

# **Pearson Edexcel Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport)**

## **Specification**

Competence-based qualification

First registration January 2011

Issue 3

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

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

This qualification was previously known as:

Edexcel level 2 NVQ certificate in Road Passenger Vehicle Driving (Community Transport) (QCF).

The QN remains the same.

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

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## Summary of Pearson Edexcel Level 2 NVQ Certificate in Road Passenger Vehicle Driving specification Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	All
Definition of TQT added	4
Definition of sizes of qualifications aligned to TQT	4
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	5
TQT value added	5
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	5
QCF references removed from unit titles and unit levels in all units	14-138
Guided learning definition updated	10

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

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



# Contents

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<b>Qualification title covered by this specification</b>	<b>1</b>
<b>Key features of the Pearson Edexcel Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport)</b>	<b>2</b>
What is the purpose of this qualification?	2
Who is this qualification for?	2
What are the benefits of this qualification to the learner and employer?	2
What are the potential job roles for those working towards this qualification?	2
What progression opportunities are available to learners who achieve this qualification?	3
<b>Total Qualification Time (TQT)</b>	<b>4</b>
<b>What is the qualification structure for Pearson Edexcel Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport)?</b>	<b>5</b>
<b>How is the qualification graded and assessed?</b>	<b>7</b>
Assessment requirements/strategy	7
Types of evidence (to be read in conjunction with the assessment strategy in <i>Annexe C</i> )	8
<b>Centre recognition and approval</b>	<b>9</b>
Centre recognition	9
Approvals agreement	9
<b>Quality assurance</b>	<b>9</b>
<b>What resources are required?</b>	<b>9</b>
<b>Unit format</b>	<b>10</b>
<b>Units</b>	<b>12</b>
Unit 1: Ensure health and safety in the work environment in the road passenger transport industries	14
Unit 2: Drive community transport or chauffeured vehicles safely and efficiently	20
Unit 3: Provide professional customer service in the road passenger transport industries	30
Unit 4: Deal effectively with challenging situations and passengers on a bus or coach	36
Unit 5: Deal with emergencies and incidents during a journey transporting passengers in the community transport and chauffeur industries	42
Unit 6: Provide a transport service in the community transport and chauffeur industries for passengers who require assistance	52

Unit 7: Achieve effective working relationships with colleagues in the road passenger transport industries	62
Unit 8: Operate a community transport service for children and young persons	70
Unit 9: Operate a community transport service	78
Unit 10: Transport passengers in the community transport industry who have special requirements	84
Unit 11: Implement defensive driving in the road passenger transport industry	90
Unit 12: Develop and maintain work skills and knowledge in the community transport, chauffeur and taxi and private hire vehicle industries	96
Unit 13: Clean passenger transport vehicles in a routine way	100
Unit 14: Transport parcels, luggage and other items in the community transport and chauffeur industries	104
Unit 15: Plan routes in the road passenger transport industries	110
Unit 16: Process fares in the community transport and chauffeur industries	116
Unit 17: Manage and administer small businesses in the community transport, taxi or private hire industries	122
Unit 18: Process telephone bookings in the road passenger transport industries	128
Unit 19: Support Learners by Coaching in the Workplace	134
Unit 20: Support Learners by Mentoring in the Workplace	138
<b>Further information</b>	<b>142</b>
<b>Annexe A: Quality assurance</b>	<b>145</b>
Key principles of quality assurance	145
Quality assurance processes	145
<b>Annexe B: Centre certification and registration</b>	<b>147</b>
What are the access arrangements and special considerations for the qualifications in this specification?	147
<b>Annexe C: Assessment requirements/strategy</b>	<b>149</b>
<b>Annexe D: Simulation</b>	<b>155</b>
<b>Annexe E: Assessment guidance</b>	<b>157</b>



## Qualification title covered by this specification

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This specification gives you the information you need to offer the Pearson Edexcel Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport)

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Accreditation start date</b>
Pearson Edexcel Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport)	600/0079/X	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 learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.



# Key features of the Pearson Edexcel Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport)

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This qualification:

- is nationally recognised
- is based on GoSkills National Occupational Standards (NOS) for Road Passenger Vehicle Driving. 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 following extensive employer consultation and research to address skills gaps and to provide community transport drivers, within road passenger transport industries, with 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?

- Community transport driver

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

This qualification offers various opportunities for progression within the workplace, including Pearson Edexcel Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Taxi and Private Hire), Pearson Edexcel Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach), Pearson BTEC Level 2 Award in Knowledge for a Professional Bus or Coach Driver or Pearson BTEC Level 2 Certificate in Introduction to the Role of the Professional Taxi and Private Hire Driver.

## Total Qualification Time (TQT)

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

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

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

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

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

NVQ/Competence-based qualifications are available in the following sizes:

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

## What is the qualification structure for Pearson Edexcel Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport)?

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To achieve the Pearson Edexcel Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport) learners must achieve a minimum of 31 credits.

These will be made up as follows:

- 27 mandatory credits
- minimum of 2 optional credits from Group 1
- minimum of 2 optional credits from Group 2.

Total Qualification Time (TQT): 310

Guided Learning Hours (GLH) 163.

Unit	Mandatory units	Credit	Level
	All seven units must be taken. Credit value required: minimum 27, maximum 27.		
1	H/602/5986 – Ensure health and safety in the work environment in the road passenger transport industries	3	2
2	M/602/5988 – Drive community transport or chauffeured vehicles safely and efficiently	4	2
3	K/602/5990 – Provide professional customer service in the road passenger transport industries	6	2
4	D/601/9474 – Deal effectively with challenging situations and passengers on a bus or coach	3	2
5	A/602/5993 – Deal with emergencies and incidents during a journey transporting passengers in the community transport and chauffeur industries	3	2
6	L/602/5996 – Provide a transport service in the community transport and chauffeur industries for passengers who require assistance	5	2
7	R/602/5997 – Achieve effective working relationships with colleagues in the road passenger transport industries	3	2

<b>Unit</b>	<b>Group 1 - Optional units</b>	<b>Credit</b>	<b>Level</b>
	Learners must complete a minimum of 2 optional credits from this group. Credit value required: minimum 2.		
8	Y/602/5998 – Operate a community transport service for children and young persons	6	2
9	F/602/6000 – Operate a community transport service	3	2
10	J/602/6001 – Transport passengers in the community transport industry who have special requirements	2	2

<b>Unit</b>	<b>Group 2 - Optional units</b>	<b>Credit</b>	<b>Level</b>
	Learners must complete a minimum of 2 optional credits from this group. Credit value required: minimum 2.		
11	R/602/6003 – Implement defensive driving in the road passenger transport industry	3	2
12	K/602/6007 – Develop and maintain work skills and knowledge in the community transport, chauffeur and taxi and private hire vehicle industries	2	2
13	K/602/6010 – Clean passenger transport vehicles in a routine way	2	2
14	J/602/6015 – Transport parcels, luggage and other items in the community transport and chauffeur industries	2	2
15	Y/602/6021 – Plan routes in the road passenger transport industries	2	2
16	H/602/6023 – Process fares in the community transport and chauffeur industries	2	2
17	M/602/6025 – Manage and administer small businesses in the community transport, taxi or private hire industries	4	3
18	A/602/6027 – Process telephone bookings in the road passenger transport industries	2	2
19	L/502/6118 – Support Learners by Coaching in the Workplace	4	3
20	R/502/6119 – Support Learners by Mentoring in the Workplace	3	3

## How is the qualification graded and assessed?

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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:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	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](http://qualifications.pearson.com). Alternatively, centres may develop their own.

# Centre recognition and approval

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## 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

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

## What resources are required?

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Each qualification is designed to support learners working in the Road Passenger Vehicle Driving (community transport) 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.

<b>Unit title:</b>					This is the formal title of the unit that will appear on the learner's certificate.
<b>Unit reference number:</b>					This is the unit owner's reference number for the specified unit.
<b>Level:</b>					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
<b>Credit value:</b>					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.
<b>Guided learning hours:</b>					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.
<b>Unit summary:</b>					This provides a summary of the purpose of the unit.
<b>Assessment requirements/evidence requirements:</b>					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this
<b>Assessment methodology:</b>					This provides a summary of the assessment methodology to be used for the unit.
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>	
			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: Ensure health and safety in the work environment in the road passenger transport industries**

<b>Unit code:</b>	RPVD 1
<b>Unit reference number:</b>	H/602/5986
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	17

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competence in ensuring health and safety in the work environment in the road passenger transport industries. This unit is suitable for learners working in road passenger transport operations including drivers and those in passenger support roles.

This unit relates to *GoSkills* National Occupational Standard Unit 1 – Ensure the health and safety in your work environment in the Road Passenger Transport Industry from the Road Passenger Vehicle Driving suite.

### **Assessment requirements/evidence requirements**

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as questioning and professional discussion. Realistic workplace simulation may be used to assess areas that cover non-routine situations.

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

The overarching assessment strategy for the Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 1), which must be adhered to, is detailed in *Annexe E*.

### **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 hazards and assess risks to health and safety	1.1 Identify own personal statutory duties and liabilities relating to health and safety 1.2 Identify hazards and the level of actual and possible risk to health and safety in the normal workplace 1.3 Decide on the level of risk, and who may be affected by that risk 1.4 Get help from an appropriate person when the level of the risk is not certain 1.5 Identify preventative action that reduces the risk and any possible effects of the risk 1.6 Record enough details of the risks so that appropriate future action can be taken 1.7 Report full and accurate details of risks to the appropriate person			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to identify hazards and assess risks to health and safety	2.1 Describe what a hazard and a risk is 2.2 Outline personal duty to ensure personal health and safety and that of others 2.3 List the typical hazards and risks in the normal workplace including those on the road 2.4 Describe the potential financial costs and personal effects of injury 2.5 Describe how to assess risks to health and safety 2.6 Describe how to decide on the level of risks, who may be at risk and the level of preventative action required 2.7 List the details that should be recorded and/or reported relating to risks 2.8 Describe the preventative actions that can be taken to reduce the levels of risk to an acceptable level 2.9 Outline the guidelines in relation to dealing with risks 2.10 Describe where and how to get help when necessary			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.11 Describe how to prevent physical risks as a result of manual handling, movements and postures 2.12 Describe the importance of physical fitness 2.13 Describe how to protect themselves from substances that may be harmful			
3 Be able to limit risk of injury or harm to people and property	3.1 Take immediate action to limit risk without increasing the personal risk or threat to themselves or others 3.2 Take action that is within own personal limits of authority and ability 3.3 Follow instructions or guidelines for limiting risk 3.4 Get immediate help if the risk cannot be dealt with effectively 3.5 Give clear information or instructions to others to allow them to take action 3.6 Record and/or report details of the risk in line with organisational procedures 3.7 Report any difficulties in keeping to organisational health and safety policies or procedures, giving full and accurate details			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to limit risk of injury or harm to people and property	4.1 Describe when it is safe and appropriate to take immediate action without putting themselves or others in danger 4.2 List what action can be taken, within own personal authority, to limit the risk of injury or harm 4.3 Describe organisational procedures relating to dealing with and reporting dangerous situations 4.4 Describe how to use appropriate equipment and alarm systems to limit danger 4.5 Describe the methods of effective and appropriate communication to let others know about the risks 4.6 Describe where and how to get help in dealing with dangerous situations			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 2: Drive community transport or chauffeured vehicles safely and efficiently**

<b>Unit code:</b>	RPVD 2
<b>Unit reference number:</b>	M/602/5988
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	24

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competence in driving community transport or chauffeured vehicles safely and efficiently. This unit is particularly suitable for learners working as drivers in the community transport or chauffeur industries.

