

Pearson Edexcel Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Taxi and Private Hire)

Specification

NVQ/Competence-based qualification

First registration January 2011

Issue 5

Edexcel, BTEC and LCCI qualifications

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About Pearson

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This specification is Issue 5. 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](https://www.pearson.com)

This qualification was previously known as:

Pearson Edexcel Level 2 NVQ certificate in road passenger vehicle driving (taxi and private hire) (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 (Taxi and Private Hire) specification issue 5 changes

Summary of changes made between previous issue and this current issue	Page number/ Section
Driver and Vehicle Standard Agency (DVSA) replaced with Vehicle and Operator Services Agency (VOSA)	Unit 4
Local Education Authority (LEA) replaced with Local Authority (LA)	Unit 8 and Annexe F
Independent Safeguarding Authority (ISA)/ Criminal Record Bureau (CRB) replaced with Disclosure and Barring Service (DBS)	Unit 8 and Annexe F
Insertion of Malpractice section	P9-10
Addition of new documents to Quality Assurance section	Annexe A

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

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

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Qualification title covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Taxi and Private Hire)

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Taxi and Private Hire)	600/0326/1	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. The Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a unit reference number and unit code.

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 (Taxi and Private Hire)

This qualification:

- is nationally recognised
- is based on the 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 taxi and private hire 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?

- Taxi driver (hackney carriage)
- Private hire driver
- Chauffeur.

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

This qualification offers various opportunities for progression within the workplace. It also offers progression to further vocational related qualifications such as the Pearson BTEC Level 2 Certificate in Introduction to the Role of the Professional Taxi and Private Hire Driver.

Sizes of NVQ/Competence-based qualifications

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

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

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

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

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

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

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

What is the qualification structure for the Pearson Edexcel Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Taxi and Private Hire)

Qualification TQT: 360. Qualification GLH (Guided Learning Hours): 161.

Individual units can be found in the *Units* section.

To achieve the Pearson Edexcel Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Taxi and Private Hire) qualification learners must achieve 36 credits – made up as follows:

- 30 credits from the Mandatory Units in Group A
- minimum of 4 credits from the Optional Units in Group B
- minimum of 1 credit from the Optional Units in Group C
- minimum of 1 credit from the Optional Units in Group D.

If learners are taking this qualification as part of the Apprenticeship Framework they must also complete the additional 3-credit unit, ERR1 from the Additional Unit in Group E.

Unit	Group A – Mandatory units	Credit	Level
	All eight units must be taken. Credit value required: minimum 30, maximum 30.		
1	H/602/6054 – Ensure health and safety of the taxi and private hire driver and passengers	6	2
2	K/602/6055 – Drive a taxi or private hire vehicle in a professional manner	3	2
3	M/602/6056 – Provide professional customer service in the taxi and private hire industries	5	2
4	T/602/6057 – Provide a safe and legal vehicle for transporting passengers by taxi and/or private hire	3	2
5	T/602/6060 – Provide a transport service in the taxi and private hire vehicle industries for customers who require assistance	5	2
6	A/602/6061 – Provide a service to customers using a wheelchair in an accessible taxi or private hire vehicle	3	2
7	R/602/6065 – Transport parcels, luggage and other items in the taxi and private hire industries	2	2
8	Y/602/6066 – Transport children and young persons by taxi, private hire or chauffeuring	3	2

Unit	Group B – Optional units Learners must complete a minimum of 4 optional credits from this group. Credit value required: minimum 4.	Credit	Level
9	A/602/6058 – Carry fare paying passengers within the framework of the private hire industry	4	2
10	F/602/6059 – Carry fare paying passengers within the regulatory framework of the taxi industry	4	2
Unit	Group C – Optional units Learners must complete a minimum of 1 optional credit from this group. Credit value required: minimum 1.	Credit	Level
11	J/602/6063 – Process fares and charges for private hire passengers	1	2
12	L/602/6064 – Process fares and charges for taxi passengers	1	2
Unit	Group D – Optional units Learners must complete a minimum of 1 optional credit from this group. Credit value required: minimum 1.	Credit	Level
13	F/602/6062 – Plan routes in the taxi and private hire industries	1	2
14	K/602/6007 – Develop and maintain work skills and knowledge in the community transport, chauffeur, and taxi and private hire industries	2	2
15	M/602/6025 – Manage and administer small businesses in the community transport, taxi or private hire vehicle industries	4	3
16	A/602/6027 – Process telephone bookings in the road passenger transport industries	2	2
Unit	Group E – Additional unit Learners taking this qualification as part of the Apprenticeship Framework, need to complete this 3-credit unit.	Credit	Level
ERR1	L/602/5934 – Employment Rights and Responsibilities in the Passenger Transport Sector	3	2

How is the qualification graded and assessed?

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

To pass a unit the learner must:

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

This qualification is designed to be assessed:

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

Assessment requirements/strategy

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

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

Evidence of competence may come from:

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

It is important that the evidence is:

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

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

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

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

The abbreviations may be used for cross-referencing purposes.

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

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

Centre recognition and approval

Centre recognition

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

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

Approvals agreement

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

Quality assurance

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

What resources are required?

This qualification is designed to support learners working in the Road Passenger Vehicle Driving (taxi and private hire) 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.

Dealing with malpractice in assessment

Malpractice refers to any act which may adversely affect learners, undermine public confidence in qualifications, undermine the integrity and validity of assessment and/or damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Centre guidance: Dealing with malpractice and maladministration, available on our website.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. Our document Centre guidance: Dealing with malpractice and maladministration, gives full information on the actions we expect you to take.

If we believe that a centre is failing to conduct assessments appropriately, we may arrange enhanced quality assurance measures or conduct investigations. The Centre Guidance document referenced above gives further information and examples, and details the penalties and sanctions that may be imposed. Our investigations are conducted in accordance with the JCQ Suspected Malpractice Policies and Procedures (<https://www.jcq.org.uk/exams-office/malpractice/jcq-suspected-malpractice-policies-and-procedures-2019-2020>).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur in the delivery of Pearson assessments. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations team at candidatemalpractice@pearson.com.

The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (including maladministration) by centre staff, before any investigation is undertaken. The head of centre is required to inform the Investigations team by submitting a JCQ M2 form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Full guidance can be found in the JCQ Suspected Malpractice Policies and Procedures (<https://www.jcq.org.uk/exams-office/malpractice/jcq-suspected-malpractice-policies-and-procedures-2019-2020>) and our Investigations team is of course also here to assist with any queries.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

Unit format

Each unit in this specification contains the following sections.

Unit title:					This is the formal title of the unit that will appear on the learner's certificate.
Unit reference number:					This is the unit owner's reference number for the specified unit.
Level:					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Guided learning hours:					Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: **Ensure health and safety of the taxi and private hire driver and passengers**

Unit code: RPVD 21

Unit reference number: H/602/6054

Level: 2

Credit value: 6

Guided learning hours: 21

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in ensuring health and safety of themselves and their passengers. This unit is particularly suitable for learners who work as drivers of taxis and private hire vehicles.

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 and Unit 4 – Deal effectively with difficult passengers 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 (Taxi and Private Hire) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 21), which must be adhered to, is detailed in *Annexe G*.

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 hazards and assess risks to health and safety	1.1 Identify their responsibilities within the regulatory framework designed to protect self and passengers against potential hazards and risk 1.2 Identify hazards and risks within the work environment that could expose a driver and passenger(s) to potential danger 1.3 Carry out a risk assessment 1.4 Obtain assistance and advice from an appropriate person when the level of the risk is not certain 1.5 Take action to remove or isolate the hazard 1.6 Record and communicate details of a particular hazard and risk so that contingencies and future plans can be implemented by appropriate people			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to identify hazards and assess risks to health and safety	2.1 Identify the main health and safety frameworks and policies that protect the driver, passenger and other road users 2.2 Describe the difference between a hazard and a risk 2.3 Describe hazards a driver may face 2.4 Describe possible responses to identified hazards to limit risk to self, passengers and other road users 2.5 Describe how to undertake a risk assessment to limit the risk to self, passenger(s) and other road users 2.6 Outline the 'duty of care' a driver has in relation to passengers and other road users 2.7 Describe consequences of not following health and safety rules and regulations 2.8 Identify the types of insurance that a driver requires for indemnifying self or customer(s) for harm or loss 2.9 Describe how to minimise physical risks as a result of manual handling, movements and postures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to prevent or protect oneself and passengers against potential hazards and risks</p>	<p>3.1 Co-operate with people and policies designed to reduce exposure to hazards and potential risk</p> <p>3.2 Follow policies or procedures designed to limit risk</p> <p>3.3 Take immediate and effective action where the safety or welfare of the passenger is at risk</p> <p>3.4 Take action that is within own personal limits of authority and ability</p> <p>3.5 Report incidents considered serious enough to the appropriate person or body</p>			
<p>4 Understand how to prevent or protect oneself against potential hazards and risks</p>	<p>4.1 Describe the different roles of the emergency services and personnel who can support a driver in the course of their duties</p> <p>4.2 Explain how to reduce and prevent emotional stress and anger when driving</p> <p>4.3 Describe how to use appropriate equipment and alarm systems to act as a deterrent and limit personal risk to a driver</p> <p>4.4 Describe the use of conflict management techniques to limit personal risks</p> <p>4.5 Explain the importance of healthy lifestyle in relation to their duties</p> <p>4.6 Explain the importance of contingency planning for unforeseen incidents and emergencies</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Respond to an emergency affecting passengers	5.1 Demonstrate how to respond to emergency situations that affect the passenger's safety including: <ul style="list-style-type: none"> - how to contact the appropriate service for assistance - how to use appropriate emergency equipment 			
6 Understand how to respond to an emergency affecting passengers	6.1 Explain why it is important to follow the customers' instructions in an incident or emergency involving that customer 6.2 Outline the action to be taken in the event of a vehicle breakdown at the roadside 6.3 Explain the necessity of ensuring the customers' safety and welfare in the event of an incident or emergency 6.4 Explain the importance of providing reassurance to passengers who may be in shock, worried or concerned 6.5 Outline the procedures that a driver can take when confronted with a road accident or other acute emergency			

