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Edexcel Level 3 NVQ Diploma in Passenger Carrying Vehicle Driving Instruction (QCF)

The QN remains the same.

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Summary of Pearson Edexcel Level 3 NVQ Diploma in Passenger Carrying Vehicle Driving Instruction specification Issue 2 changes

| Summary of changes made between previous issue and this current issue | Page number |
|---|-------------|
| All references to QCF have been removed throughout the specification | |
| Definition of TQT added | 1 |
| Definition of sizes of qualifications aligned to TQT | 2 |
| TQT value added | 5 |
| Guided learning definition updated | 10 |
| QCF references removed from unit titles and unit levels in all units | 14-72 |

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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Introducing Pearson Edexcel NVQ qualifications

What are NVQ qualifications?

National Vocational Qualifications (NVQs) are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. NVQs qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

NVQs qualifications are outcomes-based with no fixed learning programme – allowing flexible delivery that meets the individual learner’s needs. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

Sizes of NVQ/Competence-based qualifications

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

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

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

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

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).

Qualification title covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 3 NVQ Diploma in Passenger Carrying Vehicle Driving Instruction.

| Qualification title | Qualification Number (QN) | Accreditation start date |
|---|----------------------------------|---------------------------------|
| Pearson Edexcel Level 3 NVQ Diploma in Passenger Carrying Vehicle Driving Instruction | 600/0327/3 | 01/12/2010 |

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 a 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 learner's 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 3 NVQ Diploma in Passenger Carrying Vehicle Driving Instruction

This qualification:

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

What is the purpose of this qualification?

This qualification has been developed by the SSC GoSkills. It follows extensive employer consultation and research to address skills gaps. It gives passenger carrying vehicle driving instructors, within the road passenger transport industries, the opportunity to demonstrate evidence of technical competency and the underpinning knowledge relating to their work activities.

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 qualification should:

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

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.

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

- Passenger carrying vehicle driving instructor.

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

This qualification offers various opportunities for progression within the workplace.

What is the qualification structure for the Pearson Edexcel Level 3 NVQ Diploma in Passenger Carrying Vehicle Driving Instruction?

The Total Qualification Time (TQT) for this qualification is 370.

The Guided Learning Hours (GLH) for this qualification is 236.

To achieve the Pearson Edexcel Level 3 NVQ Diploma in Passenger Carrying Vehicle Driving Instruction learners must achieve a minimum of 37 credits – made up as follows:

- 34 mandatory credits
- minimum of 3 optional credits.

| Unit | Mandatory units | Credit | Level |
|-------------|---|---------------|--------------|
| | All eight units must be taken. Credit value required: minimum 34, maximum 34. | | |
| 1 | H/602/6166 – Prepare oneself, vehicle and learner driver for instruction | 3 | 3 |
| 2 | K/602/6167 – Demonstrate safe driving as a Driver Trainer | 7 | 3 |
| 3 | T/602/6169 – Supervise learner driving | 6 | 4 |
| 4 | K/602/6170 – Contribute to health and safety in the passenger carrying vehicle driving environment | 3 | 3 |
| 5 | M/602/6171 – Provide professional driving instruction service in the Passenger Carrying Vehicle industry | 2 | 3 |
| 6 | A/602/6173 – Monitor and review learner driver progress | 5 | 3 |
| 7 | J/602/6175 – Agree driver training programmes with learner driver | 5 | 3 |
| 8 | R/602/6180 – Provide commentary whilst driving | 3 | 3 |
| Unit | Optional units | Credit | Level |
| | Learners must complete a minimum of 3 optional credits from this group. Credit value required: minimum 3. | | |
| 9 | T/602/6172 – Train learner Passenger Carrying Vehicle drivers in defensive and eco-safe driving | 3 | 4 |
| 10 | L/602/6176 – Evaluate and develop knowledge, understanding and skills in the role of delivering driving instruction | 5 | 3 |
| 11 | D/602/6179 – Design training sessions for learner drivers | 4 | 4 |

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.

The qualifications are 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 these qualifications have been included in *Annexe C*. They have 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?

Each qualification is designed to support learners working in the passenger carrying vehicle driving instruction 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 learners certificate |
| Unit reference number: | | | | | This is the unit owner's reference number for the specified 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: Prepare oneself, vehicle and learner driver for instruction

Unit reference number: H/602/6166

Level: 3

Credit value: 3

Guided learning hours: 13

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in ensuring a vehicle is suitable to drive for a learner and the learner has the correct documentation for the vehicle. This unit is suitable for driving instructors in the bus and coach industries.

This unit relates to *GoSkills* Driver Training National Occupational Standard Unit 1 - Prepare to train Learner Drivers, ensuring that all legal requirements are met.

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, professional discussion, written and product evidence.

Simulation must not be used to assess this unit.

The overarching assessment strategy for the Level 3 NVQ Diploma in Passenger Carrying Vehicle Driving Instruction must be followed; please see *Annexe C*.

