

# **SVQ 2 in Passenger Carrying Vehicle Driving (Bus and Coach) at SCQF level 5**

## **Sector guidance for centres**

SVQ

September 2012

Issue 3

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This guidance is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website, [www.edexcel.com/quals/nvq](http://www.edexcel.com/quals/nvq)

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# CONTENTS

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<b>Section 1: SVQ 2 in Passenger Carrying Vehicle Driving (Bus and Coach) at SCQF level 5</b>	<b>1</b>
Introduction	1
National Occupational Standards and SVQ	1
<b>Section 2: About this SVQ</b>	<b>3</b>
Which Edexcel SVQs for Road Passenger Transport are available?	3
Who is this Edexcel SVQ for?	3
What progression does this SVQ offer?	3
Can simulation be used in this SVQ?	3
What are the SCQF credit and level values for this SVQ?	4
What is the structure of the SVQ 2 in Passenger Carrying Vehicle Driving (Bus and Coach) at SCQF level 5?	6
<b>Section 3: Assessment strategy</b>	<b>11</b>
Introduction	11
GoSkills Passenger Carrying Vehicle Driving (Bus and Coach) Assessment Strategy	12
<b>Section 4: Recording forms</b>	<b>17</b>
Introduction	17
Example form 1 – Portfolio title page	19
Example form 2 – Personal profile	21
Example form 3 – Contents checklist	23
Example form 4 – Index of evidence	25
Example form 5 – Unit assessment plan	27
Example form 6 – Unit progress and sign-off record	29
Example form 7 – Element achievement record	31
Example form 8 – Knowledge evidence record	33
Example form 9 – Personal statement	35
Example form 10 – Observation record	37
Example form 11 – Witness testimony	39
Example form 12 – Expert witness evidence record	41
Example form 13 – Record of questions and candidate’s answers	43

<b>Section 5: Further information</b>	<b>45</b>
What else should you read?	45
How do you contact us?	45
<b>List of annexes</b>	<b>47</b>
<b>Annexe A: SQA Code</b>	<b>49</b>
<b>Annexe B: Passenger Carrying Vehicles Driving -     Mapping to core skills</b>	<b>51</b>
<b>Annexe C: Mapping between PCV Driving Standards and     EU Directive for Driver Training</b>	<b>55</b>
<b>Annexe D: Evidence provided by achievement of the     Initial Drivers CPC</b>	<b>57</b>
<b>Annexe E: Evidence requirements</b>	<b>107</b>
Unit 1: Maintain effective working relationships with colleagues	113
Unit 2: Contribute to health and safety in your work environment	115
Unit 3: Provide professional customer service in the bus and coach industry	117
Unit 4: Prepare for passenger carrying journeys	119
Unit 5: Help passengers who have special needs	121
Unit 6: Sharing information on the operation of the bus or coach service	123
Unit 7: Deal effectively with difficult passengers	125
Unit 8: Drive passenger carrying vehicles safely and efficiently	127
Unit 9: Operate the passenger systems and service	129
Unit 10: Deal with emergencies and incidents during a bus or coach journey	131
Unit 11: Negotiate and agree tour itineraries with clients	133
Unit 12: Process fares and receive and match fare payments to tickets	135
Unit 13: Manage financial transactions on coach journeys	137
Unit 14: Provide a transport service for passengers who have special needs	139
Unit 15: Transport accompanied luggage	141
Unit 16: Transport unaccompanied parcels	143
Unit 17: Operate a schools service by bus or coach	145
Unit 18: Drive passenger carrying vehicles on international journeys	147
<b>Annexe F: Glossary of terms</b>	<b>149</b>

# Section 1: SVQ 2 in Passenger Carrying Vehicle Driving (Bus and Coach) at SCQF level 5

## Introduction

This document contains information that is specific to the SVQ 2 in Passenger Carrying Vehicle Driving (Bus and Coach) at SCQF level 5. It should be read in conjunction with the Edexcel SVQ general guidance for centres, *Edexcel SVQ guidance for candidates* and the relevant candidate logbooks (see *Section 5: Further information*).

## National Occupational Standards and SVQ

The standards, assessment strategy and award structures for Passenger Carrying Vehicle Driving (Bus and Coach) are owned by People1st, incorporating GoSkills, who reviewed these National Occupational Standards. The SVQ has been developed from the National Occupational Standards.

The SVQ 2 in Passenger Carrying Vehicle Driving (Bus and Coach) at SCQF level 5 gives recognition of candidates' skills, knowledge and understanding. It allows candidates to gain a qualification in the workplace that relates to their job area and promotes good working practice.

You can contact the Sector Skills Council (SSC) at:

People1st  
2nd Floor, Armstrong House  
38 Market Square  
Uxbridge  
UB8 1LH

Telephone: 01895 817000  
Website: [www.goskills.org](http://www.goskills.org)



## Section 2: About this SVQ

### Which Edexcel SVQs for Road Passenger Transport are available?

Edexcel SVQ in Road Passenger Transport available:

- SVQ 2 in Passenger Carrying Vehicle Driving (Bus and Coach) at SCQF level 5

It is important that the most appropriate level and route is selected for each candidate.