Learner name: _____

Learner signature: _____

Assessor signature: _____

Internal verifier signature: _____

(if sampled)

Date: _____

Date: _____

Date: _____

Date: _____

Unit 2: Drive a taxi or private hire vehicle in a professional manner

Unit code:	RPVD 22
Unit reference number:	K/602/6055
Level:	2
Credit value:	3
Guided learning hours:	18

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in driving a taxi or private hire vehicle. This unit is particularly suitable for learners who work as drivers of taxis or private hire vehicles.

This unit relates to *GoSkills* National Occupational Standard Unit 2 – Drive 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.

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 (Taxi and Private Hire) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 22), which must be adhered to, is detailed in *Annexe G*.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to prepare to drive the vehicle for the safe transport of passengers</p>	<p>1.1 Demonstrate they hold a current driver’s licence as issued by the relevant licensing authority</p> <p>1.2 Demonstrate that the vehicle has a current vehicle licence issued by the licensing authority and it is displayed correctly</p> <p>1.3 Demonstrate that insurance policies in respect of third party risks are in place</p> <p>1.4 Demonstrate that the vehicle operator or proprietor has a current and valid MOT or a certificate of compliance issued on behalf of the Department for Transport</p> <p>1.5 Carry out a pre-drive check to ensure the licensed vehicle meets the licensing conditions in respect of transporting passengers safely</p> <p>1.6 Display the driver’s badge in a manner prescribed by legislation</p> <p>1.7 Demonstrate the vehicle is prepared to carry passengers safely and carries emergency equipment as the licensing conditions require</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to prepare oneself to drive the vehicle for the safe transport of passengers	2.1 Explain the importance of being physically and mentally fit to drive 2.2 Outline the medical criteria for 'fitness to drive' 2.3 Describe how common ailments can affect a driver's judgement and concentration 2.4 Describe how over the counter medicines can affect a driver's judgement and concentration 2.5 Describe how alcohol and drugs affect a driver's ability to drive 2.6 Describe how the following can affect a driver's concentration and judgement: <ul style="list-style-type: none"> - heavy traffic volumes - weather conditions - parking - delays - meeting unrealistic time schedules - stress 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to drive the vehicle and transport passengers safely and in comfort	3.1 Ensure that passengers comply with the current Seat Belt Regulations 3.2 Interpret the journey details from passenger or booking office request 3.3 Ensure passengers are seated comfortably and any luggage is secured 3.4 Drive the vehicle in a manner that is safe for customers and other road users; adapting driving style according to the specific needs of the customer 3.5 Drive in a manner that promotes economy of fuel, tyre and brake wear			
4 Know how to transport customers in a safe and comfortable manner	4.1 Outline the relevant legislation relating to the use of seatbelts 4.2 Describe how driving style should be adapted to the prevailing road conditions 4.3 Describe the elements of defensive driving 4.4 Describe the importance of mirrors and signalling to the taxi and private hire driver as they continue to stop and start from the roadside 4.5 Define the following in relation to driving safely: <ul style="list-style-type: none"> - safe following distance - thinking distance - braking distance 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.6 Describe what a safe following distance is for all conditions 4.7 Describe how stopping distances are affected by: <ul style="list-style-type: none"> - gradients - road surface - condition of the vehicle - stress - tiredness 4.8 Describe the use of safety measures to control speed, red light and traffic infringements 4.9 Describe how personal driving style affects how efficiently the vehicle runs 4.10 Describe how personal driving style can contribute to protecting the environment 4.11 Describe how personal driving style affects customer comfort			

Learner name: _____

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Unit 3: Provide professional customer service in the taxi and private hire industries

Unit code:	RPVD 23
Unit reference number:	M/602/6056
Level:	2
Credit value:	5
Guided learning hours:	16

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence providing professional customer service to customers. This unit is particularly suitable for learners who work as drivers of taxis and private hire vehicles.

This unit relates to *GoSkills* National Occupational Standard Unit 3 – Provide professional customer service in the road passenger transport 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 (Taxi and Private Hire) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 23), which must be adhered to, is detailed in *Annexe G*.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to demonstrate professionalism and efficiency	1.1 Demonstrate a professional image to customers including any legal requirements 1.2 Deal with customers' needs efficiently and effectively			
2 Understand the importance of providing a professional service in a competitive passenger transport market	2.1 Explain how personal appearance can influence a customer's first impression and generate repeat business 2.2 Describe the choices of transport provider that a customer may have 2.3 Explain why a customer would choose to travel by taxi or private hire vehicle 2.4 Explain the importance of projecting a professional image to the customer including: <ul style="list-style-type: none"> - providing a clean vehicle both inside and out - being cordial, friendly and welcoming - having professional knowledge 			
3 Be able to deliver quality customer service to customers	3.1 Meet the customers' expectations in terms of arrival times 3.2 Assist customers with luggage and any other requests at start, throughout and at the end of a journey within own personal responsibilities and ability			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to deliver quality customer service	4.1 Explain the effects of different levels of service quality and how they could influence: <ul style="list-style-type: none"> - customer expectations - profitability - market share 4.2 Describe services and facilities available and how they are delivered 4.3 Outline customer services delivered to the taxi and private hire customer 4.4 Describe the special customer guidance and welcome that a driver can offer travellers arriving and departing at transport hubs and interchanges 4.5 Explain why it is important that all customers should be treated equally when accessing passenger transport 4.6 Identify the main legislative acts that protect the taxi/private hire customer against discriminatory practices 4.7 Describe what is meant by the terms 'stereotyping' and 'harassment' 4.8 Describe examples of different types of discrimination that drivers should be aware of 4.9 Outline the circumstances where a driver could be accused of discrimination 4.10 Outline how a taxi or private hire operator can amend the service to meet the relevant codes of practice, licence conditions and equality legislation			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to work and communicate effectively with people who can support and assist customers	5.1 Work with and alongside people who can support and share knowledge to improve service to customers			
6	Know how to work and communicate effectively with people who can support and assist customers	6.1 Describe the importance of working alongside people who can support and share knowledge to improve the business			

Learner name: _____

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Unit 4: Provide a safe and legal vehicle for transporting passengers by taxi and/or private hire

Unit code:	RPVD 24
Unit reference number:	T/602/6057
Level:	2
Credit value:	3
Guided learning hours:	15

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in providing a safe and legal vehicle for transporting passengers by taxi and private hire vehicle. This unit is particularly suitable for learners who work as drivers of taxis and private hire vehicles.

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 (Taxi and Private Hire) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 24), which must be adhered to, is detailed in *Annexe G*.