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 demonstrate the vehicle is roadworthy | 1.1 Summarise the requirements for a test vehicle 1.2 Demonstrate that the vehicle's documentation meets the legal and servicing requirements for learner driver use 1.3 Carry out vehicle checks in line with organisational procedures 1.4 Report faults with the vehicle in line with organisational procedures and legal requirements 1.5 Carry out corrective action on faults found within personal limits of authority 1.6 Decide whether the vehicle can be used for driver training 1.7 Make alternative arrangements if the vehicle does not meet the legal requirements for driver training | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 2 Know how to assess that a vehicle is roadworthy and the actions to take if it is not | 2.1 Describe the servicing schedules relevant to vehicles used in driver training 2.2 Describe the statutory vehicle testing requirements 2.3 Explain the nature and schedules of vehicle checks required to be carried out 2.4 List the range of documentation required for a compliant vehicle 2.5 Describe what to do if documents do not meet requirements 2.6 Explain what to do when defects are found 2.7 Describe the actions that can be taken to correct defects within own personal authority 2.8 Explain how a substitute vehicle would be arranged | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 3 Demonstrate that the driver instructor and learner driver meet the legal requirements to drive | 3.1 Demonstrate they have appropriate documentation required for self and learner to drive the vehicle 3.2 Demonstrate own registration with an appropriate body or that exemptions apply 3.3 Display instructor registration certificate in line with regulatory requirements 3.4 Confirm that learner driver eyesight meets relevant legal requirements 3.5 Report medical or adverse conditions that could impair own or learner driver ability to drive in line with organisational procedures | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>4 Know how the instructor and learner driver meet the requirements to drive</p> | <p>4.1 Explain the licence regulation affecting the instructor and the learner driver including:</p> <ul style="list-style-type: none"> - type of vehicle - learner age - licence category - foreign licences <p>4.2 Explain organisational procedures for ensuring learner driver's licence meets organisational requirements</p> <p>4.3 Describe the registration requirements governing a driving instructor</p> <p>4.4 Describe the registration regulations, conditions and requirements to:</p> <ul style="list-style-type: none"> - report offences - change driver details - registration renewal <p>4.5 Describe the eyesight tests relevant to the vehicle types the instructor is registered to instruct on</p> <p>4.6 Explain how to recognise and declare any symptoms or conditions that would adversely influence the ability to drive and require reporting to the licensing authorities</p> | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Demonstrate safe driving as a Driver Trainer

Unit reference number: K/602/6167

Level: 3

Credit value: 7

Guided learning hours: 43

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in demonstrating their own driving skills. This unit is aimed at learners who are responsible for demonstrating driving skills to learner drivers using the most appropriate techniques.

The term 'learner driver' is interpreted as meaning anyone learning a road driving skill, including riders, under driver trainer supervision.

This unit relates to *GoSkills* Driver Training National Occupational Standard Unit 2 - Demonstrate Safe Driving.

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, professional discussion, written and product evidence.

Simulation must not be used to assess this unit.

The overarching assessment strategy for the Level 3 NVQ Diploma in Passenger Carrying Vehicle Driving Instruction must be followed; please see *Annexe C*.

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 ensure the safety of others when driving a vehicle | 1.1 Demonstrate the theory test or equivalent has been passed 1.2 Carry out approved pre-start vehicle checks and take remedial action if potential or actual hazards are identified 1.3 Select a safe demonstration location 1.4 Identify potential and actual hazards to the safety of people and take action to avoid them as necessary 1.5 Monitor and react to the vehicle's safety warning systems | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 2 Know how to ensure the safety of others when driving a vehicle | 2.1 Describe the pre-start vehicle checks required and how to carry them out 2.2 Explain typical hazards to safety and how remedial action can be taken 2.3 Explain the safety criteria for a demonstration location 2.4 Describe how the safety warning systems in the vehicle work 2.5 Describe the organisational procedures for reporting defects or problems 2.6 Describe the relevant regulations for carrying passengers | | | |
| 3 Be able to give consideration to other road users | 3.1 Make visual checks of the area around the vehicle for hazards before moving off 3.2 Move off and manoeuvre the vehicle while demonstrating anticipation of other road users actions in a safe and considerate manner 3.3 Demonstrate driving behaviour that does not pose a risk to other road users | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 4 Know how to give consideration to other road users | 4.1 Explain how driving styles: <ul style="list-style-type: none"> - affect other road users - affect fuel consumption - contribute to protecting the environment 4.2 Describe the requirements for giving signals to other road users 4.3 Explain how to give consideration to, anticipate and react to other road users | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 5 Be able to maintain appropriate speed, position and control when driving a vehicle | 5.1 Adjust speed of the vehicle in response to environmental, road and traffic conditions 5.2 Position the vehicle to conform to road and carriageway markings 5.3 Give clear and timely signals of intention to change direction or position of the vehicle 5.4 Maintain control of vehicle at all times during demonstration of driving 5.5 Respond to road signs and other traffic information in order to maintain appropriate speed and position of the vehicle 5.6 Drive the vehicle in a manner that: <ul style="list-style-type: none"> - is fuel efficient within operational constraints - minimises wear and tear of the vehicle - minimises risk of accidental damage to people and property | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 6 Know how to maintain appropriate speed, position and control when driving a vehicle | 6.1 Describe the effects of environmental, road and traffic conditions on speed and position 6.2 Describe road and lane makings and discipline at or on: - junctions - roundabouts - single carriageways - dual carriageways - motorways 6.3 Explain the requirements of giving appropriate signals to other road users and describe how they are applied 6.4 Explain the meaning and requirements of road signs and other relevant traffic information 6.5 Describe the relationship between driving style and: - fuel economy - vehicle wear and tear - accidental damage - road safety 6.6 Describe how to drive the vehicle using fuel efficiently | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 7 Be able to carry out required manoeuvres | 7.1 Ensure the location where the driving demonstration is held meets the relevant legal, regulatory and safety requirements 7.2 Minimise disruption to other road users and other people whilst manoeuvring 7.3 Carry out required manoeuvres 7.4 Give clear and timely signals of the intention to change the direction or position of the vehicle 7.5 Respond to the anticipated actions of other road users | | | |
| 8 Know how to carry out required manoeuvres | 8.1 Describe the criteria for selecting a location for demonstrating manoeuvres and explain how they are applied 8.2 Describe typical factors influencing inconvenience to other road users 8.3 Describe how to give consideration to other road users | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Supervise learner driving

Unit reference number: T/602/6169

Level: 4

Credit value: 6

Guided learning hours: 36

Unit summary

This unit is for learners to demonstrate occupational competency when preparing learner drivers for the driving test. It is designed to assess the competency of the learner in supervising driving skills and preparing the learner driver for the driving test.