This unit relates to *GoSkills* National Occupational Standard Unit 2 – Drive Community Transport, Chauffeured, Taxi or Private Hire Vehicles Safely and Efficiently from the Road Passenger Vehicle Driving suite.

### **Assessment requirements/evidence requirements**

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

Simulation must not be used to assess this unit.

The overarching assessment strategy for the Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 2), which must be adhered to, is detailed in *Annexe E*.

### **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 drive the vehicle	1.1 Demonstrate they meet the legal and medical requirements to drive the vehicle 1.2 Demonstrate they hold the appropriate current and valid driving licences to drive the vehicle and provide the service 1.3 Confirm that the vehicle's documents meet current legislation 1.4 Get all the information needed relating to starting duty and confirm that it is complete 1.5 Carry out the normal pre-drive checks to the vehicle in line with organisational procedures 1.5 Report faults or problems with the vehicle in line with organisational procedures 1.6 Make sure passengers can be carried safely in line with relevant regulations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to prepare to drive the vehicle	2.1 Outline the current legislation about medical fitness requirements to drive passenger carrying vehicles 2.2 Explain the importance of being physically and mentally fit 2.3 Describe how alcohol, drugs or any other substances are likely to affect behaviour 2.4 Describe the effects of tiredness and stress and the importance of rest periods 2.5 Outline the current driver licensing requirements for the vehicles driven 2.6 Outline current legislation about the vehicle documents needed 2.7 List the requirements of pre-drive checks to the vehicle 2.8 Describe organisational procedures for reporting defects or problems 2.9 Outline the relevant national and local legislation, by-laws and current practice covering the service 2.10 Outline the relevant regulations for carrying passengers 2.11 Describe who the regulatory authorities are and outline their powers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to drive the vehicle	3.1 Use the driver’s seatbelt correctly 3.2 Make visual checks around the vehicle to decide on the safety of the immediate environment 3.3 Move off while considering other road users and the passengers 3.4 Drive the vehicle in a way that does not put other road users at risk 3.5 Respond to the anticipated actions of other road users in a safe way 3.6 Give timely and clear signals if a change in direction or the position of the vehicle is planned 3.7 Maintain the speed and position of the vehicle in a way that is appropriate to the current road and traffic conditions 3.8 Demonstrate they meet all relevant legal requirements and relevant codes of practice relating to driving passenger carrying vehicles safely and efficiently			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to drive the vehicle	<p>4.1 Outline the relevant legislation relating to the use of seatbelts</p> <p>4.2 Describe why it is important to consider the passengers while driving</p> <p>4.3 Describe how to make sure passengers are comfortable and safe at all times</p> <p>4.4 Describe how personal driving style affects other road users</p> <p>4.5 Describe how to adapt personal driving style to different road and traffic conditions including:</p> <ul style="list-style-type: none"> <li>- good or poor visibility</li> <li>- wet, dry, slippery road surfaces</li> <li>- overhanging trees or buildings</li> <li>- heavy traffic</li> <li>- slow-moving and high-speed vehicles</li> </ul> <p>4.6 Describe how personal driving style affects how efficiently the vehicle runs and how it contributes to protecting the environment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.7 Describe the requirements of relevant laws and codes of practice relating to driving, including:</p> <ul style="list-style-type: none"> <li>- speed</li> <li>- position</li> <li>- signalling</li> <li>- parking</li> <li>- reversing</li> <li>- considering other road users</li> </ul> <p>4.8 Describe the technical characteristics and operation of the safety controls and how to use them to:</p> <ul style="list-style-type: none"> <li>- control the vehicle</li> <li>- minimise wear and tear</li> <li>- prevent them from failing to work</li> </ul>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to pick up and set down passengers	5.1 Make sure the passengers use seatbelts correctly 5.2 Make stops where practical and possible 5.3 Keep to regulations, signs and directions relating to stopping and waiting 5.4 Take account of the safety and comfort of passengers, pedestrians and other road users 5.5 Avoid possible dangerous situations caused by other vehicles and obstacles 5.6 Pick up and set down passengers in line with organisational procedures 5.7 Recognise when it is not appropriate to pick up passengers and communicate this information in line with organisational procedures 5.8 Keep to current legislation, regulations and codes of practice relating to carrying passengers 5.9 Keep a record of journey details in line with organisational procedures 5.10 Search for and deal with lost property, including suspect packages, in line with organisational procedures			

<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
6 Know how to pick up and set down passengers	6.1 Outline the relevant legislation relating to passengers using seatbelts 6.2 Outline the relevant legislation and regulations relating to stopping and waiting on the highway 6.3 Outline the relevant legislation and regulations relating to carrying passengers 6.4 Describe how to recognise and adapt to possibly dangerous situations related to moving off or stopping 6.5 Describe how to deal with possible problems in situations where passengers cannot be accepted 6.6 Describe how to load the vehicle while taking account of safety rules and procedures for using the vehicle properly 6.7 Describe organisational procedures for dealing with lost property, including suspect packages			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to complete driving duty	7.1 Park or hand over the vehicle in line with organisational procedures 7.2 Leave the driver's area/seat in a clean condition and free from personal property 7.3 Inspect for, and report, damage or defects to the vehicle in line with organisational procedures 7.4 Arrange for the vehicle to be cleaned, refuelled or serviced in line with organisational procedures 7.5 Fill in clearly and promptly all documents relating to the duty and file or hand them in as appropriate in line with organisational procedures			
8 Know how to complete driving duty	8.1 Describe organisational procedures for: <ul style="list-style-type: none"> <li>- parking and/or handing over the vehicle</li> <li>- arranging for vehicles to be refuelled, cleaned and serviced</li> <li>- filling in, filing or handing in the documents related to ending their duty, including tachograph charts where fitted</li> </ul> 8.2 Describe how to inspect for, and report, damage and defects to vehicles			

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## **Unit 3: Provide professional customer service in the road passenger transport industries**

<b>Unit code:</b>	RPVD 3
<b>Unit reference number:</b>	K/602/5990
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>Guided learning hours:</b>	35

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competence in providing professional customer service in the road passenger transport industries. This unit is particularly suitable for learners working as drivers or in operational roles.

This unit relates to *GoSkills* National Occupational Standard Unit 3 – Provide Professional Customer Service in the Community Transport, Chauffeur, Taxi and Private Hire Vehicle Industries from the Road Passenger Vehicle Driving suite and Unit 3 – Provide Professional Customer Service in the Road Passenger Transport Industry from the Road Passenger Transport Operations suite.

### **Assessment requirements/evidence requirements**

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

Simulation must not be used to assess this unit.

The overarching assessment strategy for the Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 3), which must be adhered to, is detailed in *Annexe E*.

### **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 dress and behaviour codes	1.1 Behave towards customers in a professional way in line with organisational procedures 1.2 Follow the relevant code of dress and personal appearance 1.3 Carry out work in a way that reduces inconvenience to customers			
2 Know how to follow dress and behaviour codes	2.1 Describe the importance for the organisation of the standards of service provided 2.2 Describe the relevant codes of dress, appearance and behaviour 2.3 Explain why it is important to have and follow codes of dress, appearance and behaviour 2.4 Explain how to deal with difficulties in meeting codes of dress and behaviour 2.5 Describe how to recognise opportunities to improve the service given to customers			

<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
3 Be able to develop professional relationships with customers	3.1 Acknowledge customers in line with organisational guidelines 3.2 Give customers information that is within own personal limits of authority 3.3 Promote customer service in line with organisational guidelines 3.4 Refer customers to other appropriate people if the problem is outside personal responsibility or knowledge 3.5 Accurately and fully record information from customers that relates to the organisation 3.6 Identify and report, to the appropriate person, possible difficulties that could affect customers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to develop professional relationships with customers	4.1 Describe organisational procedures for: <ul style="list-style-type: none"> <li>- promoting customer service</li> <li>- referring or reporting customer service issues to other appropriate people in the organisation</li> </ul> 4.2 Describe the limits of own personal authority, knowledge and responsibility in matters relating to customer service           4.3 Describe what customer service information will benefit, or is needed by, the organisation           4.4 Describe the sorts of difficulties or problems that can arise in promoting customer service           4.5 Explain why it is important to make sure everyone is treated equally when providing the service			
5 Be able to communicate effectively with customers	5.1 Communicate with customers in a way that is appropriate to their needs           5.2 Agree an appropriate route or plan with customers           5.3 Respond to customers' requests for information in line with organisational procedures           5.4 Confirm with customers that the information given meets their needs           5.5 Deal with communication problems in line with organisational procedures			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to communicate effectively with customers	6.1 Describe different forms of verbal and non-verbal communication and how to interpret them 6.2 Describe organisational procedures for keeping customers informed 6.3 Describe where to get help from to deal with communication difficulties 6.4 Describe how to use equipment and technology related to customer service			

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## **Unit 4: Deal effectively with challenging situations and passengers on a bus or coach**

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

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### **Unit summary**

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

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

### **Links to the EU Directive for Driver Training**

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

- Objective 3.5 – Ability to assess emergency situations.