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 clean the vehicle in preparation for transporting fare paying passengers</p>	<p>1.1 Select the appropriate equipment and cleaning agents for washing the vehicle exterior</p> <p>1.2 Use washing facilities and cleaners to remove road grime and other contaminants from the vehicle body</p> <p>1.3 Select appropriate equipment and cleaning agents to clean the interior of the vehicle</p> <p>1.4 Use the appropriate equipment to clean the interior of the vehicle</p> <p>1.5 Prepare and maintain the vehicle exterior and interior to licensing condition requirements</p>			
<p>2 Know how to clean the vehicle in preparation for fare paying passengers</p>	<p>2.1 Identify the cleaning agents most suitable for cleaning the exterior and interior of the vehicle</p> <p>2.2 List and describe the common vehicle contaminants</p> <p>2.3 Explain the relevance of the Control of Substances Hazardous to Health (COSHH) when selecting cleaning agents</p> <p>2.4 Describe how to dispose of waste products safely and correctly</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to carry out a routine inspection of a licensed vehicle prior to carrying passengers	3.1 Inspect the exterior of the vehicle to ensure licensing and other user regulations are met 3.2 Inspect the interior of the vehicle to ensure licensing and other user regulations are met 3.3 Inspect and check any specialist equipment on the vehicle 3.4 Inspect and check seat belts and anchorage points for operation and security 3.5 Inspect and check the operation of all lighting and signalling equipment 3.6 Inspect and check condition and operation of wipers and washers 3.7 Examine obligatory mirrors and windscreen glass for cracks, damage and discolouration 3.8 Examine for signs of water, fuel and oil leaks 3.9 Inspect wheels and tyres for the following: <ul style="list-style-type: none"> - security - under-inflation - splits - cuts - tread wear 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know how to undertake a regular inspection regime to maintain the safety and efficiency of the licensed vehicle</p>	<p>4.1 Outline the necessity of regular vehicle servicing and maintenance</p> <p>4.2 State the requirements of the regulations for inspection and testing of the licensed vehicle</p> <p>4.3 Describe how to carry out a routine safety inspection to ensure the licensed vehicle meets the required standard for carrying passengers</p> <p>4.4 Outline the requirements of the regulations in regard to the power of authorised persons to inspect and test a vehicle at any reasonable time for its fitness to operate</p> <p>4.5 Explain the role of the Vehicle and Operator Services Agency (VOSA) in ensuring that National Inspection Standards are maintained</p> <p>4.6 Explain the effect of the following terms:</p> <ul style="list-style-type: none"> - compliance - immediate prohibition notice - delayed prohibition notice - defect notice - advisory note - fixed penalties - suspensions <p>4.7 Explain the driver's responsibility in relation to current environmental standards</p> <p>4.8 Explain why accident damage needs to be reported to the licensing authority</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Be able to carry out basic servicing and operational checks to maintain vehicle safety and efficiency</p>	<p>5.1 Carry out fluid level checks and replenish including:</p> <ul style="list-style-type: none"> - engine oil - washer fluid - brake fluid - coolant <p>5.2 Inspect and test vehicle systems prior to carrying passengers as appropriate for the vehicle being operated</p>			
<p>6 Know how to monitor vehicle systems between service intervals and inspections</p>	<p>6.1 Describe the importance of vehicle monitoring systems to keep the driver informed of potential problems</p> <p>6.2 Outline how the Road Vehicles (Construction and Use) Regulations 1986 may influence a driver in the maintenance and selection of tyres</p> <p>6.3 Outline the legal requirements regarding tyres in respect of the following:</p> <ul style="list-style-type: none"> - tread depth - uniform wear - splits - cuts - damage - inflation pressures 			

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Unit 5: Provide a transport service in the taxi and private hire vehicle industries for customers who require assistance

Unit code:	RPVD 27
Unit reference number:	T/602/6060
Level:	2
Credit value:	5
Guided learning hours:	16

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in providing a transport service for customers who require assistance in a taxi or private hire vehicle. This unit is particularly suitable for learners who work as drivers of taxis and private hire vehicles.

This unit relates to GoSkills National Occupational Standard Unit 6 – Provide a Transport Service in the Community Transport, Chauffeur and Taxi and Private Hire Vehicle Industries for customers 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 (Taxi and Private Hire) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 27), which must be adhered to, is detailed in *Annexe G*.

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 when customers need assistance and provide appropriate assistance	1.1 Demonstrate an awareness of a customer's need for assistance 1.2 Offer the customer the appropriate help and assistance that they require 1.3 Offer assistance promptly and in a way that is polite and considerate and respects the dignity of the customers 1.4 Decide with the customer's approval the assistance measures that are required 1.5 Assess whether the assistance required will cause any risk to themselves or the customer(s) 1.6 Refer to contingency plans when the assistance required cannot be provided 1.7 Work within the relevant legislation and codes of practice when deciding on the assistance to be given 1.8 Recognise when the customer does not want assistance			
2	Know how to identify when customers need assistance and provide appropriate assistance	2.1 Describe how to recognise customers who may need assistance 2.2 Describe the role of assistance dogs and their coloured jackets 2.3 Outline the consequences of refusing an assistance dog without justification			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand anti-discriminatory legislation	3.1 Explain the vehicle accessibility provisions contained in current Equality Legislation 3.2 Describe the legal duties of a driver in assisting passengers 3.3 Explain why a driver can be exempted from assisting passengers			
4	Be able to offer appropriate assistance to customers who may experience difficulties in using licensed vehicles	4.1 Provide an appropriate service to customers who require assistance			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Know how to provide an appropriate service for customers who may experience difficulties in using taxis and private hire vehicles</p>	<p>5.1 Explain why it is important to request the customer's permission before providing assistance</p> <p>5.2 Describe the particular assistance measures that a driver can take when offering assistance to customers including those who:</p> <ul style="list-style-type: none"> - are deaf or have impaired hearing - are blind or are partially sighted - are non-ambulant or have limited mobility - have learning difficulties - have particular speech or communication difficulties <p>5.3 Explain the terms 'preserving dignity' and 'duty of care' in the context of assisting customers who have special assistance requirements</p> <p>5.4 Explain why no extra charges are applicable to the transport of assistance dogs</p> <p>5.5 Explain why door-to-door service should not be reflected in waiting charges</p> <p>5.6 Explain why it is important that help and assistance is carried through at all stages of the journey</p> <p>5.7 Describe how a driver can appeal against a Penalty Charge Notice (PCN) when a PCN has been received for extending a waiting period or infringing a parking restriction</p>			

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Unit 6: Provide a service to customers using a wheelchair in an accessible taxi or private hire vehicle

Unit code:	RPVD 28
Unit reference number:	A/602/6061
Level:	2
Credit value:	3
Guided learning hours:	13

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in providing a service to customers using a wheelchair in an accessible taxi or private hire vehicle. This unit is particularly suitable for learners who work as drivers of taxis or private hire vehicles.

This unit relates to GoSkills National Occupational Standard Unit 6 – Provide a Transport Service in the Community Transport, Chauffeur and 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 (Taxi and Private Hire) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 28), which must be adhered to, is detailed in *Annexe G*.

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 provide safe wheelchair assistance to customers who require transfer to the accessible vehicle	1.1 Correctly deploy, secure and stow the wheelchair ramp 1.2 Check the ramp incline for safe entry and exit of the wheelchair, customer and driver 1.3 Safely manoeuvre a wheelchair and its occupant into and out of the vehicle and position them in the correct orientation 1.4 Demonstrate that the brakes are applied and the wheelchair is secured by the manufacturer's restraints 1.5 Correctly fit the appropriate customer seat belt and wheelchair restraint, and headrest/backrest if fitted 1.6 Ensure that the customer is safe and secure before moving off 1.7 Safely reverse a wheelchair and its occupant down a ramp			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to provide safe assistance for customers who want to transfer from wheelchair to the vehicle</p>	<p>2.1 Open and fold a four-wheeled wheelchair</p> <p>2.2 Discuss with the customer their capabilities in safely transferring themselves from the wheelchair into and out of the vehicle</p> <p>2.3 Check that the wheelchair is fit for purpose and that it is completely stable prior to the customer lifting themselves out of and into the wheelchair</p> <p>2.4 Select and use the correct disability aid for transfer of the customer into and out of the vehicle</p>			
<p>3 Know how to provide safe wheelchair assistance to customers who require transfer to the accessible vehicle</p>	<p>3.1 Describe the specialist equipment that may be fitted to an accessible vehicle</p> <p>3.2 Explain the importance of carrying out regular inspections and risk assessment of specialist equipment</p> <p>3.3 Explain the importance of knowing the safe working loads and limits of specialist equipment and any inspection and testing regimes that must be applied</p> <p>3.4 Describe how to safely restrain a wheelchair and passenger</p> <p>3.5 Describe appropriate procedures for dealing with defective passenger-safety equipment</p> <p>3.6 Describe the actions that can be taken to deal with situations where schedules cannot be met</p> <p>3.7 Describe the action that can be taken to deal with situations where customers are not at their agreed pick-up points</p>			

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Unit 7: Transport parcels, luggage and other items in the taxi and private hire industries

Unit code:	RPVD 32
Unit reference number:	R/602/6065
Level:	2
Credit value:	2
Guided learning hours:	8

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in transporting parcels, luggage and other items in the taxi and private hire vehicle industries. This unit is particularly suitable for learners who work as drivers of taxis and private hire vehicles.

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 (Taxi and Private Hire) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 32), which must be adhered to, is detailed in *Annexe G*.