The term 'learner driver' is interpreted as meaning anyone learning a road driving skill, including riders, under driver trainer supervision.

This unit relates to *GoSkills* Driver Training National Occupational Standard Unit 3 - Supervise Learner Driving.

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, professional discussion, written and product evidence.

Simulation must not be used to assess this unit.

The overarching assessment strategy for the Level 3 NVQ Diploma in Passenger Carrying Vehicle Driving Instruction must be followed; please see *Annexe C*.

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 read the road effectively | 1.1 Ensure learner drivers understand the handling characteristics of the vehicle 1.2 Assess the driving conditions, taking into account what can and cannot be seen 1.3 Explain the possible effects of the current driving conditions to learner drivers 1.4 Anticipate the actions of other road users 1.5 Ensure that the learner driver is using the information provided by roadside signs to inform their driving actions 1.6 Select driving routes and tasks that are appropriate to the learner driver's level of competency and the vehicle characteristics 1.7 Provide learners with clear and timely instruction | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 2 Know how to read the road effectively | 2.1 List the height, width, length and weight of relevant vehicles and describe the effect on handling characteristics 2.2 Explain the handling characteristics of vehicles when: <ul style="list-style-type: none"> - accelerating - braking - manoeuvring 2.3 Explain the potential effect of the actions of other road users 2.4 Explain how the following factors could influence a learner driver: <ul style="list-style-type: none"> - road conditions - routes - tasks 2.5 Explain how to give clear instructions and information to learner driver | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 3 Be able to train learner drivers in specific actions and tasks | 3.1 Ensure learner drivers are familiar with the controls of the vehicle before moving off 3.2 Give instructions and direction to learner drivers at the appropriate time 3.3 Give learner drivers clear, sufficient and timely information and direction to carry out specific actions or tasks 3.4 Ensure learner drivers understand the information and directions 3.5 Identify potential hazardous situations to the learner driver promptly 3.6 Make appropriate interventions when learners' actions are likely to put people or property at risk | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 4 Know how to train learner drivers in specific actions | 4.1 Describe the training vehicle and its controls 4.2 Explain how learner drivers learn and what is required to support the learning including: <ul style="list-style-type: none"> - how to put learner driver at ease - how to sequence and pace information - choice of language to meet individual needs - how and when to allow for reflection and digestion of information - appropriate questioning techniques 4.3 Describe the methods for giving clear and timely instructions when training learner drivers 4.4 Explain the importance of giving clear, sufficient and timely instructions to learner drivers 4.5 Explain why it is important for learner drivers to have confidence in the handling of the vehicle 4.6 Explain how to encourage learner drivers to be confident in their own ability 4.7 Explain the difficulties that individuals may have when learning to drive 4.8 Describe the potential hazardous situations and how they may affect learner drivers | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| | 4.9 List the techniques for carrying out the actions and tasks learner drivers will be required to undertake 4.10 Explain how to intervene in a learner driver's driving when required | | | |
| 5 Be able to monitor learner drivers' progress and provide feedback | 5.1 Identify and correct faults in learner drivers' driving 5.2 Give advice to learner drivers in good time in order that appropriate action can be taken 5.3 Illustrate to learner drivers the potential consequences of any action they may take 5.4 Explain to learner drivers how to make comments on driving skills 5.5 Encourage learner drivers to comment on their driving skills 5.6 Describe how learner drivers become independent as competency improves 5.7 Provide feedback to help improve the learner drivers' driving skills | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|----------------------|----------------------------|-------------|
| 6 Know how to monitor learner drivers' progress and provide feedback | 6.1 Analyse good and bad practice in driving styles and habits 6.2 List and interpret the relevant test standards that learner drivers are required to meet 6.3 Explain how to give feedback to learner drivers 6.4 Summarise the techniques for building confidence in learner drivers whilst driving 6.5 Identify potential issues learner drivers may have that inhibit progress 6.6 Explain how to elicit comments from learner drivers about driving 6.7 Explain how to recognise barriers to learner driver progress | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 7 Be able to supervise learner drivers through the process of test application | 7.1 Plan testing of learner drivers to coincide with the potential to meet the standard 7.2 Clarify test arrangements and procedures for the learner driver candidate 7.3 Confirm that all relevant test documents are completed correctly 7.4 Confirm the learner driver candidate understands the test arrangements 7.5 Discuss and agree with learner driver any changes to the test arrangements when required | | | |
| 8 Know how to supervise learner drivers through the process of test application | 8.1 Explain the driving test arrangements and procedures 8.2 Explain the statutory requirements for the learner driver taking the driving test 8.3 Explain the procedure required for driving test applications | | | |

Learner name: _____

Learner signature: _____

Assessor signature: _____

Internal verifier signature: _____

(if sampled)

Date: _____

Date: _____

Date: _____

Date: _____

Unit 4: Contribute to health and safety in the passenger carrying vehicle driving environment

Unit reference number: K/602/6170

Level: 3

Credit value: 3

Guided learning hours: 16

Unit summary

The purpose of this unit is for the learner to display occupational competence in providing a safe driving environment when moving the vehicle. This is aimed at the learners who are responsible for learner drivers whilst on the road.

This unit relates to *GoSkills* Driver Training National Occupational Standard Unit 4 - Contribute to Health and Safety, including Personal Safety, in the Driving Environment.

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, professional discussion, written 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 Edexcel prior to use. The setting up or devising of assessment situations do not need to be approved by Edexcel if they take place in the normal workplace environment.