### **Assessment requirements/evidence requirements**

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

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

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

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to assess situations and decide on action needed	1.1 Recognise situations that involve inappropriate behaviour by passengers 1.2 Prioritise the action to be taken, in line with organisational guidelines 1.3 Make sure the action planned meets organisational guidelines 1.4 Consider the needs of other passengers when dealing with the situation 1.5 Get help from the correct sources in situations outside own personal authority or ability 1.6 Maintain the positive support of other passengers and customers in line with organisational guidelines			

<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
2 Know how to assess situations and decide on action needed	2.1 Identify situations involving passenger behaviour which could lead to action being required 2.2 Describe the action that can be taken within their own personal authority 2.3 Describe how to deal with and record incidents involving passenger behaviour 2.4 Describe the organisational and relevant legal responsibilities when dealing with emergencies and incidents 2.5 Outline when and how to get help when needed 2.6 List the things that affect customer morale and goodwill in emergencies or incidents			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to take action to deal with difficult passengers	3.1 Take action to deal with passengers' inappropriate behaviour in line with organisational procedures and guidelines 3.2 Take control of the situation in a way that reduces any possible conflict and does not make the situation worse 3.3 Get help from the correct sources in situations that are outside own personal authority or ability 3.4 Consider the needs of other passengers when taking action 3.5 Maintain personal safety and security, and that of others and the vehicle, while taking action 3.6 Report the details of any events to the correct people and/or agencies			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to take action to deal with difficult passengers	4.1 Describe the action that can be taken and they are personally authorised to take 4.2 Describe the organisational and relevant legal responsibilities when sorting out passenger-related incidents 4.3 Describe how to carry out positive responsive action to deal with passenger-related incidents 4.4 Describe how to maintain personal safety and security, and that of others and the vehicle 4.5 Describe how to deal with and report emergencies and incidents involving passengers			

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## **Unit 5: Deal with emergencies and incidents during a journey transporting passengers in the community transport and chauffeur industries**

<b>Unit code:</b>	RPVD 5
<b>Unit reference number:</b>	A/602/5993
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	15

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competence in dealing with emergencies and incidents during a journey transporting passengers in the community transport and chauffeur industries. This unit is particularly suitable for learners who work as drivers of community transport vehicles and chauffeurs.

This unit relates to *GoSkills* National Occupational Standard Unit 5 – Deal with Emergencies and Incidents during a Journey Transporting Passengers in the Community Transport, Chauffeur and Taxi and Private Hire Vehicle Industries from the Road Passenger Vehicle Driving suite.

### **Assessment requirements/evidence requirements**

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion. Realistic workplace simulation may be used to assess areas that cover non-routine situations.

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

The overarching assessment strategy for the Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 5), which must be adhered to, is detailed in *Annexe E*.

## **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 assess situations and decide on what action is needed	1.1 Promptly recognise hazards, emergencies or incidents 1.2 Prioritise the action to take, in line with organisational procedures 1.3 Plan action which meets organisational procedures 1.4 Demonstrate that the needs of passengers have been considered when deciding what action to take 1.5 Deal with passengers in line with organisational procedures 1.6 Get help from the appropriate person in situations that are outside own personal authority or ability			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to assess situations and decide on what action is needed	2.1 List the possible emergencies and incidents that might have to be dealt with 2.2 Describe when and how to communicate with other drivers about hazards, emergencies or incidents 2.3 Describe how to assess emergency situations and take appropriate action 2.4 Describe how to consider the safety of all passengers in all situations within the limits of own personal authority 2.5 Describe organisational procedures and guidelines for dealing with and recording emergencies and incidents 2.6 Explain the organisational and relevant legal responsibilities when dealing with emergencies and incidents 2.7 Describe the things that affect passengers' morale and goodwill in emergencies or incidents 2.8 Describe how and at what point help should be sought from others			

<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
3 Be able to deal with roadside checks by the police or other roadside authorities	3.1 Recognise the authority of those people who have powers to ask them to stop and ask for information 3.2 Take action that keeps to the relevant statutory requirements and is within organisational guidelines 3.3 Deal with passengers in line with organisational procedures to maintain their morale and goodwill 3.4 Get guidance from the appropriate person in situations outside own personal authority 3.5 Maintain and process accurate records of the incident in line with organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to deal with roadside checks by the police or other roadside authorities	4.1 List the possible incidents that might have to be dealt with when stopped by the police or other authorities 4.2 Describe the action that can be taken within own personal authority when stopped by the police or other authorities 4.3 Outline the relevant legislation relating to roadside checks and the minimum information and assistance the driver must give by law 4.4 Describe the limits of authority of a police officer or official from another relevant authority 4.5 Describe the things that affect passengers' morale and goodwill in such incidents 4.6 Describe at what point and how help should be sought when dealing with roadside checks by the police or other roadside authorities			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to deal with emergencies and incidents	5.1 Deal with emergencies and incidents in line with organisational procedures 5.2 Take action if a passenger is injured or becomes ill in line with organisational procedures 5.3 Take action that reduces inconvenience to passengers 5.4 Inform passengers whose journey or service cannot continue in a way that promotes positive customer service, in line with organisational procedures 5.5 Maintain and process accurate records of emergencies or incidents in line with organisational procedures 5.6 Tell all the relevant and appropriate people about changes made to journeys or services in line with organisational procedures 5.7 Get help from the appropriate sources in situations that are outside own personal authority or ability 5.8 Make arrangements in line with organisational procedures for parking the vehicle if they cannot continue to drive			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to take action to deal with emergencies and incidents	6.1 Describe the action the driver can take and is authorised to take when dealing with emergencies and incidents 6.2 Describe how to take action to deal with emergencies and incidents 6.3 Describe how to reduce any possible dangers in typical travel-related emergencies and incidents 6.4 Describe organisational procedures and guidelines for dealing with and reporting emergencies and incidents 6.5 Describe the organisational and relevant legal responsibilities the driver has when dealing with emergencies and incidents 6.6 Describe the things that affect customer service in emergencies or incidents 6.7 Describe how and at what point help should be sought from others 6.8 Describe organisational procedures for: <ul style="list-style-type: none"> <li>- dealing with passengers who are injured or become ill during a journey</li> <li>- parking the vehicle if the driver cannot continue to drive</li> </ul>			



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**Unit 6: Provide a transport service in the community transport and chauffeur industries for passengers who require assistance**

<b>Unit code:</b>	RPVD 6
<b>Unit reference number:</b>	L/602/5996
<b>Level:</b>	2
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	15

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competence in providing a transport service in the community transport and chauffeur industries for passengers who require assistance. This unit is particularly suitable for learners who work as drivers of community transport vehicles and chauffeurs.

This unit relates to *GoSkills* National Occupational Standard Unit 6 – Provide a Transport Service in the Community Transport, Chauffeur, Taxi and Private Hire Vehicle Industries for passengers who require assistance from the Road Passenger Vehicle Driving suite.

### **Assessment requirements/evidence requirements**

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony and questioning. Realistic workplace simulation may be used to assess areas that cover non-routine situations.

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

The overarching assessment strategy for the Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 6), which must be adhered to, is detailed in *Annexe E*.

## **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 recognise when passengers need assistance and provide appropriate assistance	1.1 Identify when someone may need assistance 1.2 Ask if the person requires assistance 1.3 Ask what assistance they require 1.4 Offer assistance promptly and in a way that is polite and considerate and respects the dignity of passengers in line with organisational procedures 1.5 Decide on what assistance is required, which should be within own personal ability and responsibility 1.6 Assess whether the assistance required will cause any risk to themselves or others 1.7 Take action when the assistance required cannot be provided 1.8 Keep to relevant legislation and codes of practice when deciding on the assistance to be given 1.9 Identify if the person does not want assistance			

<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
2 Know how to recognise when passengers need assistance and provide appropriate assistance	2.1 Describe how to recognise and interact with passengers who may need assistance 2.2 Describe the importance of providing assistance to passengers when needed 2.3 Describe the requirements of relevant legislation and codes of practice when providing assistance 2.4 Describe the limits of own personal ability and responsibility when providing assistance to passengers 2.5 Describe how to assess personal risk and risks to other people 2.6 Describe how to communicate with passengers who need assistance 2.7 Describe how to make sure passengers are safe and comfortable			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to prepare for journeys with passengers who require assistance	3.1 Make sure relevant details of destinations, routes, timings and any information about passengers is complete 3.2 Check vehicle seating for the journey is correct 3.3 Check they have the correct type and amount of equipment for seating and securing passengers and/or wheelchairs before starting the journey and carry out approved safety checks 3.4 Report defects to the vehicle or its equipment in line with organisational procedures 3.5 Confirm that all documents relating to journeys are correct and in line with organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know how to prepare for journeys with passengers who require assistance</p>	<p>4.1 Explain the importance of having relevant details of the passengers to be carried</p> <p>4.2 Describe the importance of having the relevant details of the journey including:</p> <ul style="list-style-type: none"> <li>- seating plans</li> <li>- destinations</li> <li>- routes</li> <li>- timings</li> </ul> <p>4.3 Describe the relevant legal requirements and codes of practice for transporting passengers who use wheelchairs</p> <p>4.4 Describe how to use the different types of equipment for seating and securing passengers and wheelchairs to ensure their safety</p> <p>4.5 Explain how to carry out approved safety checks on equipment for seating and securing passengers and wheelchairs</p> <p>4.6 Describe the relevant parts of the Equalities Act and codes of practice and how they apply to the role of the driver in transporting passengers</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to provide the service for passengers who require assistance	5.1 Keep to running schedules as far as conditions allow 5.2 Park the vehicle in a way that protects the safety of the passengers as they get in and out of it 5.3 Help passengers onto and off the vehicle in line with relevant legislation and codes of practice 5.4 Use passenger lifts and equipment in line with organisational procedures 5.5 Make sure the seatbelts are used correctly in the vehicle 5.6 Drive the vehicle in a way that makes sure the passengers are safe and comfortable 5.7 Take action in line with organisational procedures if any passenger is not at their agreed pick-up point 5.8 Take action in line with organisational procedures if planned timings or pick-ups cannot be met 5.9 Fill in all the necessary documents relating to journeys and pass them to the appropriate person			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to provide the service for passengers who require assistance	6.1 Describe appropriate methods of offering and giving help to passengers 6.2 List and describe the hazards and risks of inappropriate parking whilst picking up and setting down passengers 6.3 Describe the equal opportunities and the rights of disabled passengers to travel safely and comfortably 6.4 Explain the requirements and importance of using passenger lifts and equipment 6.5 Describe the relevant legislation relating to using seatbelts 6.6 Describe approved procedures for dealing with defective passenger-safety equipment 6.7 Describe the action that can be taken to deal with situations where schedules cannot be met, or where passengers are not at their agreed pick-up points 6.8 Describe the relevant parts of the Equalities Act and how the act applies to the role of the driver in transporting passengers			

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## **Unit 7: Achieve effective working relationships with colleagues in the road passenger transport industries**

<b>Unit code:</b>	RPVD 7
<b>Unit reference number:</b>	R/602/5997
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	19

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competence in achieving effective working relationships with colleagues in the road passenger transport industries. This unit is particularly suitable for learners who work in driving or passenger support roles in the road passenger transport industries.