### Who is this Edexcel SVQ for?

#### The SVQ 2 in Passenger Carrying Vehicle Driving (Bus and Coach) at SCQF level 5

Candidates are expected to be working as bus or coach drivers. On commencing this qualification candidates must hold, or be eligible to hold, a PCV licence, as driving a bus or coach is an essential requirement of this SVQ.

There are links to the EU Directive for Driver Training in the following units:

- Unit 2: Contribute to health and safety in your own environment
- Unit 3: Provide professional customer service in the bus and coach industry
- Unit 4: Prepare for passenger carrying journeys
- Unit 5: Help passengers who have special needs
- Unit 8: Drive passenger carrying vehicles safely and effectively
- Unit 10: Deal with emergencies and incidents during a bus or coach journey.

### What progression does this SVQ offer?

On completion of this qualification, candidates may progress into supervisory roles within the transport sector, such as route supervisor, depot supervisor, traffic supervisor or inspector. Candidates who wish to further their training may progress on to Level 3 qualifications.

### Can simulation be used in this SVQ?

The SVQ 2 in Passenger Carrying Vehicle Driving (Bus and Coach) at SCQF level 5 is designed to be assessed in the workplace. However, very occasionally, simulation of real working practice may be allowed. Where simulation is allowed, it will be identified in the individual units within the standards. See individual evidence requirements in *Annexe E*. Simulation must be carried out in conditions resembling the workplace. These conditions are described as being a 'realistic working environment' (RWE).

Please note simulation is **not** permitted in the following units:

- Unit 1: Maintain effective working relationships with colleagues
- Unit 3: Provide professional customer service in the bus and coach industry
- Unit 4: Prepare for passenger carrying journeys
- Unit 6: Sharing information on the operation of the bus or coach service
- Unit 8: Drive passenger carrying vehicles safely and efficiently
- Unit 9: Operate the passenger systems and service
- Unit 11: Negotiate and agree tour itineraries with clients
- Unit 12: Process fares and receive and match fare payments to tickets
- Unit 15: Transport unaccompanied luggage
- Unit 16: Transport unaccompanied parcels
- Unit 17: Operate a schools service by bus or coach
- Unit 18: Drive passenger carrying vehicles on international journeys.

### What are the SCQF credit and level values for this SVQ?

Unit	Mandatory/ Optional Unit	Unit Title	SCQF Level	SCQF Credit
1	Mandatory	Maintain effective working relationships with colleagues	5	6
2	Mandatory	Contribute to health and safety in your work environment	5	6
3	Mandatory	Provide professional customer service in the bus and coach industry	5	6
4	Mandatory	Prepare for passenger carrying journeys	5	5
5	Mandatory	Help passengers who have special needs	5	5
7	Mandatory	Drive passenger carrying vehicles safely and efficiently	5	5
8	Mandatory	Deal effectively with difficult passengers	6	3
10	Mandatory	Deal with emergencies and incidents during a bus or coach journey	6	3
6	Optional	Sharing information on the operation of the bus or coach service	5	5
9	Optional	Operate the passenger systems and service	5	6
11	Optional	Negotiate and agree tour itineraries with clients	5	2
12	Optional	Process fares and receive and match fare payments to tickets	5	2
13	Optional	Manage financial transactions on coach journeys	4	2



Unit	Mandatory/ Optional Unit	Unit Title	SCQF Level	SCQF Credit
14	Optional	Provide a transport service for passengers who have special needs	5	5
15	Optional	Transport accompanied luggage	4	5
16	Optional	Transport unaccompanied parcels	4	5
17	Optional	Operate a schools service by bus or coach	5	5
18	Optional	Drive passenger carrying vehicles on international journeys	6	5

## What is the structure of the SVQ 2 in Passenger Carrying Vehicle Driving (Bus and Coach) at SCQF level 5?

To achieve the whole qualification at Level 2, a candidate must prove competence in eight mandatory units, plus a minimum of one optional unit.

### Mandatory units for the SVQ 2 in Passenger Carrying Vehicle Driving (Bus and Coach) at SCQF level 5

Candidates must achieve **all eight** of the units listed below:

Unit number	Title	Element number	Title
1	Maintain effective working relationships with colleagues	Element 1.1	Maintain effective working relationships with your colleagues
		Element 1.2	Maintain effective communications with your colleagues
		Element 1.3	Integrate your work activities with your colleagues' work activities
2	Contribute to health and safety in your work environment	Element 2.1	Identify risks to health and safety
		Element 2.2	Limit danger and damage to people and property
3	Provide professional customer service in the bus and coach industry	Element 3.1	Follow codes of dress and behaviour
		Element 3.2	Develop and maintain your work skills and knowledge
		Element 3.3	Develop professional relationships with customers
4	Prepare for passenger carrying journeys	Element 4.1	Confirm that the vehicle is roadworthy
		Element 4.2	Confirm the legal status of the driver and the vehicle
5	Help passengers who have special needs	Element 5.1	Recognise passengers' special needs
		Element 5.2	Respond to passengers who have special needs