The overarching assessment strategy for the Level 3 NVQ Diploma in Passenger Carrying Vehicle Driving Instruction must be followed; please see *Annexe C*.

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 potential risks from the activity of driver training 1.2 Determine the degree of risk using appropriate prescribed guidelines 1.3 Demonstrate the actions to be taken to minimise risk 1.4 Obtain assistance when risks to health and safety occur 1.5 Complete appropriate documentation in line with organisational procedures | | | |
| 2 | Know how to identify the risks to health and safety | 2.1 Explain organisational issued guidance on health and safety issues and relevant legal guidance 2.2 Describe typical hazards and risks likely to occur in normal workplace 2.3 Explain how the degree of risk is determined 2.4 Explain how risk is minimised within the limits of own responsibility 2.5 Explain how and when to obtain assistance 2.6 Describe the records to be completed in line with organisational procedures | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 3 Be able to protect themselves and those they are responsible for | 3.1 Instruct and provide feedback to the learner driver to drive in a manner that will minimise effects on other road users 3.2 Demonstrate how to deal with unexpected situations to maintain personal and learner driver security 3.3 Demonstrate how to deal with unacceptable behaviour from the learner driver and others 3.4 Complete reports of incidents | | | |
| 4 Know how to protect self, learner and others | 4.1 Explain the methods of giving feedback to learner drivers 4.2 Explain the driving behaviours that can cause accidents and road rage in other users and how to avoid these 4.3 Describe how to minimise risk in unexpected situations affecting the vehicle 4.4 Explain how to deal with a situation with other parties which could be threatening to self and learner driver including how to recognise threatening body language 4.5 Describe the methods for seeking assistance 4.6 Explain what records of incidents are required | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: **Provide professional driving instruction service in the Passenger Carrying Vehicle industry**

Unit reference number: M/602/6171

Level: 3

Credit value: 2

Guided learning hours: 16

Unit summary

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

This unit relates 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.

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.

The overarching assessment strategy for the Level 3 NVQ Diploma in Passenger Carrying Vehicle Driving Instruction must be followed; please see *Annexe C*.

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 learners 1.2 Follow the organisational code of dress and personal presentation 1.3 Promote a professional image to learners in line with organisational guidelines 1.4 Hold conversations with learners 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 learners | | | |
| 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 learners 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 |
|---|---|---------------|---------------------|------|
| 3 Be able to develop and maintain work skills and knowledge | 3.1 Identify and describe their own personal needs to develop the skills needed in their role 3.2 Balance personal development needs and the needs of the business 3.3 Discuss and agree with the correct person how the development needed will be received 3.4 Carry out activities to develop their own personal skills in line with an agreed plan 3.5 Get feedback and advice on progress in developing their own personal skills 3.6 Take action if their progress is below the necessary standard | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 4 Know how to develop and maintain work skills and knowledge | 4.1 Describe the standards of skills and knowledge needed in their job role 4.2 Describe how to measure their current skills and identify areas that require development 4.3 Describe how they would discuss and agree development plans 4.4 Describe how to match progress against their personal development plans 4.5 Describe how to get feedback from others that will help during their development 4.6 Describe how to identify and get agreement for further development activities when not meeting the necessary standard | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Monitor and review learner driver progress

Unit reference number: A/602/6173

Level: 3

Credit value: 5

Guided learning hours: 30

Unit summary

The purpose of the unit is for the learner to demonstrate occupational competence in monitoring and reviewing learner drivers' progress.

The term 'learner driver' is interpreted as meaning anyone learning a road driving skill, including riders, under driver trainer supervision.

This unit relates to *GoSkills* Driver Training National Occupational Standard Unit 8 - Monitor and Review Learner Driver Progress.

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, professional discussion, written and product evidence.

Simulation must not be used to assess this unit.

The overarching assessment strategy for the Level 3 NVQ Diploma in Passenger Carrying Vehicle Driving Instruction must be followed; please see *Annexe C*.

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 collect information on learner driver progress | 1.1 Identify the appropriate times in the driver training programme to monitor the learner driver's progress 1.2 Collect and interpret sufficient, reliable and relevant information on the learner driver's progress 1.3 Summarise the information collected as a basis for giving effective feedback 1.4 Demonstrate that any feedback is supported by the information obtained 1.5 Record accurately the information that will be used for feedback | | | |
| 2 | Know how to collect information on learner driver progress | 2.1 Describe the sources of information on learner's progress 2.2 Explain how to decide what information to collect, its validity and the degree of priority that should be given to it 2.3 Explain how to summarise information to give effective feedback to learner driver 2.4 Describe the organisation's approved methods of recording on learner's progress 2.5 Explain the relevant legal and regulatory conditions related to collecting and recording information related to learner drivers | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 3 Be able to carry out progress assessments of learner driver | 3.1 Give details of the purpose of progress assessments to learner drivers 3.2 Give details of the learning objectives being assessed to learner drivers 3.3 Provide learner drivers with suitable opportunities and resources to demonstrate competence 3.4 Encourage the learner driver to talk about perceived progress 3.5 Carry out appropriate progress assessment 3.6 Compile a progress assessment report in line with organisational and legal requirements | | | |
| 4 Know how to carry out progress assessments of learner drivers | 4.1 Explain the purpose of carrying out progress assessments and the methods that can be used 4.2 Explain what constitutes valid and reliable evidence of a learner driver's progress 4.3 Explain how to provide opportunities for learner drivers to demonstrate 4.4 Describe how to put learner drivers at ease during the process 4.5 Explain the health and safety implications related to assessment methods | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|----------------------|----------------------------|-------------|
| 5 Be able to review progress with learner drivers | 5.1 Collate information on learner drivers progress 5.2 Deliver constructive feedback to the learner driver 5.3 Discuss the progress against the learning objectives with the learner driver 5.4 Identify the further learning required with the learner driver and discuss the ways they should be met 5.5 Assess the learner drivers understanding of the feedback 5.6 Compile records of the feedback discussions to meet organisational and legal requirements | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 6 Know how to review progress with learner drivers | 6.1 Explain how to collate information for a progress report 6.2 Explain how to compare actual progress with agreed learning objectives 6.3 Describe how to gain feedback from the learner driver 6.4 Explain how to give effective feedback on progress assessment to learner drivers 6.5 Explain how to check that the learner driver understands the feedback 6.6 Describe the legal and organisational requirements for recording and storing feedback discussion information | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: Agree driver training programmes with learner driver