This unit relates to *GoSkills* National Occupational Standard Unit 7 – Achieve Effective Working Relationships with Colleagues in the Road Passenger Transport Industry from the Road Passenger Vehicle Driving suite, and Unit 2 – Achieve Effective Working Relationships with Colleagues in the Road Passenger Transport Industries.

### **Assessment requirements/evidence requirements**

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

Simulation must not be used to assess this unit.

The overarching assessment strategy for the Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 7), which must be adhered to, is detailed in *Annexe E*.

### **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 achieve effective working relationships with colleagues	1.1 Behave towards colleagues in line with organisational procedures 1.2 Respond to requests from colleagues promptly and willingly 1.3 Meet any undertakings given to colleagues within the agreed way and timescale 1.4 Provide information colleagues ask for that is accurate, clear and given promptly 1.5 Take part in discussions about working relationships 1.6 Support colleagues who are learning, to help develop their skills and knowledge 1.7 Discuss problems with the appropriate person if there are difficulties in working relationships, or work practices 1.8 Identify potential areas of conflict with colleagues 1.9 Negotiate with colleagues to sort out conflict situations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to achieve effective working relationships with colleagues	2.1 Describe the need for effective working relationships in the workplace 2.2 Describe organisational procedures relating to behaviour in the workplace 2.3 Describe how to balance giving help to colleagues with own personal workload 2.4 Describe the limits of own personal and colleagues responsibilities 2.5 Describe the learning needs of colleagues who are being trained 2.6 Describe organisational procedures for: <ul style="list-style-type: none"> <li>- dealing with and discussing difficulties in working relationships</li> <li>- dealing with conflict within the workplace</li> </ul> 2.7 Describe the skills that could be used to sort out conflicts and deal with aggressive behaviour in the workplace			

<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
3 Be able to achieve effective communications with colleagues	3.1 Obtain information required from colleagues in line with organisational procedures 3.2 Give information to colleagues that is relevant and will meet their needs 3.3 Communicate information in a format that is appropriate 3.4 Confirm personal authorisation to give the information provided 3.5 Get help in cases where there are difficulties in communicating effectively with colleagues 3.6 Identify weaknesses with own personal communication skills			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to achieve effective communications with colleagues	4.1 Describe the need for accurate and relevant information to be communicated within the workplace 4.2 Describe the methods of getting and giving information between colleagues 4.3 Describe the limits of own personal authority relating to providing information 4.4 Describe the different formats in which information can be communicated and their uses 4.5 Describe the need for providing, and ways to provide, colleagues with opportunities to communicate freely and openly 4.6 Describe organisational procedures for dealing with and reporting difficulties in communicating freely and openly 4.7 Describe how to identify and deal with weaknesses with own personal communication skills			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to promote equality and diversity in the workplace	5.1 Make sure that personal behaviour, words and actions promote equality and diversity in the workplace 5.2 Identify own personal responsibilities and liabilities under equality legislation and relevant codes of practice 5.3 Identify prejudice, discrimination and bullying in the workplace 5.4 Deal with incidents of prejudice, discrimination and bullying in the workplace within the limits of own personal authority and organisational procedures			
6 Know how to promote equality and diversity in the workplace	6.1 Explain why equality and diversity in the workplace is important 6.2 Describe what can cause prejudice and discrimination in the workplace 6.3 Describe the organisational policy on equality and diversity 6.4 Describe relevant legislation and codes of conduct aimed at achieving equality and diversity 6.5 Describe personal responsibility regarding equality and diversity in the workplace			

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## **Unit 8: Operate a community transport service for children and young persons**

<b>Unit code:</b>	RPVD 9
<b>Unit reference number:</b>	Y/602/5998
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>Guided learning hours:</b>	35

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competence in operating a community transport service for children and young persons. This unit is particularly suitable for learners who work as drivers of community transport vehicles.

This unit relates to *GoSkills* National Occupational Standard Unit 9 – Operate a Community Transport Service for Children and Young Persons from the Road Passenger Vehicle Driving suite.

### **Assessment requirements/evidence requirements**

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

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

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

The overarching assessment strategy for the Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 9), which must be adhered to, is detailed in *Annexe E*.

### **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 transport children and young persons	1.1 Correctly fit and secure a child seat or child restraint in compliance with relevant regulations 1.2 Provide assistance where needed for securing a seat belt or child restraint in an appropriate way 1.3 Communicate effectively and clearly with children or young persons 1.4 Organise time to make sure that they are at the collection or destination point at the time required 1.5 Deal with children and young persons in a friendly and helpful way in line with organisational procedures 1.6 Get help from the appropriate person in situations that are outside own personal authority or ability to deal with			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to recognise personal duty and obligations when transporting children and young persons</p>	<p>2.1 Describe relevant regulations and requirements for transporting children and young persons including Criminal Record Bureau (CRB)/Scottish Criminal Records Office (SCRO) checks</p> <p>2.2 Describe personal duties, responsibilities and liabilities when transporting children and young persons</p> <p>2.3 Describe the relevant legal requirements relating to fitting and using appropriate child seats, booster cushions, restraints and seat belts</p> <p>2.4 Describe the responsibilities of a child escort</p> <p>2.5 Describe how to communicate with children or young persons to get or give information</p> <p>2.6 Describe how to identify if a child or young person is distressed, lost or not sure about their appointed pick-up point</p> <p>2.7 Describe the appropriate way to behave when a child or young person is in the vehicle</p> <p>2.8 Describe the responsibility of the driver towards transporting children and young people safely</p> <p>2.9 Explain the importance of good timekeeping when transporting children and young persons</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to confirm schedules	3.1 Report for duty at the correct time and place 3.2 Get information on routes and schedules 3.3 Get advice on alternative journeys from the appropriate person if planned routes and schedules are affected 3.4 Promptly tell the appropriate person concerned about any disruption or change to planned routes or schedules			
4 Know how to confirm schedules	4.1 Describe how to get information needed about routes and schedules 4.2 Describe how to assess the information needed related to routes and schedules 4.3 Explain why it is important to keep to planned routes and schedules 4.4 Describe organisational procedures for changing routes or schedules 4.5 Describe how to communicate to the appropriate person(s) and passengers when planned journeys need to be changed			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to pick up and set down children and young persons	5.1 Arrange scheduled stops where practical and possible 5.2 Keep to regulations, signs and directions on stopping and waiting 5.3 Take account of the safety and comfort of children and young persons in the vehicle, pedestrians and other road users 5.4 Avoid possible dangerous situations caused by other vehicles and obstacles 5.5 Pick up and set down children and young persons in a safe way in line with organisational procedures 5.6 Keep to current legislation, regulations and codes of practice relating to carrying children and young persons 5.7 Keep a record of journey details as necessary in line with organisational procedures			
6 Know how to pick up and set down children and young persons	6.1 Describe the relevant legislation and regulations relating to <ul style="list-style-type: none"> <li>- stopping and waiting on the highway</li> <li>- carrying children and young persons</li> </ul> 6.2 Describe how to recognise and adapt to possibly dangerous situations related to moving off or stopping			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to deal with incidents during a journey	<p>7.1 Respond promptly to children and young persons in the vehicle who let them know about unexpected incidents</p> <p>7.2 Take action in line with organisational procedures if a child or young person is injured or becomes ill</p> <p>7.3 Make arrangements for the vehicle to be parked safely, if they cannot continue to drive, in line with organisational procedures</p> <p>7.4 Reduce inconvenience or concern to the child or young person, particularly if they need to be transferred</p> <p>7.5 Let the appropriate person know if the service, or other services, could be affected by the incident</p> <p>7.6 Get help from the appropriate person if they cannot deal effectively with the incident</p> <p>7.7 Respond positively, within relevant legislation and organisational procedures, to inappropriate behaviour by children and young persons on the journey</p> <p>7.8 Maintain and process accurate records of the incident in line with organisational procedures</p> <p>7.9 Inform the organisation about any concerns relating to child protection in line with organisational procedures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Know how to deal with incidents during a journey	<p>8.1 Describe the need to deal promptly and effectively with incidents during a journey including:</p> <ul style="list-style-type: none"> <li>- breakdowns</li> <li>- accidents</li> <li>- injuries or illness</li> <li>- bad road conditions</li> <li>- weather conditions</li> <li>- unacceptable passenger behaviour</li> </ul> <p>8.2 Describe how to assess and consider the options within own personal ability and responsibility when dealing with incidents during a journey</p> <p>8.3 Describe organisational procedures for dealing with injury or illness and incidents where a driver cannot continue to drive and has to transfer children or young persons from the vehicle</p> <p>8.4 Describe organisational procedures for dealing with unaccompanied children</p> <p>8.5 Describe how to put children and young persons at ease and reduce their concerns</p> <p>8.6 Describe the limits of own personal authority when dealing with inappropriate behaviour from children and young persons on the vehicle</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.7 Describe the issues relating to child protection and organisational procedures for reporting incidents			

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## **Unit 9: Operate a community transport service**

<b>Unit code:</b>	RPVD 10
<b>Unit reference number:</b>	F/602/6000
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	20

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competence in operating a community transport service. This unit is particularly suitable for learners who work as drivers of community transport vehicles.

This unit relates to *GoSkills* National Occupational Standard Unit 10 – Operate a Community Transport Service from the Road Passenger Vehicle Driving suite.

### **Assessment requirements/evidence requirements**

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

Simulation must not be used to assess this unit.

The overarching assessment strategy for the Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 10), which must be adhered to, is detailed in *Annexe E*.

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare to operate the service	1.1 Report for duty at the correct time and place 1.2 Get information on routes and schedules 1.3 Deal with any foreseeable difficulties in operating the service 1.4 Confirm that passenger-information systems provide the correct details of the service 1.5 Get advice on alternative routes from the appropriate person if planned routes and schedules are affected 1.6 Let passengers know promptly about any disruption or alteration to the service in line with organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to prepare to operate the service	2.1 Describe how to get, and confirm as being complete, the information needed to run the service 2.2 Describe sources of information required for running the service 2.3 Describe why it is important to keep to the official route and schedules 2.4 Describe organisational procedures for altering routes or schedules 2.5 Describe how to assess possible difficulties in running the service 2.6 Describe how to communicate to passengers when and why a route needs to be changed 2.7 Describe how to operate passenger-information systems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to manage the passenger comfort systems on the vehicle	3.1 Confirm the passenger comfort systems are in approved working order before starting to run the service 3.2 Operate the passenger-comfort systems in line with operating instructions and approved guidelines 3.3 Operate the comfort systems to meet the needs of passengers and adjust them to take account of changing conditions 3.4 Deal with any problems with operating passenger-comfort systems in line with organisational procedures			
4 Know how to manage the passenger comfort systems on the vehicle	4.1 Describe how to control passenger-comfort systems to benefit passengers 4.2 Describe the organisational procedures for operating passenger-comfort systems 4.3 Describe how to communicate with passengers about the comfort systems on the vehicle in line with organisational procedures 4.4 Describe organisational procedures for dealing with operational problems with passenger comfort systems			



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

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## **Unit 10: Transport passengers in the community transport industry who have special requirements**

<b>Unit code:</b>	RPVD 11
<b>Unit reference number:</b>	J/602/6001
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>Guided learning hours:</b>	14

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competence in transporting passengers who have special requirements. This unit is particularly suitable for learners who work as drivers of community transport vehicles who transport passengers who have special requirements and can not be moved without additional support.