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 accept and load parcels, luggage and other items for transporting</p>	<p>1.1 Follow customers' instructions as to the transport and destination of luggage and other items</p> <p>1.2 Check luggage and other items for damage before accepting for transport</p> <p>1.3 Carry out a risk assessment before any manual handling operation is performed</p> <p>1.4 Use the correct lifting technique to lift and carry luggage and other items for transport</p> <p>1.5 Distribute and protect luggage and other items from the following:</p> <ul style="list-style-type: none"> - stress - weight transfer - impact - crush - piercing - inclement weather <p>1.6 Demonstrate that precautions have been taken to secure luggage and protect against theft</p> <p>1.7 Take action when luggage or items are too heavy to lift or carry</p>			

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 Outline the relevant regulations and insurance requirements related to transporting luggage or items 2.2 Define the terms 'duty of care' and 'vicarious liability' in relation to transporting parcels, luggage and other items 2.3 Describe how to deal with substances that have special requirements 2.4 Describe the precautions that have to be taken when loading and transporting personal equipment 2.5 Explain the requirements of the Manual Handling Operations Regulations 1992 2.6 Describe how to carry out a risk assessment prior to undertaking any manual handling activity 2.7 Describe the injuries that can occur when manual handling 2.8 Outline how to avoid injuries when manual handling 2.9 Describe the importance of reporting accidents 2.10 Describe the kinetic lifting principle 2.11 Explain the consequences of accepting illegal goods to transport even if the driver was unaware of the content of the package 2.12 Explain the precautions that should be taken if asked to transport goods that have no package details or tracing paperwork			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.13 Identify the authority that should be contacted if there is a suspicion that a package is illegal or contains an explosive device 2.14 Explain why it is important that drivers who are carrying out courier work have a consignment note provided by the customer			
3 Be able to carry out lost property checks and take the appropriate steps to identify the owner	3.1 Carry out a routine check of the vehicle for lost property 3.2 Hand over lost property to the relevant person 3.3 Collect a receipt for the lost property from the relevant person			
4 Know how to carry out lost property checks and take the appropriate steps to identify the owner	4.1 Describe the precautions necessary when carrying out a routine check of the vehicle 4.2 Describe what assistance can be given the operator or police to try to source the owner of lost property 4.3 Outline licence conditions in respect of delivering lost property back to the owner			

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Unit 8: Transport children and young persons by taxi, private hire or chauffeuring

Unit code:	RPVD 33
Unit reference number:	Y/602/6066
Level:	2
Credit value:	3
Guided learning hours:	21

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in transporting children and young persons whether directly or under a contract with a public organisation. This unit is particularly suitable for learners who work as drivers of taxis, private hire vehicles and chauffeurs.

This unit relates to *GoSkills* National Occupational Standard Unit 8 – Transport Children and Young Persons by Taxi, Private Hire and Chauffeuring 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 (Taxi and Private Hire) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 33), which must be adhered to, is detailed in *Annexe G*.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to prepare a vehicle for transporting children and young persons</p>	<p>1.1 Prepare the vehicle in accordance with the licensing conditions and/or LA (Local Authority) contract specifications</p> <p>1.2 Carry out a vehicle inspection that may include ancillary equipment designed to assist the boarding and alighting of children and young persons who require special assistance measures</p>			
<p>2 Understand the role of the driver in ensuring that the vehicle and its ancillary components are fit for purpose</p>	<p>2.1 Explain the importance of vehicle safety checks within school and social service contracts</p> <p>2.2 Describe the importance of regular vehicle inspection reporting systems</p> <p>2.3 Explain the terms 'duty of care' and 'negligence' and how these apply when transporting children and young persons</p> <p>2.4 Outline the current seat belt law relating to children and young persons</p> <p>2.5 Outline the legal responsibility of the driver to children of a certain age or height</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to safely pick up and transport children and young persons to an appointed destination point where they can be safely handed over to an authorised person</p>	<p>3.1 Demonstrate that they have been contracted to transport children and young persons</p> <p>3.2 Provide assistance where required for securing a seat belt or child restraint</p> <p>3.3 Ensure that all children and young persons who require assistance are assisted</p> <p>3.4 Arrive at the collection or destination point at the agreed time</p> <p>3.5 Transport children and young persons safely in line with operator policies and LA/licensing authority contract requirements and conditions</p>			
<p>4 Know how to safely pick up and transport children and young persons to a destination point where they can be safely handed over to an authorised person</p>	<p>4.1 Outline the Disclosure and Barring Service in protecting children and young people</p> <p>4.2 Describe the role and responsibilities of a driver and an escort when transporting children and young persons within a contract supplied by a local authority or LA</p> <p>4.3 Explain the importance of informing children and young persons of the following:</p> <ul style="list-style-type: none"> - danger areas around the vehicle that can cause serious harm or injury - when and how to enter or leave the vehicle <p>4.4 Explain the importance of maintaining the dignity of the child when assisting with boarding and alighting</p> <p>4.5 Explain how to ensure the school, college, teachers and/or parents are confident in their abilities</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.6 Explain the term 'in loco parentis' and how it applies to the driver in charge</p> <p>4.7 Describe how to deal with the following:</p> <ul style="list-style-type: none"> - an unwell child - travel sickness - bullying - misbehaviour - a distressed child <p>4.8 Explain how to communicate with children and young people in a sensitive manner ensuring controls on bad behaviour and high spirits are maintained</p> <p>4.9 Explain why close contact should be kept with the operator, school, college or contracting authority if a potential problem arises with the transport arrangements</p> <p>4.10 Explain the importance of the 'handover of responsibilities' to a waiting parent, guardian or school</p> <p>4.11 Outline a contingency plan that could be adopted if an incident or emergency took place during the transportation of children and young persons</p> <p>4.12 Explain the importance of a driver's log or diary to record incidents and allegations</p>			

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Unit 9: Carry fare paying passengers within the framework of the private hire industry

Unit code:	RPVD 25
Unit reference number:	A/602/6058
Level:	2
Credit value:	4
Guided learning hours:	25

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in operating a private hire vehicle within the regulatory framework pertaining to the licensing area in which they are licensed to transport passengers.

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 (Taxi and Private Hire) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 25), which must be adhered to, is detailed in *Annexe G*.

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 Understand the reasons why drivers, vehicles and operators have to have a licence to operate	1.1 Outline the reasons why drivers, vehicles and operators are licensed in the private hire and taxi trades			
2 Understand how to meet the requirements to hold and retain a driver's licence	2.1 Explain how to obtain a private hire driver's licence 2.2 Explain the reasons why a medical exemption certificate may be granted for: <ul style="list-style-type: none"> - Group 2 medical standards - the carriage of assistance dogs - provision of assistance to disabled people under legislation 2.3 Explain the term 'fit and proper' in the context of an application for a driver's licence 2.4 Explain the term 'full disclosure' in the context of an application for a driver's licence 2.5 State the duration a driver's licence is valid as determined by the regulations or the licensing authority 2.6 Outline the relevant sections of the Statutory Regulations that apply to the licensing of private hire drivers 2.7 Explain the appeals procedures within the relevant regulations for applicants who have had their licence applications refused, suspended or revoked			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.8 Describe the circumstances where a driver's licence can be immediately suspended or revoked 2.9 Identify the person(s) who are permitted to drive a licensed vehicle 2.10 Identify the persons who have the authority to request to see a driver's or operator's licence			
3 Know how to provide a private hire vehicle that meets the requirements of the licensing authority	3.1 Define the terms type approval and the categories in respect of licensing a private hire vehicle 3.2 Outline vehicle licensing conditions 3.3 Describe the term 'no-limit' when issuing private hire vehicle licenses 3.4 Describe the type of sign that would be considered illegal if displayed on a private hire vehicle 3.5 Identify the types of vehicles and operations that can be exempt from licensing 3.6 Explain the consequences of not exhibiting a licence plate as prescribed by the licensing authority 3.7 Outline the key details that can be found on a licence plate 3.8 Identify the timeframe during which licence plates and discs have to be returned to the licensing authority on vehicle suspension, revocation or expiry 3.9 Describe the circumstances where a vehicle licence can be immediately suspended or revoked 3.10 Outline the appeals procedure if a vehicle licence has been refused, suspended or revoked			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to work within the regulatory framework for carrying passengers for hire and reward	4.1 Successfully respond to a booking from an operator 4.2 Successfully respond to a booking via a radio request or the sending of data			
5 Know how to work within the regulatory framework for carrying passengers for hire and reward	5.1 Explain the term 'pre-booking' 5.2 Explain how hackney carriage and private hire fares are determined 5.3 Describe the statutory legislation where it concerns illegal plying for hire, including touting for business 5.4 Describe the consequences of plying for hire without a hackney carriage licence including insurance implications 5.5 Describe the circumstances where drivers may be liable to be charged with an offence under local byelaws 5.6 Explain the difference between signage that is prohibited/curtailed on private hire vehicles and the signage and advertising permitted on hackney carriage vehicles 5.7 Outline the legal requirement regarding no smoking including signage			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to discharge the duties and responsibilities of a licensed operator	6.1 State the requirements for operator licensing 6.2 State the duration of the operator’s licence 6.3 State who is responsible for taking private hire bookings 6.4 Outline how that booking is discharged in line with legislation 6.5 Describe the requirements of a licensed operator for the following: <ul style="list-style-type: none"> - recording bookings - producing records - maintaining a register of drivers and vehicle details - operator licences - displaying a company tariff sheet - presenting a suitable waiting room 6.6 Describe the legislative requirements applying to the use of vehicles and drivers used under an operator licence within the district (cross-border hiring) 6.7 Outline under what circumstances an operator licence can be refused, suspended or revoked 6.8 Outline the appeals procedure if an operator’s licence has been refused, suspended or revoked			

Learner name: _____

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(if sampled)

Unit 10: Carry fare paying passengers within the regulatory framework of the taxi industry

Unit code:	RPVD 26
Unit reference number:	F/602/6059
Level:	2
Credit value:	4
Guided learning hours:	25

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in operating a hackney carriage/taxi within the regulatory framework pertaining to the licensing area in which they are licensed to transport passengers.