Unit reference number: J/602/6175

Level: 3

Credit value: 5

Guided learning hours: 32

Unit summary

The purpose of this unit is for the learner to demonstrate occupational competence in agreeing and reviewing training programmes with learner drivers.

The term 'learner driver' is interpreted as meaning anyone learning a road driving skill, including riders, under driver trainer supervision.

This unit relates to *GoSkills* Driver Training National Occupational Standard Unit 9 - Agree Driver Training Programmes with Learners.

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, professional discussion, written and product evidence.

Simulation must not be used to assess this unit.

The overarching assessment strategy for the Level 3 NVQ Diploma in Passenger Carrying Vehicle Driving Instruction must be followed; please see *Annexe C*.

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 discuss training programmes with learner drivers | 1.1 Discuss programmes that are based on the needs, aims and capabilities of learner drivers 1.2 Explain opportunities for and methods of learning to the learner driver 1.3 Confirm the limits of variations and constraints on available options of programmes 1.4 Explain the standards expected and progression route through the programme 1.5 Give information and advice to learner drivers 1.6 Demonstrate how to resolve any areas of disagreement to maintain a positive learning relationship | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|----------------------|----------------------------|-------------|
| 2 Know how to discuss training programmes with learner drivers | 2.1 Describe how to put learner drivers at ease and encourage them to discuss their learning needs 2.2 Explain how to give information and advice in a manner supportive to the learner driver 2.3 Explain how to recognise the needs, aspirations and capabilities of the learner driver 2.4 Describe the programmes and their requirements on the learner driver 2.5 Explain how programmes can be varied to meet learner driver requirements and situations 2.6 Describe the expected and acceptable ways of working trainer with the learner driver 2.7 Explain how to resolve disagreements over the programme | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|----------------------|----------------------------|-------------|
| 3 Be able to review and agree training programmes with learner driver | 3.1 Discuss the training programme with the learner driver 3.2 Confirm and agree the outcomes of reviews of programmes with learner driver 3.3 Use the outcome of reviews to suggest changes to the programmes 3.4 Assess the learning objectives which are still achievable through using the agreed programme 3.5 Agree training programmes with learner driver to the satisfaction of the learner driver, the trainer and the organisation 3.6 Record the agreement in line with approved practice | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 4 Know how to review and agree training programmes with learner driver | 4.1 Identify key points in a discussion over a training programme 4.2 Explain the reason for programme reviews 4.3 Explain the extent to which programmes can be changed 4.4 Explain how to use the outcomes of discussion to suggest changes to programmes 4.5 Describe the limits of own authority and responsibility to agree programmes 4.6 Explain how to avoid bias in reviews and in reaching agreement with learner drivers | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 8: Provide commentary whilst driving

Unit reference number: R/602/6180

Level: 3

Credit value: 3

Guided learning hours: 17

Unit summary

This unit is for those learners demonstrating occupational competence in providing a commentary to learner drivers whilst driving.

The term 'learner driver' is interpreted as meaning anyone learning a road driving skill, including riders, under driver trainer supervision.

This unit relates to *GoSkills* Driver Training National Occupational Standard Unit 12 - Provide Driving Commentary whilst Driving.

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, professional discussion, written and product evidence.

Simulation must not be used to assess this unit.

The overarching assessment strategy for the Level 3 NVQ Diploma in Passenger Carrying Vehicle Driving Instruction must be followed; please see *Annexe C*.

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 give a driving commentary to a learner driver | 1.1 Plan a route with road conditions suitable to the needs of the learner driver 1.2 Plan commentaries that are relevant to the route and needs of the learner driver 1.3 Plan own style and pace of commentary to suit the learner driver 1.4 Ensure the commentary relates to the training 1.5 Make clear to the learner driver the purpose of the commentary as part of the training 1.6 Give an explanation to the learner driver regarding what happens if the commentary has to be interrupted | | | |
| 2 | Know how to plan a commentary drive for a learner driver | 2.1 Explain the benefits and limitations of commentary to support training and learning 2.2 Explain why it is important for commentaries to be relevant to meet the needs of the individual learner driver 2.3 Explain how to make the commentary relevant to meet the learner driver's needs 2.4 Explain how to make sure the commentary does not prejudice legal and safety requirements | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 3 Be able to provide a commentary drive for a learner driver | 3.1 Deliver commentaries that are clear, timely and accurate taking into account what can and cannot be seen 3.2 Deliver commentaries at a pace that allows learners to relate the commentary to the actual driving conditions 3.3 Identify to learner drivers any hazards and potential hazards and any appropriate driving responses 3.4 Allow learner drivers time for reflection and digestion 3.5 Ensure that providing commentary does not adversely influence own driving standard 3.6 Provide a commentary that complies with legislation and regulations | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 4 Know how to deliver a commentary for a learner driver | 4.1 Explain how to adjust a commentary to different learning styles 4.2 Explain how to deliver a commentary that helps individuals to learn 4.3 Explain the benefits and limitations of commentaries in supporting training and learning 4.4 Explain how to relate commentaries to hazards and potential hazards 4.5 Explain how a commentary can be given whilst maintaining safety and legal requirements | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 9: Train learner Passenger Carrying Vehicle drivers in defensive and eco-safe driving

Unit reference number: T/602/6172

Level: 4

Credit value: 3

Guided learning hours: 17

Unit summary

The purpose of this unit is for the learner to demonstrate occupational competence in training learner drivers in defensive and eco-safe driving.