This unit relates to *GoSkills* National Occupational Standard Unit 11 – Transport Passengers in the Community Transport Industry who have Special Requirements from the Road Passenger Vehicle Driving suite.

### **Assessment requirements/evidence requirements**

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

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

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

The overarching assessment strategy for the Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 11), which must be adhered to, is detailed in *Annexe E*.

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare for the movement of passengers	1.1 Check that the resources to move the passengers are available 1.2 Confirm that the correct type and amount of equipment for seating and securing passengers and/or wheelchairs, stretchers or trolleys is available before starting the journey 1.3 Carry out approved safety checks on the equipment available to seat and secure passengers 1.4 Communicate clearly with passengers and, where relevant, with their carer(s) 1.5 Clearly explain to the passengers, and where relevant their carer(s) the procedures for moving them 1.6 Treat the passengers with dignity at all times 1.7 Check that any necessary accompanying documents are available 1.8 Check that all the equipment for moving the passenger is safe and working correctly 1.9 Co-operate with other carers involved to move the passenger as safely and comfortably as possible			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.10 Take action where problems arise that may affect how passengers are transported 1.11 Keep to relevant legislation and codes of practice when deciding on the help that can be given			
2 Know how to prepare for the movement of passengers	2.1 Explain the importance of providing help to passengers and, where relevant, their carer(s) 2.2 Outline the requirements of relevant legislation and codes of practice relating to providing help 2.3 Describe how to check that the passenger's support equipment can be moved safely 2.4 Describe the limits of own personal ability and responsibility when providing help to passengers 2.5 Describe how to communicate with passengers and carers who need help 2.6 Describe how to use different types of equipment for safely seating and securing passengers and wheelchairs, stretchers or trolleys			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to move and transport passengers	3.1 Assist the passengers and relevant carers to get in the vehicle at the start of the journey 3.2 Give help to passengers during transportation in line with their needs 3.3 Communicate effectively with passengers and, where relevant, their carers 3.4 Treat the passengers with dignity at all times 3.5 Make sure the passengers are safe and secure throughout the move 3.6 Select the most suitable route for the passengers 3.7 Co-operate with other carers involved to move the passengers as safely and comfortably as possible 3.8 Assist the passenger and relevant carers to leave the vehicle at the end of the journey 3.9 Make sure the passengers are receiving the appropriate level of support at the end of the journey 3.10 Keep to relevant legislation and codes of practice throughout the journey			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to move and transport passengers	<p>4.1 Describe how to recognise the differences in passengers' special requirements</p> <p>4.2 Describe the road conditions in the area and the effect these conditions have on passengers with special requirements</p> <p>4.3 Describe how to transport passengers safely and the special equipment and systems needed by passengers with special requirements</p> <p>4.4 Describe how to communicate with passengers and carers while giving help and making them feel at ease during the journey</p> <p>4.5 Describe the equal opportunities and the rights of passengers to travel safely and comfortably and with dignity</p> <p>4.6 List the types of problems likely to arise when moving and transporting passengers and describe how to handle them when additional assistance is needed</p>			

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## **Unit 11: Implement defensive driving in the road passenger transport industry**

<b>Unit code:</b>	RPVD 12
<b>Unit reference number:</b>	R/602/6003
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	14

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competence in implementing defensive driving in the road passenger transport industry. Learners will develop the knowledge, understanding and skills of defensive driving and how to reduce risks and accidents. This unit is particularly suitable for learners who work as drivers in the road passenger transport industries.

This unit relates to *GoSkills* National Occupational Standard Unit 12 – Implement Defensive Driving in the Road Passenger Transport Industry from the Road Passenger Vehicle Driving suite.

### **Assessment requirements/evidence requirements**

This unit should be assessed predominantly in the workplace observation should be used predominantly to assess learning outcome 1, other sources of evidence such as witness testimony, questioning and professional discussion should be used to assess learning outcomes 2 and 3.

Simulation must not be used to assess this unit.

The overarching assessment strategy for the Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 12), which must be adhered to, is detailed in *Annexe E*.

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to drive defensively	1.1 Identify the functions and facilities of the vehicle which are important to driving defensively 1.2 Check the vehicle before starting the journey 1.3 Manoeuvre the vehicle to mitigate risk during a hazardous situation 1.4 Drive defensively in different road conditions 1.5 Drive defensively on different roads avoiding features and hazards that may affect driving 1.6 Be aware of road users and how they should be considered when driving 1.7 Drive in different weather conditions 1.8 Anticipate and react to the actions of other road users			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to recognise the benefits of defensive driving and the factors that affect driving	2.1 Identify the personal benefits of defensive driving and the benefits to other road users and the organisation 2.2 Identify the main characteristics of the vehicle that should be considered when driving 2.3 Identify the things to consider when transporting goods or passengers 2.4 Describe how defensive driving reduces risk and accidents 2.5 Describe the benefits of defensive driving including: <ul style="list-style-type: none"> <li>- risk reduction</li> <li>- reducing stress</li> <li>- to fuel economy</li> <li>- financial</li> </ul> 2.6 Describe organisational procedures for reporting defects or problems 2.7 Outline the relevant national and local legislation, by-laws and current practice covering the service 2.8 Outline the relevant regulations for carrying passengers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.9 Describe how factors such as size, blind spots and manoeuvrability impact on defensive driving</p> <p>2.10 Describe how to take account of the characteristics of the vehicle when driving</p> <p>2.11 Describe how to manoeuvre the vehicle under various road conditions</p> <p>2.12 Describe the considerations concerning the picking up, driving and dropping off of passengers and goods</p> <p>2.13 Describe how to make sure that the vehicle is safe and roadworthy</p> <p>2.14 Describe how the road condition of the vehicle can affect defensive driving</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to drive defensively	3.1 Describe the functions of the vehicle facilities 3.2 Describe how to approach and handle different hazards 3.3 Describe how to drive off, stop and manoeuvre the vehicle 3.4 Describe how to reverse the vehicle safely 3.5 Describe how to handle the different types of road features and the hazards they present 3.6 Describe how to be aware of other road users and others within the environment 3.7 Describe the different hazards caused by the weather conditions and how these should be taken into account when driving 3.8 Describe how to anticipate and react to the actions of other road users			

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**Unit 12:** **Develop and maintain work skills and knowledge in the community transport, chauffeur and taxi and private hire vehicle industries**

**Unit code:** RPVD 14

**Unit reference number:** K/602/6007

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 10

### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competence in developing and maintaining work skills and knowledge in the community transport, chauffeur and taxi and private hire vehicle industries. This unit is particularly suitable for learners who work in community transport vehicles, taxis, private hire vehicles and chauffeuring as drivers or passenger support.

This unit relates to *GoSkills* National Occupational Standard Unit 14 – Develop and Maintain your Work Skills and Knowledge in the Community Transport, Chauffeur and Taxi and Private Hire Vehicle Industries from the Road Passenger Vehicle Driving suite.

### **Assessment requirements/evidence requirements**

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

Simulation must not be used to assess this unit.

The overarching assessment strategy for the Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 14), which must be adhered to, is detailed in *Annexe E*.

### **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 develop and maintain work skills and knowledge	1.1 Carry out activities to develop personal skills 1.2 Balance personal needs and the needs of the organisation 1.3 Discuss and agree with the appropriate person in the organisation how personal development needs will be met and get feedback 1.4 Take action if progress is below the necessary standard			
2 Know how to develop and maintain work skills and knowledge	2.1 Identify and describe the standards of skills and knowledge needed in the role 2.2 Describe how to measure current skills and identify areas needing development 2.3 Describe process within the organisation for discussing and agreeing personal development plans and getting feedback 2.4 Describe how to monitor progress against personal development plans 2.5 Identify the main providers of passenger transport related to the role 2.6 Describe the make up of the passenger transport industry at national and local level			



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## **Unit 13: Clean passenger transport vehicles in a routine way**

<b>Unit code:</b>	RPVD 15
<b>Unit reference number:</b>	K/602/6010
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>Guided learning hours:</b>	16

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competence the routine cleaning of passenger transport vehicles. The learner should be able to clean vehicles safely so that they are well presented for passengers. This unit is particularly suitable for drivers and support staff in the road passenger transport industries.

This unit relates to *GoSkills* National Occupational Standard Unit 15 – Routine Cleaning of Passenger Transport Vehicles from the Road Passenger Vehicle Driving suite.

### **Assessment requirements/evidence requirements**

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

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

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

The overarching assessment strategy for the Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport) 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 clean the vehicle safely and to the required organisational standard	1.1 Demonstrate how to clean the vehicle to the required organisational standard 1.2 Demonstrate how to make effective use of cleaning materials and working methods 1.3 Inspect electrical and mechanical equipment used for cleaning the vehicle 1.4 Demonstrate safe working practices when cleaning the vehicle			
2 Know how to clean the vehicle in line with organisational standards	2.1 Explain the importance of having a clean vehicle 2.2 Describe how to prepare the vehicle for cleaning 2.3 Describe the process for removing excess dirt, salt and debris from the vehicle 2.4 Describe the cleaning materials available for different body parts and finishes 2.5 Describe the methods for removing substances left by passengers 2.6 Describe how to clean the vehicle to organisational standards			
3 Be able to clean the vehicle safely	3.1 Demonstrate how to use, handle and store, correctly and safely, substances used for cleaning			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to clean the vehicle safely	4.1 Describe how to use, handle and store correctly and safely substances used for cleaning 4.2 Describe the health and safety risks when cleaning a vehicle 4.3 Describe which materials and substances may cause injury or harm 4.4 Describe how to eliminate or reduce the risk of injury or harm 4.5 Describe the importance of personal hygiene 4.6 Describe how to safely use, handle and store substances that are hazardous 4.7 Describe how to use electrical appliances safely 4.8 Describe safe working practices when cleaning the vehicle 4.9 Describe the approved way for getting rid of substances and dangerous objects including knowledge of relevant legislation			

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## **Unit 14: Transport parcels, luggage and other items in the community transport and chauffeur industries**

<b>Unit code:</b>	RPVD 16
<b>Unit reference number:</b>	J/602/6015
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>Guided learning hours:</b>	12

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competence in transporting parcels, luggage and other items in the community transport and chauffeur industries. This unit is particularly suitable for learners who work as drivers of community transport vehicles and chauffeurs.