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 (Taxi and Private Hire) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 26), which must be adhered to, is detailed in *Annexe G*.

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 Understand the reasons why drivers and vehicles have to obtain a licence	1.1 Outline the reasons why drivers, vehicles and operators are licensed separately in the private hire and taxi trades			
2 Know how to meet the requirements to hold and retain a driver's licence	2.1 Explain how to obtain a hackney carriage driver's licence 2.2 Explain the reasons why a medical exemption certificate may be granted for: <ul style="list-style-type: none"> - Group 2 medical standards - the carriage of assistance dogs - provision of assistance to disabled people under legislation 2.3 Explain the term 'fit and proper' in the context of an application for a driver's licence 2.4 Explain the term 'full disclosure' in the context of an application for a driver's licence 2.5 State the duration a driver's licence is valid as determined by the regulations or the licensing authority 2.6 Outline the relevant section of the Statutory Regulations that apply to the licensing of hackney carriage drivers 2.7 Explain the appeals procedure within the relevant regulations for applicants who have had their licence applications refused, suspended or revoked			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.8 Describe the circumstances where a driver's licence may be immediately suspended or revoked 2.9 Identify the person(s) who are permitted to drive a licensed vehicle 2.10 Identify the authorised persons who have the authority to request to see a driver's licence			
3 Know how to provide a hackney carriage that meets the requirements of the licensing authority	3.1 Define the terms type approval and the categories in respect of licensing a taxi 3.2 Outline vehicle licensing conditions 3.3 Describe the terms de-regulation and restriction when issuing vehicle licenses 3.4 Explain the consequences of not exhibiting a licence plate as prescribed by the licensing authority 3.5 Outline the key details that can be found on a licence plate 3.6 Identify the timeframe during which licence plates and discs have to be returned to the licensing authority on vehicle suspension, revocation or expiry 3.7 Identify the circumstances where a vehicle licence can be immediately suspended or revoked 3.8 Outline the appeals mechanism if a vehicle licence has been refused, suspended or revoked			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to work within the regulatory framework for carrying passengers for hire and reward</p>	<p>4.1 Successfully respond to a 'flag down'</p> <p>4.2 Successfully respond to a request at an authorised rank</p> <p>4.3 Successfully respond to a request for an estimate for a journey outside the licensing boundary</p> <p>4.4 Successfully respond to a booking from an operator</p> <p>4.5 Successfully respond to a booking via a radio request or the sending of data</p> <p>4.6 Process a hackney carriage fare from the taximeter to the customer receipt</p> <p>4.7 Process a fare where an extra charge is applied from the fare table</p>			
<p>5 Know how to work within the regulatory framework for carrying passengers for hire and reward</p>	<p>5.1 Explain the conditions that are attached to the term 'plying for hire'</p> <p>5.2 Explain the use of the taximeter or association fares booklet for journeys outside the licensing boundary</p> <p>5.3 Explain the term 'pre-booking'</p> <p>5.4 Describe the consequences of plying for hire without a hackney carriage licence including insurance implications</p> <p>5.5 Explain the requirement for a metered vehicle to display fares and charges via a prescribed fare table or board in the vehicle</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.6 Explain how hackney carriage and private hire fares are determined</p> <p>5.7 Describe the statutory byelaws where they concern the following:</p> <ul style="list-style-type: none"> - conduct on the ranks - prescribed distance of the town, city or borough - delaying, neglecting or omitting to take a hire - using the most direct route unless directed otherwise - charging a fare greater than that agreed or authorised by the byelaw <p>5.8 Describe the circumstances where drivers may be liable to be charged with an offence under the local byelaws</p> <p>5.9 Explain the difference between signage that is prohibited/curtailed on private hire vehicles and the signage and advertising permitted on hackney carriage vehicles</p> <p>5.10 Outline the legal requirement regarding no smoking including signage</p>			

Learner name: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 11: Process fares and charges for private hire passengers

Unit code:	RPVD 30
Unit reference number:	J/602/6063
Level:	2
Credit value:	1
Guided learning hours:	4

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in processing fares and charges for private hire passengers. This unit is particularly suitable for learners who work as drivers of private hire vehicles.

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 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 (Taxi and Private Hire) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 30), which must be adhered to, is detailed in *Annexe G*.

The operation of taximeters in private hire vehicles in London is forbidden in law, centres should take account of the local licensing conditions when assessing this unit.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to carry out private hire work on behalf of an operator	1.1 Accept and complete a private hire fare which has been pre-booked through a private hire operator 1.2 Recognise and accept when a concessionary travel pass or card has been offered			
2 Know how to carry out private hire work when contracted to a private hire operator	2.1 Outline how a private hire agreement is made through a licensed private hire operator and details conveyed to the private hire driver 2.2 Describe the operation of modern booking and dispatch systems 2.3 Describe the payment systems that are available to the driver 2.4 Describe the benefits of 'auto book' and 'call back' 2.5 Describe how change is calculated and a receipt given to the customer 2.6 Describe how cash and other receipts are reconciled at the end of each working period 2.7 List common methods of driver payment when contracted to a radio circuit			

Learner name: _____

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(if sampled)

Unit 12: Process fares and charges for taxi passengers

Unit code:	RPVD 31
Unit reference number:	L/602/6064
Level:	2
Credit value:	1
Guided learning hours:	4

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in processing fares and charges for taxi passengers. This unit is particularly suitable for learners who work as drivers of taxis.

This unit relates to GoSkills National Occupational Standard Unit 18 – Process fares 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 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 (Taxi and Private Hire) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 31), which must be adhered to, is detailed in *Annexe G*.

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 accurately charge out a fare for transporting passengers within a hire and reward system	1.1 Use a taximeter that is fitted to a hackney carriage to demonstrate to the customers the hire period charge that may also include other charges that are within the remit of the licensing conditions 1.2 Offer a quotation for a hackney carriage hire outside of the licensing boundary 1.3 Recognise and accept when a concessionary travel pass or card has been offered			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to accurately charge out a fare for transporting passengers within a hire and reward system	2.1 Explain the legal requirements relating to the display and positioning of the fare table or board for the benefit of customers 2.2 Explain how a tariff system can be broken down into a number of tariffs depending on the time of day 2.3 Describe the operation of a modern booking and dispatch system 2.4 Describe the operation of an electronic taximeter handling multiple and progressive tariffs 2.5 Explain the recalibration process of the taximeter when the tariffs are updated 2.6 Describe the payment systems that are available to the driver 2.7 Describe the benefits of 'auto book' and 'call back' 2.8 Describe how change is calculated and a receipt given to the customer 2.9 Describe how cash and other receipts are reconciled at the end of each working period 2.10 List common methods of driver payment when contracted to a radio circuit			

Learner name: _____

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Unit 13: Plan routes in the taxi and private hire industries

Unit code:	RPVD 29
Unit reference number:	F/602/6062
Level:	2
Credit value:	1
Guided learning hours:	4

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in planning routes. This unit is particularly suitable for learners who work as drivers of taxis and private hire vehicles.

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 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 (Taxi and Private Hire) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 29), which must be adhered to, is detailed in *Annexe G*.

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 transport the customer by the most direct and recognised route possible	1.1 Use a variety of tools to determine a booking address 1.2 Select and interpret a road map to determine a destination location 1.3 Identify from local knowledge or a map common pick-up points and destination locations 1.4 Use appropriate equipment to calculate approximate distances and journey time between locations 1.5 Offer the customer an alternative choice of route if there is a delay due to road works, accidents or any other incidents			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to transport customers by the most direct and recognised route possible</p>	<p>2.1 Describe how to pinpoint locations on maps</p> <p>2.2 Identify a range of topographical symbols and detail from road maps including:</p> <ul style="list-style-type: none"> - roads and motorways - road and motorway intersections - motorway services - transport signs - travel points - public buildings - information points <p>2.3 Explain the benefits of advanced communication technology available to the driver</p> <p>2.4 Explain the discretionary rules for drivers of taxis and private hire vehicles when setting down and picking up customers</p> <p>2.5 Describe the safety measures and restrictions that drivers have to be aware of when picking up and dropping off at the following:</p> <ul style="list-style-type: none"> - airports - rail stations - hospitals 			

Learner name: _____

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Unit 14: 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 (Taxi and Private Hire) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 14), which must be adhered to, is detailed in *Annexe G*.