This unit relates to *GoSkills* Driver Training National Occupational Standard Unit 6 - Train Learner Drivers in Defensive and Eco-safe Driving.

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, professional discussion, written and product evidence.

Simulation must not be used to assess this unit.

The overarching assessment strategy for the Level 3 NVQ Diploma in Passenger Carrying Vehicle Driving Instruction must be followed; please see *Annexe C*.

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 demonstrate skills and methods of defensive and eco-safe driving to learner drivers</p> | <p>1.1 Demonstrate the skills required for defensive and eco-safe driving</p> <p>1.2 Set up a demonstration in an appropriate location</p> <p>1.3 Demonstrate skills in an order and at a pace to meet learner drivers' needs</p> <p>1.4 Tell the learner driver the differences between any simulation and real practice</p> <p>1.5 Respond to the learner drivers' queries regarding defensive and eco-safe driving</p> <p>1.6 Support learners in practising the skills of defensive and eco-safe driving</p> | | | |
| <p>2 Know how to develop skills in defensive and eco-safe driving</p> | <p>2.1 Explain the principles of eco-safe driving</p> <p>2.2 Explain the techniques used to demonstrate the skills needed by learner drivers for defensive and eco-safe driving</p> <p>2.3 Describe the health and safety requirements for demonstrations</p> <p>2.4 Explain the principles for ecologically responsible driving (eco-safe driving)</p> <p>2.5 Explain how attitudes and behaviours can affect driving style</p> | | | |

Learner name: _____

Learner signature: _____

Assessor signature: _____

Internal verifier signature: _____

(if sampled)

Date: _____

Date: _____

Date: _____

Date: _____

Unit 10: Evaluate and develop knowledge, understanding and skills in the role of delivering driving instruction

Unit reference number: L/602/6176

Level: 3

Credit value: 5

Guided learning hours: 33

Unit summary

The purpose of this unit is for the learner to demonstrate occupational competence at managing their own professional development in the driver training environment.

This unit relates to *GoSkills* Driver Training National Occupational Standard Unit 10 - Evaluate and develop Your Own Knowledge, Understanding and Skills in the Driver Training Industry.

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, professional discussion, written and product evidence.

Simulation must not be used to assess this unit.

For 2.1 the assessment may include:

- driving skills
- training skills
- communication skills
- knowledge of regulations
- organisational requirements.

The overarching assessment strategy for the Level 3 NVQ Diploma in Passenger Carrying Vehicle Driving Instruction must be followed; please see *Annexe C*.

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 evaluate own performance | 1.1 Identify what is required in the role including: <ul style="list-style-type: none"> - knowledge, understanding and skills - standards and competence frameworks - organisational, legal and licensing requirements 1.2 Evaluate own performance against the identified role and how to identify gaps 1.3 Seek and analyse feedback on personal performance 1.4 Create and maintain a reflective log to evaluate own performance 1.5 Identify and describe training needs required to develop skills, knowledge and understanding | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 2 Know and understand how to evaluate self performance | 2.1 Explain the knowledge, understanding and skills required for the role 2.2 List and describe the qualities relevant to the role 2.3 Describe organisational, legal and licensing requirements relevant to the role 2.4 Explain how to measure own performance in role 2.5 Explain how to obtain feedback on own performance 2.6 Describe the use of a reflective log 2.7 Explain how gaps in skills and knowledge can affect own performance and that of the organisation 2.8 Explain what types of development opportunities are available | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|----------------------|----------------------------|-------------|
| 3 Be able to plan ongoing professional development | 3.1 Set own objectives for knowledge, understanding and skills 3.2 Draw up a time bound personal development plan for developing knowledge, understanding and skills to meet own objectives 3.3 Change plan as industry changes occur 3.4 Identify individual learning opportunities 3.5 Establish a system for recording training and development activities 3.6 Evaluate the impact of training on self 3.7 Discuss and agree how to get relevant development and feedback | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 4 Know how to plan ongoing professional development | 4.1 Explain how to set realistic objectives and priorities 4.2 Describe the types of development opportunities available 4.3 Explain the sources of information on the industry and other businesses relevant to the role 4.4 Explain how to evaluate potential development opportunities for the role 4.5 Explain how to evaluate the benefits of training and other forms of development 4.6 Explain how to monitor own progress against development plan 4.7 Explain the relevant organisational, legal and licensing requirements | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 11: Design training sessions for learner drivers

Unit reference number: D/602/6179

Level: 4

Credit value: 4

Guided learning hours: 28

Unit summary

The purpose of this unit is for the learner to demonstrate occupational competence in designing training sessions for learner drivers.

The term 'learner driver' is interpreted as meaning anyone learning a road driving skill, including riders, under driver trainer supervision.

This unit relates to *GoSkills* Driver Training National Occupational Standard Unit 11 - Design Training Sessions for Learner Drivers.

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, professional discussion, written and product evidence.

Simulation must not be used to assess this unit.

The overarching assessment strategy for the Level 3 NVQ Diploma in Passenger Carrying Vehicle Driving Instruction must be followed; please see *Annexe C*.