This unit relates to *GoSkills* National Occupational Standard Unit 16 – Transport Parcels, Luggage and Other Items in the Community Transport, Chauffeur, Taxi and Private Hire Vehicle Industries from the Road Passenger Vehicle Driving suite.

### **Assessment requirements/evidence requirements**

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

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

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

The overarching assessment strategy for the Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 16), which must be adhered to, is detailed in *Annexe E*.

## **Assessment methodology**

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



## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to accept and load parcels, luggage and other items for transporting	1.1 Confirm that items meet the necessary standard for transportation 1.2 Let customers or passengers know if items cannot be accepted and transported in line with organisational procedures 1.3 Let customers or passengers know about damaged or problem items, before loading 1.4 Load and secure items by using the approved methods and safe practices 1.5 Distribute the items within the vehicle to keep to safe practice 1.6 Transport any item in line with relevant regulations or guidelines 1.7 Use appropriate lifting techniques to lift baggage 1.8 Identify the contents of any unaccompanied item and assess whether it is appropriate to be carried in the vehicle			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to accept and load parcels, luggage and other items for transporting	2.1 Describe how to deal with damaged or problem items 2.2 Describe the relevant safe practices for loading items on to vehicles including safely lifting and handling items 2.3 Describe relevant safe practices for distributing items 2.4 Outline the relevant regulations/guidelines, including those for: – manual handling related to transporting items 2.5 Describe the organisational customer service procedures for dealing with different items 2.6 Describe own personal responsibilities for correctly loading the vehicle and keeping the items secure 2.7 Describe the results of handling baggage inappropriately 2.8 Describe how to deal with different types of baggage including: – regular baggage – overweight or heavy baggage – oversize baggage – irregular items such as skis and prams			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.9 Describe the risks associated with the handling and transporting of items 2.10 Outline the legislation and codes of practice relating to the carrying of substances that may be hazardous to health			
3 Be able to unload and hand over parcels, luggage and other items	3.1 Avoid damaging items during unloading 3.2 Unload items by using the approved methods and safe practices 3.3 Ask others for help if necessary 3.4 Confirm that each parcel or piece of luggage is handed over to the right person 3.5 Get a receipt for parcels or baggage in line with organisational procedures 3.6 Re-distribute and re-secure part-loads in line with safe practice 3.7 Confirm that the vehicle and immediate area around it are clear of items that are to be unloaded 3.8 Use appropriate lifting methods to lift baggage 3.9 Record and deal with damaged baggage in line with organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to unload and hand over parcels, luggage and other items	4.1 Describe the relevant safe practices for unloading items from vehicles  4.2 Describe organisational procedures for: <ul style="list-style-type: none"> <li>- dealing with items which are damaged while being transported</li> <li>- asking for help from others when dealing with items</li> </ul>			

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## **Unit 15: Plan routes in the road passenger transport industries**

<b>Unit code:</b>	RPVD 17
<b>Unit reference number:</b>	Y/602/6021
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>Guided learning hours:</b>	10

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competence in planning routes in the road passenger transport industries. This unit is particularly suitable for learners who work as drivers in road passenger transport.

This unit relates to *GoSkills* National Occupational Standard Unit 17 – Plan Routes in the Road Passenger Transport Industry from the Road Passenger Vehicle Driving suite.

### **Assessment requirements/evidence requirements**

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

Simulation must not be used to assess this unit.

The overarching assessment strategy for the Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 17), which must be adhered to, is detailed in *Annexe E*.

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare for a journey	1.1 Read a road map using the index and grid reference system 1.2 Read a road map or street map and find a defined place or destination 1.3 Plan a journey between two or more locations 1.4 Plan a journey by identifying the shortest or most convenient route 1.5 Identify an alternative route if there is a delay due to road works, accidents or any other incidents 1.6 Summarise directions using information such as road numbers, landmarks and distances 1.7 Work out the distance and an estimated time of travel between two or more locations 1.8 Work out, where appropriate, rest breaks that may be needed to comply with regulations and passengers' needs 1.9 Work out the amount of fuel needed for the journey			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to prepare for a journey	2.1 List the types and sources of maps and describe the appropriate ones to use 2.2 List the location and direction of main cities, airports, landmarks, motorways and trunk roads in relation to a defined place in the local area 2.3 List the names of main motorways, trunk roads and landmarks in the local area 2.4 Explain how to identify from map symbols information about class of roads, transport systems and land features 2.5 Describe the relevant regulations relating to the boundaries and limits to which the service is allowed to travel or run 2.6 List and describe the road markings, tourist information and landmark abbreviations 2.7 Describe how in-vehicle navigation systems work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to communicate with passengers about routes	3.1 Communicate effectively with a passenger to make sure that they give correct information on the destination 3.2 Tell the passenger which route is going to be taken 3.3 Tell the passenger about diversions that need to be taken from the agreed route and the reason why 3.4 Give the passenger an estimate on any change to the journey time as a result of a diversion or delay 3.5 Get information on travel news			
4 Know how to communicate with passengers about routes	4.1 Describe the importance of keeping the passenger informed on the progress of the journey and any diversions from the agreed route 4.2 Outline the relevant regulations and restrictions on where a passenger may be dropped off 4.3 Explain the importance of taking account of any possible delays or needs of the passenger when planning a journey 4.4 Describe how to access travel news available on road works, train times, flight arrivals and departures			



Learner name: \_\_\_\_\_

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*(if sampled)*



## **Unit 16: Process fares in the community transport and chauffeur industries**

<b>Unit code:</b>	RPVD 18
<b>Unit reference number:</b>	H/602/6023
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>Guided learning hours:</b>	9

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competence in processing fares in the community transport and chauffeur industries. This unit is particularly suitable for learners who work as drivers of community transport vehicles and chauffeurs.

This unit relates to *GoSkills* National Occupational Standard Unit 18 – Process Fares in the Community Transport, Chauffeur, Taxi and Private Hire Vehicle Industries from the Road Passenger Vehicle Driving suite.

### **Assessment requirements/evidence requirements**

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

Simulation must not be used to assess this unit.

The overarching assessment strategy for the Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 18), which must be adhered to, is detailed in *Annexe E*.

### **Assessment methodology**

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

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to receive fares and issue receipts	1.1 Collect fares and payments correctly in line with organisational procedures 1.2 Tell passengers clearly what the total payment is and the appropriate payment methods they can choose in line with organisational procedures 1.3 Accept and acknowledge payments from passengers in line with organisational procedures 1.4 Confirm that payment amounts are correct, and identify and deal with problems in line with organisational procedures 1.5 Give the correct change to passengers with a valid receipt 1.6 Store all payments in a secure place 1.7 Use prepaid systems as appropriate in line with organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to receive fares and issue receipts	2.1 Describe organisational procedures for paying fares, and how to follow them, including methods of payment 2.2 Explain the need to give passengers correct information about fares and payments 2.3 Describe the different ways passengers can pay fares 2.4 Describe own personal authority for dealing with problems relating to paying fares 2.5 Describe the security requirements for storing payments 2.6 Outline regulations and policies relating to concessionary fares 2.7 Describe how to use prepaid systems such as dockets 2.8 Describe the different types of fare systems available 2.9 Describe how to deal with problems with fares			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to account for fares and payments	3.1 Promptly pay in the collected fares in line with organisational procedures 3.2 Account for non-payments and mistakes with fares and passes in line with organisational procedures 3.3 Carry out suitable security checks to make sure they are safe before moving money from the vehicle 3.4 Fill in organisational documents accurately and clearly 3.5 Accurately match the fares collected with organisational documents 3.6 Provide extra information relating to fares, payments and passengers in line with organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to account for fares and payments	4.1 Describe organisational procedures for accounting for fares 4.2 Explain the importance of security and personal safety checks inside and outside the vehicle and when depositing money 4.3 Explain how to carry out security and personal safety checks inside and outside the vehicle and when depositing money in line with organisational procedures 4.4 Describe organisational procedures to check the fares received, particularly if there are any problems			

Learner name: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

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*(if sampled)*





## **Unit 17: Manage and administer small businesses in the community transport, taxi or private hire industries**

<b>Unit code:</b>	RPVD 19
<b>Unit reference number:</b>	M/602/6025
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	22

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competence in managing and administering small businesses in the community transport, taxi or private hire vehicle industries. This unit is particularly suitable for learners who work as drivers of community transport vehicles, taxis and private hire vehicles.

This unit relates to *GoSkills* National Occupational Standard Unit 19 – Manage and Administer Small Businesses in the Community Transport, Taxi or Private Hire Vehicle Industries from the Road Passenger Vehicle Driving suite.

### **Assessment requirements/evidence requirements**

This unit should be assessed through sources of evidence such as witness testimony, questioning and professional discussion.

Simulation must not be used to assess this unit.

The overarching assessment strategy for the Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 19), which must be adhered to, is detailed in *Annexe E*.

### **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 plan and operate a small business	1.1 Develop a basic plan for setting up and running the business 1.2 Identify the demand for the business, and estimate the potential levels of income 1.3 Identify how and when the business will operate to achieve those levels of income 1.4 Estimate the costs of running the business 1.5 Prepare a financial forecast showing costs, earnings, wages etc by week and month 1.6 Identify the appropriate sources for loans and grants 1.7 Identify strengths, weaknesses, opportunities and threats for the business 1.8 Identify opportunities for development of the business			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to plan and operate a small business	2.1 Describe the differences between the following: <ul style="list-style-type: none"> <li>- sole traders</li> <li>- partnerships</li> <li>- limited companies</li> <li>- franchises</li> <li>- co-operatives</li> </ul> 2.2 Describe the responsibilities and duties of running a business 2.3 Describe the responsibilities and duties of the various regulatory bodies 2.4 Describe the terms and conditions of trading and managing contracts 2.5 Describe the costs and overheads associated with running the business 2.6 List the sources of finance and advice for small businesses 2.7 Describe the outside influences that may affect the business and personal earnings 2.8 Describe how to identify and bid for contract work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to manage accounting and administration functions	3.1 Maintain financial records for the business 3.2 Make NI, tax and VAT payments in accordance with statutory requirements and procedures 3.3 Identify the type and level of appropriate insurances for the business 3.4 Maintain and process customer information that complies with legislative requirements			
4 Know how to manage accounting and administration functions	4.1 Describe the importance and legal obligations of keeping and maintaining financial records for the business 4.2 Describe the different methods by which book-keeping can be done 4.3 Explain how to work out earnings, costs, cash-flow and profit 4.4 Outline the requirements concerning payment of NI, tax, and VAT and other statutory payments 4.5 Explain the importance of the Data Protection Act 4.6 Explain the role of the banks, different bank accounts, bank interest and charges 4.7 Describe the levels of protection provided by different insurance policies			

Learner name: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

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## **Unit 18: Process telephone bookings in the road passenger transport industries**

<b>Unit code:</b>	RPVD 20
<b>Unit reference number:</b>	A/602/6027
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>Guided learning hours:</b>	8

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competence in processing telephone bookings in the road passenger transport industry. This unit is particularly suitable for learners who work as telephone booking staff working in the road passenger transport industries.