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 15: Manage and administer small businesses in the community transport, taxi or private hire vehicle industries

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

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 (Taxi and Private Hire) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 19), which must be adhered to, is detailed in *Annexe G*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. 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"> - sole traders - partnerships - limited companies - franchises - co-operatives 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: _____

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Unit 16: Process telephone bookings in the road passenger transport industries

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

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 (Taxi and Private Hire) must be followed; please see *Annexe C*. Specific assessment guidance for this unit (RPVD 20), which must be adhered to, is detailed in *Annexe G*.

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> <p>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</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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
3 Be able to communicate changes to transport arrangements	3.1 Call prospective passengers if previously agreed transport arrangements cannot be met in line with organisational procedures 3.2 Make sure that the prospective passenger is aware of the change of plan to the transport arrangements 3.3 Identify any problems likely to arise to the prospective passenger as a result of the change of transport arrangements 3.4 Give clear suggestions about alternative transport arrangements and give the prospective passenger enough time to seek clarification of these alternatives 3.5 Confirm clearly to the prospective passenger the agreed alternatives and check that they understand them 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 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			

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

Learner name: _____

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(if sampled)

Unit ERR1: Employment Rights and Responsibilities in the Passenger Transport Sector

Unit code:	ERR1
Unit reference number:	L/602/5934
Level:	2
Credit value:	3
Guided learning hours:	18

Unit summary

The purpose of this unit is for learners to demonstrate understanding of employer and employee statutory rights and responsibilities within own organisation and industry under Employment Law.

Assessment requirements/evidence requirements

This unit is for learners who are taking this qualification as part of the Apprenticeship framework. It has been developed by GoSkills to cover the requirements of Employment Rights and Responsibilities within the Specification of Apprenticeship Standards for qualifications within the passenger transport sector. The unit has been designed to be applied to a work context. It should be contextualised to be relevant to learners' places of work in the passenger transport sector, in this case employment within taxi and private hire.

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

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

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

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 Know employment rights and responsibilities of the employee and employer	1.1 Identify the main points of legislation affecting employers and employees and their purpose relevant to own role, organisation and within own industry 1.2 Identify where to find information and advice on employment rights and responsibilities both internally in own organisation and externally 1.3 Identify sources of information and advice on own industry, occupation, training and own career pathway 1.4 Identify sources of information on the different types of representative bodies related to own industry and their main roles and responsibilities 1.5 Identify any issues of public concern that may affect own organisation and own industry			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand employment rights and responsibilities and how these affect organisations	2.1 Describe organisational procedures, policies and codes of practice used by own organisation on employment rights and responsibilities 2.2 Explain the purpose of following health, safety and other procedures and the effect on own organisation if they are not followed 2.3 Describe employer and employee responsibilities for equality and diversity within own organisation 2.4 Explain the benefits of making sure equality and diversity procedures are followed 2.5 Describe the career pathways available within own organisation and own industry			

Learner name: _____

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Internal verifier signature: _____

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Further information and useful publications

Edexcel, BTEC and Pearson Work Based Learning contact details:
qualifications.pearson.com/en/support/contact-us.html.

Books, software and online resources for UK schools and colleges:
www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Access arrangements and reasonable adjustments* (Joint Council for Qualifications (JCQ))
- *A guide to recruiting learners onto Pearson qualifications* (Pearson)
- *A guide to the special consideration process* (JCQ)
- *Pearson Centre Guide to Quality Assurance NVQs/SVQs and Competence-based qualifications*
- *BTEC Centre Guide to Managing Quality* (Pearson)
- *BTEC Quality Assurance Centre Handbook* (Pearson)
- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)
- *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy* (Pearson)
- *Equality, diversity and inclusion policy* (Pearson)
- *Recognition of prior learning policy and process* (Pearson)
- *Guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *Suspected malpractice in examinations and assessments* (JCQ)
- *UK Information Manual* (updated annually) (Pearson)
- *Use of languages in qualifications policy* (Pearson).

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

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- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (<http://qualifications.pearson.com/en/support/training-from-pearson-uk.html#step1>). You can request customised training through the website or via customer service.

The training we provide:

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

Contact us

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

To contact your Account Specialist:

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

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

Email: wbl@pearson.com

Telephone: 0844 576 0045

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson recognised centre and must have approval for qualifications that it is offering.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions, which are required to be signed annually by the Head of Centre, relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- 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.

Please refer to the following Work-based Learning Handbooks, available on the Pearson website, for further information on the quality assurance process and requirements:

- Pearson Centre Guide to Quality Assurance for NVQs/SVQs and Competence-based qualifications
- Pearson Delivery Guidance & Quality Assurance Requirements for NVQs/SVQs and Competence-based qualifications

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 Work-based Learning Lead Standards Verifier for quality review and development of overarching processes and quality standards.
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

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

Annexe B: Centre certification and registration

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson 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



Assessment Strategy for Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Taxi and Private Hire) (QCF) based on GoSkills National Occupational Standards

1 Introduction

GoSkills, as the Sector Skills Council for the Passenger Transport Sector, is responsible for developing an assessment strategy for the qualifications based on its national occupational standards. This assessment strategy includes the Additional Requirement for Qualifications that use the title NVQ within the QCF which appears as *Annexe D*.

This responsibility means that *GoSkills* must:

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

This Assessment Strategy for the Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Taxi and Private Hire) 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 (Taxi and Private Hire) 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 QCF Qualifications. Awarding organisations and other stakeholders therefore have to have confidence in the actions and decisions of assessors and verifiers.

5.1 Competence of External Verifiers

A primary responsibility of the external verifier is to assure quality of internal verification and assessments across the centres for which they are responsible. 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 up to date knowledge, understanding and skills 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, knowledge and skills 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, knowledge and skills 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: Additional requirements for qualifications that use the term 'NVQ' in a QCF qualification title



Additional Requirements for Qualifications that use the title

NVQ within the QCF

September 2009

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

Purpose of document

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

Background

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

¹ NCVQ's NVQ Criteria and Guidance 1995.

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

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

Introduction

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

Assessment requirements

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

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

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

Quality assurance requirements

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

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

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

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

Annexe E: Simulation

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

Unit name	Unit code	Simulation allowed
Develop and maintain work skills and knowledge in the community transport, chauffeur and taxi and private hire vehicle industries	RPVD 14	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
Ensure health and safety of the taxi and private hire driver and passengers	RPVD 21	Y
Drive a taxi or private hire vehicle in a professional manner	RPVD 22	Y
Provide professional customer service in the taxi and private hire industries	RPVD 23	Y
Provide a safe and legal vehicle for transporting passengers by taxi and/ or private hire	RPVD 24	Y
Carry fare paying passengers within the regulatory framework of the private hire industry	RPVD 25	Y
Carry fare paying passengers within the regulatory framework of the taxi industry	RPVD 26	Y
Provide a transport service in the taxi and private hire vehicle industries for customers who require assistance	RPVD 27	Y
Provide a service to customers using a wheelchair in an accessible taxi or private hire vehicle	RPVD 28	Y
Plan routes in the taxi and private hire industries	RPVD 29	Y
Process fares and charges for private hire passengers	RPVD 30	Y
Process fares and charges for taxi passengers	RPVD 31	Y
Transport parcels, luggage and other items in the taxi and private hire industries	RPVD 32	Y
Transport children and young persons by taxi, private hire or chauffeuring	RPVD 33	Y

Annexe F: Assessment guidance

The following information has been provided by GoSkills for the Road Passenger Vehicle Driving (Taxi and Private Hire) 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.