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 review the learning process for designing training sessions for learner drivers | 1.1 Identify the objectives of the training sessions 1.2 Identify the range of methods for delivery 1.3 Compare the options against all relevant factors including resource requirements and availability 1.4 Select the options that are possible and suitable to meet the needs and learning styles of individuals 1.5 Specify the resources needed for the selected options 1.6 Confirm the options selected with those that need to know about the decision | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 2 Know how to review the learning process for designing training sessions for learner drivers | 2.1 Explain the range and suitability of options for training sessions 2.2 Explain the factors that influence the selection of methods for training session 2.3 Explain how to compare different options against resource requirements and availability 2.4 Explain how to compare different options against the needs and learning styles of individual learner drivers 2.5 Explain how to select the appropriate option for training learner drivers 2.6 Explain how to identify the resource requirements for the selected options | | | |
| 3 Be able to design training sessions for learner drivers | 3.1 Design a training delivery plan to meet the learner driver's needs 3.2 Specify resources required to deliver the training sessions 3.3 Plan the evaluation of sessions 3.4 Ensure all potential learner drivers have the opportunity to achieve the learning objectives | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 4 Know how to design training sessions for learner drivers | 4.1 Explain the importance of a plan, clear learning objectives and outcomes of sessions 4.2 Explain how to identify opportunities to meet learning needs 4.3 Explain the range of possible and suitable training and learning methods 4.4 Explain the resource implications for different methods of delivering training 4.5 Explain why and how to evaluate the effectiveness of training sessions 4.6 Explain how to make sure training sessions provide learning opportunities for all potential learner drivers | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Further information and useful publications

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

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

Key publications

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

To obtain the National Occupational Standards go to www.ukstandards.org.uk.

Professional development and training

Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

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

The national programme of training we offer can be viewed on our website (qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from the Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be an 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 relating to 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 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 processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them 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, 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 an 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 action
- 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 should be 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 Edexcel NVQ Qualifications for further details. qualifications.pearson.com.

Annexe C: Assessment requirements/strategy



Assessment Strategy for Level 3 NVQ Diploma in Passenger Carrying Vehicle (PCV) Driving Instruction (QCF) 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 assessment strategy includes the Additional Requirement for Qualifications that use the title NVQ within the QCF which appears as *Annexe D*.

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 3 Diploma NVQ in Passenger Carrying Vehicle Driving Instruction 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 Organisation Forum

GoSkills will arrange regular awarding organisation meetings. The aim of the meetings will be to promote consistency in the assessment process. All awarding organisations offering Level 3 NVQ Diploma in Passenger Carrying Vehicle Driving Instruction 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 workplace 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 QCF 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 Driver Training. 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 confirming their competence to externally verify qualifications
- 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 confirming their competence to internally verify qualifications
- hold (or be working towards) an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to verify 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
- meet the following occupational requirement: holds or has held a PCV licence for a minimum of three years.

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 confirming their competence to assess 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
- meet the following occupational requirement: holds or has held a PCV licence for a minimum of three years.

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: Additional requirement for qualifications that use the term 'NVQ' in a QCF qualification title



Additional Requirements

for Qualifications that use the title NVQ within the QCF

September 2009

This document has been produced by the Joint Awarding Body/SSC Working Practices Group which has been formed by the respective representative bodies to support and encourage effective working relationships between SSCs, submitting organisations and awarding organisations. The Group will update the document as necessary to make sure it is kept up-to-date and relevant and will consider developing additional guidance.

Purpose of document

- 1 The purpose of this document is to make clear what additional requirements are needed to assess and quality assure qualifications that use the title NVQ within the QCF.
- 2 When an SSC/SSB and awarding organisation wants to use the title NVQ in the naming of a qualification within the QCF, the awarding organisation is required to make sure this qualification is assessed and quality assured in accordance with these additional requirements and other requirements described in the SSC/SSB assessment strategy.
- 3 The aims of these additional requirements are to:
 - ensure that all competence-based qualifications that use the title NVQ within the QCF are:
 - o assessed consistently
 - o quality assured consistently
 - maintain the integrity of qualifications that use the title NVQ within the QCF
 - establish the NVQ brand within the QCF
 - keep bureaucracy associated with assessment and quality assurance of qualifications that use the title NVQ within the QCF to a minimum.

Background

1. ¹ "At the heart of an NVQ is the concept of occupational competence; the ability to perform to the standards required in employment across a range of circumstances and to meet changing demands. NVQs are first and foremost about what people can do. They go beyond technical skills to include planning, problem solving, dealing with unexpected occurrences, working with other people and applying the knowledge and understanding that underpins overall competence".
2. NVQs are based entirely on National Occupational Standards (NOS) developed by an SSC/SSB, which describe the competence needed in an occupational role.
3. Qualifications that use the title NVQ within the QCF must comply with the rules of combination determined by the SSC/SSB. Awarding organisations are not allowed to develop another qualification that does not use the title NVQ within the QCF, if it uses the same rules of combination as a qualification that does use the title NVQ within the QCF.

¹ NCVQ's NVQ Criteria and Guidance 1995.

4. The QCF offers increased flexibility in the way occupational competence can be assessed and demonstrated. Qualifications that use the title NVQ in the title within the QCF are just one way of assessing and demonstrating occupational competence. SSCs/SSBs are free to work with their awarding organisations to agree what qualifications will be used to assess occupational competence. Qualifications that use the title NVQ within the QCF, are not a preferred method for assessing occupational competence and all qualifications accredited through the QCF have equal status.
5. When developing a qualification for the QCF, including qualifications that use the title NVQ within the QCF, an awarding organisation must be a recognised awarding organisation and must meet the Qualification Requirements in the Regulatory Arrangements for the Qualifications and Credit Framework, published by The Office of the Qualifications and Examinations Regulator (Ofqual) in August 2008.
6. The qualification regulators confirmed that a group of SSCs and SSBs would be free to develop specific, additional requirements about the way in which qualifications that use the title NVQ within the QCF will be assessed and quality assured. For those recognised awarding organisations that want to assess occupational competence through the use of qualifications that use the title NVQ within the QCF, it has been agreed by SSCs and SSBs that the following additional requirements must be met.