This unit relates to *GoSkills* National Occupational Standard Unit 20 – Process Telephone Bookings in the Road Passenger Transport Industry from the Road Passenger Vehicle Driving suite.

### **Assessment requirements/evidence requirements**

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

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

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

The overarching assessment strategy for the Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 20), which must be adhered to, is detailed in *Annexe E*.

### **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 identify the prospective passenger's transport requirements</p>	<p>1.1 Use the telephone and any associated IT equipment</p> <p>1.2 Accurately identify the prospective passenger's transport needs including any particular needs that would need to be accommodated</p> <p>1.3 Check whether the prospective passenger's needs can be met, where relevant clearly confirming the agreed transport arrangements, and confirming/checking their understanding of them</p> <p>1.4 Give clear explanations and suggestions to the prospective passenger about alternative transport arrangements if their requirements cannot be met and give the caller enough time to seek clarification of these alternatives</p> <p>1.5 Confirm clearly to the prospective passenger the agreed alternatives and check that they understand and agree them</p> <p>1.6 Identify, within the limits of own personal responsibility, when a caller needs help beyond that provided by the organisation and take appropriate action in agreement with the caller</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.7 Make a correct record of all telephone conversations, in particular the agreed transport arrangements, or other help offered, in line with organisational procedures			
2 Know how to identify the prospective passenger's transport requirements	2.1 Describe how to use the telephone and any associated IT equipment 2.2 List the transport services offered by the organisation and contact points in other support organisations 2.3 Explain how to listen effectively and question prospective passengers in a way that is seen as supportive and helpful 2.4 Explain the importance of tone of voice and giving a good impression of the organisation 2.5 Explain how to communicate with callers who have speech or hearing difficulties or language/dialect differences to their own 2.6 Describe how to check that a prospective passenger understands the agreed transport arrangements 2.7 Describe how to identify and communicate with callers who need assistance over and above arranging transport			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to communicate changes to transport arrangements</p>	<p>3.1 Call prospective passengers if previously agreed transport arrangements cannot be met in line with organisational procedures</p> <p>3.2 Make sure that the prospective passenger is aware of the change of plan to the transport arrangements</p> <p>3.3 Identify any problems likely to arise to the prospective passenger as a result of the change of transport arrangements</p> <p>3.4 Give clear suggestions about alternative transport arrangements and give the prospective passenger enough time to seek clarification of these alternatives</p> <p>3.5 Confirm clearly to the prospective passenger the agreed alternatives and check that they understand them</p> <p>3.6 Contact as appropriate, in line with organisational procedures, other staff to help ensure agreed transport arrangements with the prospective passenger are taken forward</p> <p>3.7 Make a correct record of all telephone conversations, in particular the agreed transport arrangements, or other help offered, in line with organisational procedures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to communicate changes to transport arrangements	<p>4.1 Describe organisational operational activity and implications for pre-booked passenger journeys</p> <p>4.2 Describe the action that should be taken if prospective passengers cannot be contacted by telephone</p> <p>4.3 Describe how to summarise operational difficulties in an understandable way and the various alternatives that might apply</p> <p>4.4 Explain how to listen effectively and question prospective passengers in a way that is seen as supportive and helpful</p> <p>4.5 Explain the importance of tone of voice and giving a good impression of the organisation</p> <p>4.6 Explain how to communicate with callers who have speech or hearing difficulties or who speak a language or dialect different to their own</p> <p>4.7 Describe how to check a prospective passenger's understanding of the revised transport arrangements</p> <p>4.8 Describe organisational arrangements for recording the telephone contact and progressing agreed arrangements</p>			

Learner name: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

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## **Unit 19: Support Learners by Coaching in the Workplace**

<b>Unit code:</b>	BACEM 39
<b>Unit reference number:</b>	L/502/6118
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	26

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competency in supporting learners by coaching in the workplace. It covers the skills and competences required to give learners information and guidance on their work role. In particular it covers the provision of job-related coaching.

This unit relates to *GoSkills* National Occupational Standard Unit 38 – Support Learners by Coaching in the Workplace.

### **Assessment requirements/evidence requirements**

This unit should be assessed predominantly in the workplace.

Observation, witness testimony and professional discussion are all sources of evidence which can be used.

Simulation is not permitted.

The overarching assessment strategy for the Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (BACEM 39), which must be adhered to, is detailed in *Annexe E*.

### **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 support learners by coaching in the workplace</p>	<p>1.1 Take action to identify learners' needs and the resources and facilities required, including IT-based resources, to undertake the coaching role to help them meet these needs</p> <p>1.2 Identify what sources of information and support there are to help perform the role of coach</p> <p>1.3 Take action to agree how progress and any problems will be reviewed during the coaching process</p> <p>1.4 Within limits of own responsibility plan and maintain the coaching process</p>			
<p>2 Know how to support learners by coaching in the workplace</p>	<p>2.1 Describe the role of a coach</p> <p>2.2 Explain the coaching process, in particular how to:</p> <ul style="list-style-type: none"> <li>- provide appropriate coaching activities for particular situations including IT-based programmes</li> <li>- provide opportunities in the workplace for learners to develop skills and increase confidence</li> <li>- plan and monitor coaching activity</li> <li>- support structures available to learners</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.3 Explain the different techniques of coaching, including how to:</p> <ul style="list-style-type: none"> <li>- set goals and targets</li> <li>- analyse tasks</li> <li>- develop a plan</li> <li>- instruct by sharing knowledge and skills</li> <li>- communicate to learners in the most effective way, for example face-to-face, small groups</li> <li>- obtain and give feedback</li> <li>- analyse learners' strengths and weaknesses and help them to correct defects</li> </ul> <p>2.4 Describe the personal attributes of effective coaches</p> <p>2.5 Explain the benefits that can be gained from coaching</p> <p>2.6 Explain the factors that can inhibit learning</p> <p>2.7 Describe the different problems that can be experienced by all new entrants</p> <p>2.8 Explain the extent of own responsibility and who problems that cannot be solved should be reported to</p>			

Learner name: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

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## **Unit 20: Support Learners by Mentoring in the Workplace**

<b>Unit code:</b>	BACEM 40
<b>Unit reference number:</b>	R/502/6119
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	20

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competency in supporting learners by mentoring in the workplace. It covers the skills and competences required to give learners information and guidance on their work roles and expectations together with giving them encouragement and support to stay motivated. In particular it covers planning the mentoring process, setting up and maintaining the mentoring relationship, and giving mentoring support.

This unit relates to GoSkills National Occupational Standard Unit 39 – Support Learners by Mentoring in the Workplace.

### **Assessment requirements/evidence requirements**

This unit should be assessed predominantly in the workplace. Observation, witness testimony and professional discussion are all sources of evidence which can be used.

Simulation is not permitted.

The overarching assessment strategy for the Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (BACEM 40), which must be adhered to, is detailed in *Annexe E*.

### **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 support learners by mentoring in the workplace	<p>1.1 Take action to identify learners' needs and the resources and facilities required to undertake the mentoring role to help them meet these needs</p> <p>1.2 Identify what sources of information and support there are to help perform the role of mentor</p> <p>1.3 Take action to agree how progress and any problems will be reviewed during the mentoring process</p> <p>1.4 Within limits of own responsibility plan and maintain the mentoring process</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know and understand how to support learners by mentoring in the workplace	2.1 Explain relevant health and safety legislation, regulations and working procedures relevant to the workplace 2.2 Describe the role of a mentor 2.3 Explain the mentoring procedures to include rules on confidentiality and their role in the training policy 2.4 Explain the mentoring process, including how to: <ul style="list-style-type: none"> <li>- identify the benefits of a mentoring programme</li> <li>- provide opportunities in the workplace for learners to reflect on their performance, develop skills and increase confidence</li> <li>- plan and monitor mentoring activity</li> </ul> 2.5 Describe the personal attributes of effective mentors 2.6 Describe the different problems that can be experienced by all new entrants 2.7 Explain the extent of own responsibility and who problems that cannot be solved should be reported to			

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## Further information

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

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

### Key publications

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

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

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

## Professional development and training

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

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

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

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

### **Training and support for the lifetime of the qualifications**

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

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

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

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

## 14 Contact us

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

**Email:** wblcustomerservices@pearson.com

**Telephone:** 0844 576 0045

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

**Email:** wbl@pearson.com

**Telephone:** 0844 576 0045

# Annexe A: Quality assurance

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## Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson recognised centre and must have approval for qualifications that it is offering.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions 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

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Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson Edexcel 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 Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details, [qualifications.pearson.com](http://qualifications.pearson.com).



# Annexe C: Assessment requirements/strategy

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## **Assessment Strategy for Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport) based on GoSkills National Occupational Standards**

### **1. Introduction**

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

This responsibility means that *GoSkills* must:

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

This Assessment Strategy for the Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport) 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 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport) will be required to attend the awarding organisation forum at least once per year.

## 4. Evidence

### 4.1 Evidence from Workplace Performance

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

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

### 4.2 Use of Simulation in Assessments

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

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

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

## 5. Competence of Assessment Personnel

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

### 5.1 Competence of External Verifiers

A primary responsibility of the external verifier is to assure quality of internal verification and assessments across the centres for which they are responsible and to ensure that centres are assessing in line with the requirements of the National Occupational Standards for Road Passenger Vehicle Driving. 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.

### 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

### 5.4 Continued Personal and Professional Development

It is important that verifiers and assessors continue their own development to help them in their respective NVQ roles. It is expected that each approved centre will provide development programmes for its assessors and internal verifiers to maintain their technical or occupational expertise.