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

Assessment guidance specified by a sector or regulatory body	<p>When assessing this unit the following definitions should be used:</p> <ul style="list-style-type: none"> • 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
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RPVD 19 – Manage and administer small businesses in the community transport, taxi or private hire industries (*Unit 15 in this specification*)

Assessment guidance specified by a sector or regulatory body	<p>When assessing this unit the following definition should be used:</p> <ul style="list-style-type: none"> • taxi — a licensed hackney carriage vehicle
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RPVD 20 – Process telephone bookings in the road passenger transport industries (*Unit 16 in this specification*)

Assessment guidance specified by a sector or regulatory body	<p>When assessing this unit the following definitions should be used:</p> <ul style="list-style-type: none"> • 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
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RPVD 21 – Ensure health and safety of the taxi and private hire driver and passengers (*Unit 1 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

When assessing the unit the following points should be covered as a minimum:

Assessment criterion 1.1

- Health and Safety at Work Act
- licensing conditions
- Equalities Act 2010
- Corporate Manslaughter Act
- relevant codes of practice

Assessment criterion 1.6

The following could be appropriate people:

- the operator
- the proprietor
- other drivers

Assessment criterion 2.1

- Health and Safety at Work Act
- relevant codes of practice
- licensing conditions
- Road Traffic Act
- COSHH regulations on signage and symbols
- Local Government (Miscellaneous Provisions) Act 1976
- Highway Code

Assessment criterion 2.6

Must include:

- legislation covering consumption of alcohol and drugs

Assessment criterion 2.7

Examples could include:

- injury and death
- legal action
- liability
- financial loss
- licence suspension or revocation

Assessment criterion 3.1

The following could be appropriate people and policies:

- operators and proprietors
- licensing officers
- police
- marshals
- licensing conditions
- company policies and procedures

Assessment criterion 3.2

Examples include as a minimum:

- barring customers who are considered a risk
- terminating a fare
- refusing a fare
- using appropriate conflict management techniques

Assessment criterion 4.1

Services and personnel include:

- dispatch office staff
- marshalls controlling ranks
- police
- traffic wardens
- licensing officers
- emergency services personnel

	<p>Assessment criterion 4.3</p> <p>Appropriate equipment and alarm systems could include:</p> <ul style="list-style-type: none"> • personal alarms • panic switches to base • personal radio • private line contact • security cameras and their privacy laws • data head/GPS • safety guards and screens • swipe card reader <p>four door security lock</p>
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<p>RPVD 22 – Drive a taxi or private hire vehicle in a professional manner (Unit 2 in this specification)</p>	
<p>Assessment guidance specified by a sector or regulatory body</p>	<p>When assessing this unit the following definition must be used:</p> <ul style="list-style-type: none"> • taxi — a licensed hackney carriage vehicle <p>When assessing the unit the following points should be covered as a minimum:</p> <p>Assessment criterion 1.1</p> <p>The correct licence will be either:</p> <ul style="list-style-type: none"> • private hire driver’s licence • hackney carriage licence • taxi/private hire bus special licence <p>Assessment criterion 1.2</p> <p>This should include:</p> <ul style="list-style-type: none"> • licence plates • discs and/or paper licences <p>Assessment criterion 1.4</p> <p>If fitted, the learner should also be able to provide for inspection a statutory taximeter certificate of verification</p>

	<p>Assessment criterion 3.4</p> <p>Learner should be observed for:</p> <ul style="list-style-type: none"> • co-ordinated and economic acceleration • smooth and controlled braking • accurate and smooth steering • observing speed limits • showing courtesy to other road users • showing patience and tolerance during delays • not allowing radio and/or satellite navigation and data heads affect concentration and judgement • not allowing queries and distractions from passengers to influence safe driving practice <p>Assessment criterion 4.1</p> <p>Licensed drivers, passengers and children/young persons including exceptions where child seats are not available.</p> <p>Assessment criterion 4.2</p> <p>The following should be covered as a minimum:</p> <ul style="list-style-type: none"> • the importance of mirrors and signalling when stopping and starting from the roadside • safe stopping distances and what affects these • safe following distance <p>Assessment criterion 4.3</p> <p>Elements must include:</p> <ul style="list-style-type: none"> • taking in information by continually scanning the environment • using that information to plan a response • giving information to other road users
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RPVD 23 – Provide professional customer service in the taxi and private hire industries (Unit 3 in this specification)	
Assessment guidance specified by a sector or regulatory body	<p>When assessing this unit the following definition must be used:</p> <ul style="list-style-type: none"> • taxi — a licensed hackney carriage vehicle <p>When assessing the unit the following points should be covered as a minimum:</p>

Assessment criterion 2.3

Reasons should include as a minimum:

- providing a clean vehicle inside and exterior
- a friendly and welcoming atmosphere
- professional knowledge
- maintaining punctuality
- providing safety and security for vulnerable customers
- being honest and truthful
- cultivating relationships
- driving with care and consideration

Assessment criterion 3.2

Assistance can include:

- providing onward journey details
- loading a luggage cart
- helping elderly or disabled customers

Assessment criterion 4.2

Examples include:

- wheelchair accessibility
- card reader
- hearing loop

Assessment criterion 4.6

Examples must include:

- Equalities Act 2010
- Health Act 2006

	<p>Assessment criterion 4.8</p> <p>Learners should cover why drivers should not discriminate against customers on the basis of:</p> <ul style="list-style-type: none"> • age • race • religion • sexual orientation • nationality • gender • gender reassignment • disability <p>Learners should also show awareness of the circumstances where they could be accused of discrimination</p> <p>Assessment criteria 5.1 and 6.1</p> <p>People could include:</p> <ul style="list-style-type: none"> • other drivers • marshals • booking office staff • traffic wardens • licensing officers • staff at transport interchanges eg airports, railway stations
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RPVD 24 – Provide a safe and legal vehicle for transporting passengers by taxi and/ or private hire (Unit 4 in this specification)	
Assessment guidance specified by a sector or regulatory body	<p>When assessing this unit the following definition must be used:</p> <ul style="list-style-type: none"> • taxi — a licensed hackney carriage vehicle <p>When assessing the unit the following points should be covered as a minimum:</p>

Assessment criterion 2.2

The following are examples of common vehicle contaminants:

- traffic grime
- solid contaminants
- food stains
- vomit
- asphalt
- accumulated brake dust

Assessment criterion 2.3

Learners should mention the following:

- personal protective equipment including masks, gloves, eye protectors
- warning symbols
- instructions
- data sheets
- dilution quantities
- application
- exposure
- disposal

Assessment criterion 2.4

Learners should mention:

- recycling
- disposing at a licensed community site

Assessment criterion 3.1

Depending on local licensing requirements the following should be checked:

- the condition and operation of single or double emergency doors to facilitate the access of a wheelchair
- lighting
- signalling equipment

Assessment criterion 3.2

Depending on local licensing requirements the following should be checked for operation and condition:

- interior lights
- front and rear screen demisters
- air conditioning
- horn
- motion door locks
- interior door/child locks
- alarm
- warning lights
- electric window opening and closing
- grab handles
- handrails
- passenger safety notices
- fares table
- wheelchair ramps
- securing points
- restraints
- belts and buckles
- fire extinguisher
- first aid box

Assessment criterion 3.8

When assessing the unit the following points should be covered as a minimum:

- learners should be looking for petrol or diesel leaks

Assessment criterion 4.1

Examples could include:

- fuel economy
- promoting passenger and road safety
- meeting local licensing conditions
- adhering to any vehicle warranty in place

Assessment criterion 4.3

Must include:

- a walk-round check at start of shift
- end of shift inspection if handing over to another driver
- prior to MOT or certificate of compliance test

Assessment criterion 4.4

Examples could include:

- authorised MOT examiners
- Public Carriage Office (PCO) accredited testing centres
- spot checks by authorised persons

Assessment criterion 4.7

Examples could include:

- Euro standards 3.4 and 5
- alternative fuels
- hybrid vehicles
- retro fitting of emission control devices (London only)

Assessment criterion 5.2

The learner should test and inspect the following as appropriate to their vehicle:

- radio and navigation systems
- data head
- vision and sound systems
- induction loops
- taximeter operation
- driver memory key
- card reader and thermal printer

Assessment criterion 6.1

Examples could include:

- information systems and warning lights
- service required
- fuel economy
- miles per gallon (MPG)
- emissions

RPVD 25 – Carry fare paying passengers within the regulatory framework of the private hire industry (*Unit 9 in this specification*)

Assessment guidance specified by a sector or regulatory body

When assessing this unit the following definition must be used:

- taxi — a licensed hackney carriage vehicle

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

English Counties, Districts and Unitary Authorities:

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

Greater London:

- Public Carriage Office conditions or 'notices'
- Private Hire Vehicles (London) Act 1998
- Private Hire Vehicles (London) (Operator Licences) 2004 and amendments
- various cab orders and Hackney Carriage Acts

Northern Ireland:

- Taxi Act (Northern Ireland) Order 2008
- Scotland:
- The Civic Government (Scotland) Act 1982
- SSI 145 Licensing of Booking Offices Order 2009

All areas

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

When assessing the unit the following points should be covered as a minimum:

Assessment criterion 2.1

Examples include:

- full UK or EU licence
- group 2 medical examinations
- DBS standard or enhanced check, or Certificate of Good Conduct authenticated by the relevant embassy
- age and driving experience
- hire and reward insurance – public and private hire
- all other pre-conditions as may be required by the licensing authority and the statutory acts

Assessment criterion 5.5

Examples include:

- breach of licensing conditions
- misconduct
- being intoxicated on duty
- refusing to drive without good reason
- obstructing authorised officers
- overcharging
- driving without insurance
- running a defective vehicle

Assessment criterion 6.1

Examples include:

- being a fit and proper person
- Disclosure and Debarring Service (DBS) check
- holding public liability insurance
- relevant planning permission
- health and safety regulations
- fire regulations
- other details as required by the local licensing authority

RPVD 26 – Carry fare paying passengers within the regulatory framework of the taxi industry (*Unit 10 in this specification*)