Additional requirements for qualifications that use the title NVQ within the QCF

Introduction

1. Qualifications that use the title NVQ within the QCF must be assessed and quality assured in accordance with the following additional requirements.

Assessment requirements

1. When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how learners are to be assessed.
2. Assessment methodologies must meet the assessment strategy developed in partnership between the relevant SSC or SSB and awarding organisations for the qualification. The assessment strategy must be published and made available separately and will include the requirements for assessment of qualifications that use the title NVQ within the QCF. The assessment criteria for each unit will be part of the units that make up the qualification.
3. Learners must complete real work activities in order to produce evidence to demonstrate they have met the NOS and are occupationally competent.

4. When a learner cannot complete a real work activity, simulation is allowed.
5. Simulation is allowed when:
 - a learner is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise
 - a learner is required to respond to a situation that rarely occurs, such as responding to an emergency situation
 - the safety of a learner, other individuals and/or resources will be put at risk.
6. When simulation is used, assessors must be confident that the simulation replicates the workplace to such an extent that learners will be able to fully transfer their occupational competence to the workplace and real situations.
7. Units that must not be assessed by simulation must be identified by the SSC/SSB in the assessment strategy for the qualification or family of qualifications.
8. Learners must be assessed by assessors:
 - who are occupationally competent in the occupational areas they are assessing where they have sufficient and relevant technical/occupational competence in the unit, at or above the level of the unit being assessed and as defined by the assessment strategy for that qualification
 - ²who must hold or be working towards a suitable assessor qualification to confirm they understand assessment and how to assess learners
 - must be fully conversant with the unit(s) against which the assessments and verification are to be undertaken.
9. All assessors must carry out assessment to the standards specified in the A units.
10. All assessment decisions made by a trainee assessor must be checked by a qualified assessor or an assessor recognised by an awarding organisation.
11. Trainee assessors must have a plan, which is overseen by the recognised assessment centre, to achieve the relevant assessor qualification(s) within an agreed timescale.

² Currently an assessor could hold unit A1 and/or unit A2. Or from the past unit D32 and/or unit D33. SSCs also identify other suitable equivalent qualifications.

Quality assurance requirements

1. When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how the qualification will be quality assured.
2. Qualifications that use the title NVQ within the QCF, must be verified:
 - internally by an internal verifier, who is accountable to the assessment centre
 - externally by an external verifier, who is accountable to the awarding organisation or an agent of the awarding organisation.
3. With reference to internal verification, internal verifiers must:
 - ³hold or be working towards a suitable internal verifier qualification to confirm they understand how to internally verify assessments
 - have sufficient and relevant technical/occupational familiarity in the unit(s) being verified
 - be fully conversant with the standards and assessment criteria in the units to be assessed
 - understand the awarding organisation's quality assurance systems and requirements for this qualification.
4. Trainee internal verifiers must have a plan, which is overseen by the recognised assessment centre, to achieve the internal verifier qualification within an agreed timescale.
5. With reference to external verification, external verifiers must:
 - ⁴hold or be working towards a suitable external verification qualification to confirm they understand and are able to carry out external verification
 - have no connections with the assessment centre, in order to maintain objectivity
 - have sufficient and relevant technical/occupational understanding in the unit(s) being verified
 - be fully conversant with the standards and performance criteria in the units to be assessed
 - understand the awarding organisation's quality assurance systems for this qualification.
6. Trainee external verifiers must have a plan, which is overseen by the awarding organisation, to achieve the external verifier qualification within an agreed timescale.

³ Currently an internal verifier needs to hold unit V1. Or from the past unit D34. SSCs also identify other suitable equivalent qualifications.

⁴ Currently an external verifier needs to hold unit V2. Or from the past unit D35.

7. Awarding organisations must decide the frequency of external monitoring activities. Any decision must be based on:
 - the risks associated with a qualification that is designed to help a learner demonstrate occupational competence
 - an evaluation of the centre's performance and past record.
8. Awarding organisations will have in place suitably constituted audit processes, which are supported by naturally occurring quality assurance and monitoring systems that already exist in workplace assessment environments.

Annexe E: Simulation

Evidence requirements for the units of assessment in the Pearson Edexcel Level 3 NVQ Diploma in Passenger Carrying Vehicle Driving Instruction are detailed at unit level. The list below indicates which units can be assessed through simulation:

| Unit name | Unit code | Simulation allowed |
|--|------------------|---------------------------|
| Prepare oneself, vehicle and learner driver for instruction | DI PCV 1 | N |
| Demonstrate safe driving as a Driver Trainer | DT 2 | N |
| Supervise learner driving | DT 3 | N |
| Contribute to health and safety in the passenger carrying vehicle driving environment | DI PCV 4 | Y |
| Provide a professional driving instruction service in the Passenger Carrying Vehicle industry | DI PCV 5 | N |
| Train learner Passenger Carrying Vehicle drivers in defensive and eco-safe driving | DT 6 | N |
| Monitor and review learner driver progress | DT 8 | N |
| Agree driver training programmes with learner driver | DT 9 | N |
| Evaluate and develop knowledge, understanding and skills in the role of delivering driving instruction | DT 10 | N |
| Design training sessions for learner drivers | DT 11 | N |
| Provide commentary whilst driving | DT 12 | N |

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