Awarding organisations should provide development programmes, workshops, seminars, etc, to promote good practice, quality and consistent assessments.





## Annexe D: Simulation

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Evidence requirements for the units of assessment in Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport) ( ) are detailed at unit level. The list below indicates which units can be assessed through simulation:

<b>Unit name</b>	<b>Unit code</b>	<b>Simulation allowed</b>
Ensure health and safety in the work environment in the road passenger transport industries	RPVD 1	Y
Drive community transport or chauffeured vehicles safely and efficiently	RPVD 2	N
Provide professional customer service in the road passenger transport industries	RPVD 3	N
Deal effectively with challenging situations and passengers on a bus or coach	PCVD 7	Y
Deal with emergencies and incidents during a journey transporting passengers in the community transport and chauffeur industries	RPVD 5	Y
Provide a transport service in the community transport and chauffeur industries for passengers who require assistance	RPVD 6	Y
Achieve effective working relationships with colleagues in the road passenger transport industries	RPVD 7	N
Operate a community transport service for children and young persons	RPVD 9	Y
Operate a community transport service	RPVD 10	N
Transport passengers in the community transport industry who have special requirements	RPVD 11	Y
Implement defensive driving in the road passenger transport industry	RPVD 12	N
Develop and maintain work skills and knowledge in the community transport, chauffeur and taxi and private hire vehicle industries	RPVD 14	N
Clean passenger transport vehicles in a routine way	RPVD 15	Y

<b>Unit name</b>	<b>Unit code</b>	<b>Simulation allowed</b>
Transport parcels, luggage and other items in the community transport and chauffeur industries	RPVD 16	Y
Plan routes in the road passenger transport industries	RPVD 17	N
Process fares in the community transport and chauffeur industries	RPVD 18	N
Manage and administer small businesses in the community transport, taxi or private hire industries	RPVD 19	N
Process telephone bookings in the road passenger transport industries	RPVD 20	Y
Support Learners by Coaching in the Workplace	BACEM 39	N
Support Learners by Mentoring in the Workplace	BACEM 40	N

## Annexe E: Assessment guidance

The following information has been provided by *GoSkills* for the Road Passenger Vehicle Driving (Community Transport) units where employers in the sector have indicated specific assessment criteria required to ensure that the units of assessment are being assessed consistently across all awarding organisations' centres. This guidance should be referred to when delivering the units.

<p><b>RPVD 1 – Ensure health and safety in the work environment in the road passenger transport industries (<i>Unit 1 in this specification</i>)</b></p>	
<p>Assessment guidance specified by a sector or regulatory body</p>	<p>When assessing this unit the following definition should be used:</p> <ul style="list-style-type: none"> <li>the organisation - this would be the company the learner works for or, if they are self-employed, the rules they have set for themselves to ensure that they comply with relevant legal and licensing requirements.</li> </ul>
<p><b>RPVD 2 – Drive community transport or chauffeured vehicles safely and efficiently (<i>Unit 2 in this specification</i>)</b></p>	
<p>Assessment guidance specified by a sector or regulatory body</p>	<p>When assessing this unit the following definition should be used:</p> <ul style="list-style-type: none"> <li>the organisation - this would be the company the learner works for or, if they are self-employed, the rules they have set for themselves to ensure that they comply with relevant legal and licensing requirements.</li> </ul>
<p><b>RPVD 3 – Provide professional customer service in the road passenger transport industries (<i>Unit 3 in this specification</i>)</b></p>	
<p>Assessment guidance specified by a sector or regulatory body</p>	<p>When assessing this unit the following definitions should be used:</p> <ul style="list-style-type: none"> <li>the organisation - this would be the company the learner works for or, if they are self-employed, the rules they have set for themselves to ensure that they comply with relevant legal and licensing requirements</li> <li>customer - includes passengers.</li> </ul>

**PCVD 7 – Deal effectively with challenging situations and passengers on a bus or coach (Unit 4 in this specification)**

Assessment guidance specified by a sector or regulatory body

None.

**RPVD 5 – Deal with emergencies and incidents during a journey transporting passengers in the community transport and chauffeur industries (Unit 5 in this specification)**

Assessment guidance specified by a sector or regulatory body

When assessing this unit the following definitions should be used:

- the organisation - this would be the company the learner works for or, if they are self-employed, the rules they have set for themselves to ensure that they comply with relevant legal and licensing requirements
- incident - an unplanned, uncontrolled event, which could have led to injury to persons or damage to vehicles and equipment, or some other loss
- emergency - a sudden unforeseen occurrence needing immediate action.

**RPVD 6 – Provide a transport service in the community transport and chauffeur industries for passengers who require assistance (Unit 6 in this specification)**

Assessment guidance specified by a sector or regulatory body

When assessing this unit the following definition should be used:

- the organisation - this would be the company the learner works for or, if they are self-employed, the rules they have set for themselves to ensure that they comply with relevant legal and licensing requirements.

**RPVD 7 – Achieve effective working relationships with colleagues in the road passenger travel industries (Unit 7 in this specification)**

Assessment guidance specified by a sector or regulatory body

When assessing this unit the following definitions should be used:

- the organisation - this would be the company the learner works for or, if they are self-employed, the rules they have set for themselves to ensure that they comply with relevant legal and licensing requirements.

**RPVD 9 – Operate a community transport service for children and young persons (*Unit 8 in this specification*)**

Assessment guidance specified by a sector or regulatory body

When assessing this unit the following definitions should be used:

- the organisation - this would be the company the learner works for or, if they are self-employed, the rules they have set for themselves to ensure that they comply with relevant legal and licensing requirements
- incident - an unplanned, uncontrolled event, which could have led to injury to persons or damage to vehicles and equipment, or some other loss.

**RPVD 10 – Operate a community transport service (*Unit 9 in this specification*)**

Assessment guidance specified by a sector or regulatory body

When assessing this unit the following definitions should be used:

- the organisation - this would be the company the learner works for or, if they are self-employed, the rules they have set for themselves to ensure that they comply with relevant legal and licensing requirements
- passenger comfort systems - this includes lighting, air conditioning, audio systems, heating and ventilation systems fitted to a vehicle.

**RPVD 11 – Transport passengers in the community transport industry who have special requirements (*Unit 10 in this specification*)**

Assessment guidance specified by a sector or regulatory body

When assessing this unit the following definitions should be used:

- passenger with special requirements could include a passenger who cannot be moved without considerable support, for example the passenger may be confined to a wheelchair, stretcher or trolley
- the organisation - this would be the company you work for or, if you are self-employed, the rules you have set for yourself to ensure that you comply with relevant legal and licensing requirements.

**RPVD 12 – Implement defensive driving in the road passenger transport industry (Unit 11 in this specification)**

Assessment guidance specified by a sector or regulatory body

When assessing this unit the following definition should be used:

- the organisation - this would be the company the learner works for or, if they are self-employed, the rules they have set for themselves to ensure that they comply with relevant legal and licensing requirements.

**RPVD 14 - Develop and maintain work skills and knowledge in the community transport, chauffeur and taxi and private hire vehicle industries (Unit 12 in this specification)**

Assessment guidance specified by a sector or regulatory body

When assessing this unit the following definitions should be used:

- taxi - a licensed hackney carriage vehicle
- the organisation - this would be the company the learner works for or, if they are self-employed, the rules they have set for themselves to ensure that they comply with relevant legal and licensing requirements.

**RPVD 15 – Clean passenger transport vehicles in a routine way (Unit 13 in this specification)**

Assessment guidance specified by a sector or regulatory body

None.

**RPVD 16 – Transport parcels, luggage and other items in the community transport and chauffeur industries (Unit 14 in this specification)**

Assessment guidance specified by a sector or regulatory body

When assessing this unit the following definitions should be used:

- items - when stated in the learning outcomes this means parcels and luggage
- the organisation - this would be the company the learner works for or, if they are self-employed, the rules they have set for themselves to ensure that they comply with relevant legal and licensing requirements.

**RPVD 17 – Plan routes in the road passenger transport industries  
(Unit 15 in this specification)**

Assessment guidance specified by a sector or regulatory body

When assessing this unit learners should be able to use a range of sources including paper maps, computer maps and other technologically-based formats.

**RPVD 18 – Process fares in the community transport and chauffeur industries (Unit 16 in this specification)**

Assessment guidance specified by a sector or regulatory body

**Assessment criterion 2.8**

When assessing the following should be covered:

- adults
- children
- concessionary
- special passenger groups

When assessing this unit the following definitions should be used:

- the organisation - this would be the company the learner works for or, if they are self-employed, the rules they have set for themselves to ensure that they comply with relevant legal and licensing requirements.

**RPVD 19 - Manage and administer small businesses in the community transport, taxi or private hire industries (Unit 17 in this specification)**

Assessment guidance specified by a sector or regulatory body

When assessing this unit the following definition should be used:

- taxi – a licensed hackney carriage vehicle.



**RPVD 20 - Process telephone bookings in the road passenger transport industries (Unit 18 in this specification)**

Assessment guidance specified by a sector or regulatory body

When assessing this unit the following definitions should be used:

- the organisation - this would be the company the learner works for or, if they are self-employed, the rules they have set for themselves to ensure that they comply with relevant legal and licensing requirements
- prospective passenger is used to denote both a single individual or a group.

**BACEM 39 – Support learners by coaching in the workplace (Unit 19 in this specification)**

Assessment guidance specified by a sector or regulatory body

Learners should be able to provide coaching activity to a range of individuals to include, as appropriate:

- new starters
- individuals unfamiliar with a particular technical matter
- individuals undertaking training to increase workplace skills
- individuals experiencing difficulty in specific technical aspects of their work.

Learners should be able to communicate in the following ways:

- face-to face verbal communication
- small group discussion
- presentation on technical issues to small groups
- written communication
- IT-based coaching programmes.

Examples of problems may include, where relevant, those from overseas needing, for example, language skills, as well as experienced staff requiring further development in workplace skills.

**BACEM 40 – Support learners by mentoring in the workplace (Unit 20 in this specification)**

Assessment guidance specified by a sector or regulatory body

Learners should be able to provide coaching activity to a range of individuals to include, as appropriate:

- new starters
- individuals unfamiliar with a particular technical matter
- individuals undertaking training to increase workplace skills
- individuals experiencing difficulty in specific technical aspects of their work
- trainees and others on development programmes.

Learners should be able to communicate in the following ways:

- face-to face verbal communication
- written communication.

Mentoring is to support and encourage people to reflect on their performance and manage their own learning in order that they may maximise their potential, develop their skills and improve their performance.

Examples of problems may include those from overseas needing language skills, as well as experienced staff requiring further development in workplace skills.

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