Assessment guidance specified by a sector or regulatory body

When assessing this unit the following definition must be used:

- taxi — a licensed hackney carriage vehicle

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

English Counties, Districts and Unitary Authorities:

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

Greater London:

- Public Carriage Office conditions or 'notices'
- Private Hire Vehicles (London) Act 1998
- Private Hire Vehicles (London) (Operator Licences) 2004 and amendments
- various cab orders and Hackney Carriage Acts

Northern Ireland:

- Taxi Act (Northern Ireland) Order 2008

Scotland:

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

All areas

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

	<p>When assessing the unit the following points should be covered as a minimum:</p> <p>Assessment criterion 2.1</p> <p>Examples include:</p> <ul style="list-style-type: none"> • full UK or EU licence • group 2 medical examinations • DBS standard or enhanced check, or Certificate of Good Conduct authenticated by the relevant embassy • age and driving experience • hire and reward insurance – public and private hire • all other pre-conditions as may be required by the licensing authority and the statutory acts <p>Assessment criterion 5.8</p> <p>Examples include:</p> <ul style="list-style-type: none"> • breach of licensing conditions • misconduct • being intoxicated on duty • refusing to drive without good reason • obstructing authorised officers • overcharging • driving without insurance • running a defective vehicle
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<p>RPVD 27 – Provide a transport service in the taxi and private hire vehicle industries for customers who require assistance (<i>Unit 5 in this specification</i>)</p>	
<p>Assessment guidance specified by a sector or regulatory body</p>	<p>When assessing this unit the following definition must be used:</p> <ul style="list-style-type: none"> • taxi – a licensed hackney carriage vehicle <p>When assessing the unit the following points should be covered as a minimum:</p> <p>Assessment criterion 2.1</p> <p>Customers who require assistance could include:</p> <ul style="list-style-type: none"> • mobility or ambulant disabled • hearing loss • blindness or partially sighted • physical injury • learning difficulties • disfigurement

	<p>The following indicators may indicate a customer requires assistance:</p> <ul style="list-style-type: none">• ear and body worn hearing aids• support stick• crutch• walking frame• dark or tinted glasses• plaster casts• prosthetic limbs• speech difficulties <p>Learners should show an awareness of the terms:</p> <ul style="list-style-type: none">• impairment• hidden disability• long-term disability• chronic disability• empathy <p>Assessment criterion 2.4</p> <p>Learners should be aware of:</p> <ul style="list-style-type: none">• Wheelchair Accessibility Regulations• how it is unlawful for a provider of services to discriminate against any person• Medical Exemption Certificates – prescribed dogs• no extra charges• penalties• appeals <p>Assessment criterion 2.5</p> <p>Examples include documents published by:</p> <ul style="list-style-type: none">• DPTAC• RADAR• Equality and Human Rights Commission – Avoiding Disability Discrimination in Transport
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	<p>Assessment criterion 4.1</p> <p>Examples of services could include:</p> <ul style="list-style-type: none"> • wheelchair accessible vehicles • a choice of vehicle available • induction loop • information signs • door to door service • swivel seats • high visibility grab handles
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<p>RPVD 28 – Provide a service to customers using a wheelchair in an accessible taxi or private hire vehicle (<i>Unit 6 in this specification</i>)</p>	
<p>Assessment guidance specified by a sector or regulatory body</p>	<p>When assessing this unit the following definition must be used:</p> <ul style="list-style-type: none"> • taxi — a licensed hackney carriage vehicle <p>When assessing the unit the following points should be covered as a minimum:</p> <p>Assessment criterion 1.1</p> <p>The ramp could be one of the following types:</p> <ul style="list-style-type: none"> • suitcase folding • telescopic • channel type • platform type <p>Assessment criterion 2.4</p> <p>A learner could use:</p> <ul style="list-style-type: none"> • swivel seat • drop-down steps <p>Assessment criterion 3.1</p> <p>Specialist equipment could include:</p> <ul style="list-style-type: none"> • disability aids • harnesses • straps • lifts • ramps <p>Inspection and testing regimes could include:</p> <ul style="list-style-type: none"> • Licensing of Lifting Equipment Regulations (LOLER)

RPVD 29 – Plan routes in the taxi and private hire industries (Unit 13 in this specification)

Assessment guidance specified by a sector or regulatory body

When assessing this unit the following definition must be used:

- taxi — a licensed hackney carriage vehicle

When assessing the unit the following points should be covered as a minimum:

Assessment criterion 1.1

Tools could include:

- local knowledge
- maps and atlas
- websites
- satellite navigation
- personal digital assistant (PDA)

Assessment criterion 1.3

Destination locations could include:

- tourist information offices
- tourist sites
- shopping centres
- rail, tram and bus stations
- hospitals
- hospices
- park and ride
- recreational areas

Assessment criterion 2.1

This includes using grid references

Assessment criterion 2.3

- Bluetooth®
- personal digital assistant (PDA)
- global positioning satellite (GPS)
- general packet radio service (GPRS)
- professional mobile radio (PMR)
- short message service (SMS)

**RPVD 30 – Process fares and charges for private hire passengers
(Unit 11 in this specification)**

Assessment guidance specified by a sector or regulatory body

When assessing the unit the following points should be covered as a minimum:

Assessment criterion 2.2

Examples include:

- electronic taximeter
- data head
- radio link
- mobile phone
- satellite navigation

Assessment criterion 2.3

Examples include:

- charged through or via the private hire operator
- corporate client accounts

Assessment criterion 2.6

Includes:

- cash floats
- daily log sheets

**RPVD 31 – Process fares and charges for taxi passengers (Unit 12
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

When assessing the unit the following points should be covered as a minimum:

Assessment criterion 1.2

Examples include:

- use of a table of fares from an Association handbook
- use of a taximeter as a safeguard for the customer and driver
- for long journeys, calculating an approximate charge based on cost per mile
- other costs as specified in the table of extra charges

	<p>Assessment criterion 2.2</p> <p>Examples include:</p> <ul style="list-style-type: none"> • flag/initial distance/running mile • day and night tariffs • unsocial hours • extras <p>Assessment criterion 2.3</p> <p>Examples include:</p> <ul style="list-style-type: none"> • electronic taximeter • data head • radio link • mobile phone • satellite navigation <p>Assessment criterion 2.6</p> <p>Examples include:</p> <ul style="list-style-type: none"> • charged through or via the private hire operator • card reader linked to the taximeter • cash as determined by the taximeter reading • corporate client accounts
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RPVD 32 – Transport parcels, luggage and other items in the taxi and private hire industries (Unit 7 in this specification)	
<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"> • taxi – a licensed hackney carriage vehicle • 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 <p>When assessing the unit the following points should be covered as a minimum:</p> <p>Assessment criterion 1.7</p> <p>This would include:</p> <ul style="list-style-type: none"> • use of a mobile transport aid

Assessment criterion 2.1

Examples include:

- public liability insurance
- public and employer liability insurance

Assessment criterion 2.3

Examples include:

- transporting hospital goods under contract
- transporting blood bank items between NHS locations

Assessment criterion 2.4

This could include:

- musical instruments
- sports equipment
- electronic equipment
- bags and rucksacks

Assessment criterion 2.5

Learners should know the three main criteria as:

- avoid the need for hazardous manual handling as far as reasonably practicable
- assess the risk of injury from any hazardous manual handling operation that can't be avoided
- reduce the risk of injury from hazardous manual handling, as far as reasonably practicable

Assessment criterion 2.6

The learner must cover the environmental factors that can influence the risk assessment, for example:

- weather conditions
- potholes
- carrying distance
- uneven paving

Assessment criterion 3.2

The relevant person would be:

- taxi drivers to the local police station
- private hire drivers to the operator

	<p>Assessment criterion 4.1</p> <p>Examples include:</p> <ul style="list-style-type: none"> • running unprotected hands between seat covers <p>Assessment criterion 4.3</p> <p>Must include local licensing conditions</p>
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<p>RPVD 33 – Transport children and young persons by taxi, private hire or chauffeuring (<i>Unit 8 in this specification</i>)</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"> • 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 • 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 <p>When assessing the unit the following points should be covered as a minimum:</p> <p>Assessment criterion 1.1</p> <p>This could include:</p> <ul style="list-style-type: none"> • completing a log book • completing a defect inspection report • be able to use on board equipment • be able to check on board equipment <p>Assessment criterion 1.2</p> <p>This must include:</p> <ul style="list-style-type: none"> • child locks • ancillary equipment as specified by the LA or local authority

	<p>Assessment criterion 3.1</p> <p>This includes:</p> <ul style="list-style-type: none">• displaying a legislated drivers badge• being DBS registered <p>Assessment criterion 4.2</p> <p>Examples include:</p> <ul style="list-style-type: none">• maintaining punctuality at stops and destinations• maintaining a communications link• knowing essential contact names and phone numbers
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