Unit number	Title	Element number	Title
7	Deal effectively with difficult passengers	Element 7.1	Assess situations and decide on action needed
		Element 7.2	Take action to deal with difficult passengers
8	Drive passenger carrying vehicles safely and efficiently	Element 8.1	Prepare to drive the vehicle
		Element 8.2	Drive the vehicle
		Element 8.3	Pick up and set down passengers
		Element 8.4	Complete your driving duty
10	Deal with emergencies and incidents during a bus or coach journey	Element 10.1	Assess situations and decide on what action is needed
		Element 10.2	Take action to deal with roadside checks by the police or the VOSA
		Element 10.3	Take action to deal with emergencies and incidents

**Optional units for the SVQ 2 in Passenger Carrying Vehicle Driving (Bus and Coach) at SCQF level 5**

Candidates must achieve a minimum of one optional unit listed below.

\*Denotes units only suitable for candidates driving coaches.

Unit number	Title	Element number	Title
6	Sharing information on the operation of the bus or coach service	Element 6.1	Access and share information
		Element 6.2	Transfer responsibility for service duty
9	Operate the passenger systems and service	Element 9.1	Prepare to operate the service
		Element 9.2	Manage the passenger-comfort systems
		Element 9.3	Operate the service
		Element 9.4	Pick up and set down passengers
		Element 9.5	Deal with incidents during a journey
		Element 9.6	Communicate effectively with passengers
11*	Negotiate and agree tour itineraries with clients	Element 11.1	Negotiate and agree tour briefs with clients
		Element 11.2	Negotiate and agree tour routes and timings
12	Process fares and receive and match fare payments to tickets	Element 12.1	Receive fares and issue receipts or tickets
		Element 12.2	Process valid passenger tickets and passes
		Element 12.3	Account for fares and payments
13*	Manage financial transactions on coach journeys	Element 13.1	Receive cash advances and make cash payments

Unit number	Title	Element number	Title
14	Provide a transport service for passengers who have special needs	Element 14.1	Prepare for journeys with passengers who have special needs
		Element 14.2	Provide the service for passengers who have special needs
		Element 14.3	Deal with incidents during a journey involving passengers who have special needs
		Element 14.4	Communicate effectively with passengers who have special needs
15*	Transport accompanied luggage	Element 15.1	Accept and load luggage for transporting
		Element 15.2	Unload and hand over luggage
		Element 15.3	Deal with unclaimed luggage
16	Transport unaccompanied parcels	Element 16.1	Accept and load parcels for transporting
		Element 16.2	Unload and hand over parcels
		Element 16.3	Deal with unclaimed parcels
17	Operate a schools service by bus or coach	Element 17.1	Confirm and operate schedules
		Element 17.2	Pick up and set down passengers
		Element 17.3	Deal with incidents during a journey
18*	Drive passenger carrying vehicles on international journeys	Element 18.1	Prepare to drive the vehicle
		Element 18.2	Drive the vehicle
		Element 18.3	Pick up and set down passengers
		Element 18.4	Complete your driving duty
		Element 18.5	Take action to deal with checks by the police or border guards



## Section 3: Assessment strategy

### Introduction

The assessment strategy for this SVQ has been established by the SSC in agreement with awarding bodies.

This assessment strategy sets out recommendations and specifications for the assessment and quality control of the Road Passenger Transport suite of National Occupational Standards (NOS) across the UK. This strategy should be read in conjunction with the following documents:

- *Edexcel S/NVQ general guidance for centres*
- *SVQ 2 in Passenger Carrying Vehicle Driving (Bus and Coach) at SCQF level 5 – logbook for candidates.*

The NOS referred to underpin the Scottish Vocational Qualifications (SVQs) at Level 2 including:

- SVQ 2 in Passenger Carrying Vehicle Driving (Bus and Coach) at SCQF level 5.

The following sections outline the principles that underpin the assessment of the above standards and qualifications with regard to:

- external quality control of assessment – external verification, risk assessment and awarding body forums
- evidence – workplace performance, use of simulation
- competence of assessors and internal and external verifiers including personal and professional development.

These principles are in addition to the generic criteria that awarding bodies must meet for the delivery of SVQs, as required by the regulatory body current guidance and requirements.

The GoSkills assessment strategy for Passenger Carrying Vehicle Driving (Bus and Coach) is on pages 12-16.

# GoSkills Passenger Carrying Vehicle Driving (Bus and Coach) Assessment Strategy

## 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 occupational standards.

This responsibility means that *GoSkills* must:

- a) Recommend how external quality control of assessment will be achieved;
- b) Define which aspects of the national 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 bodies.

This Assessment Strategy for the SVQ level 2 in Passenger Carrying Vehicle Driving addresses the four areas indicated above.

## 2. Review and Evaluation of this Strategy

*GoSkills* and awarding bodies 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 bodies 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 bodies 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 bodies.

## 3. External Quality Control of Assessment

The quality of the assessment process is the responsibility of the awarding bodies. The following information is provided by *GoSkills* as guidance to awarding bodies. *GoSkills* encourages flexibility and innovation of approach alongside robust systems to support quality control.



Awarding bodies 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. However, the exact frequency should be determined by the risk assessment.

The SVQ for PCV (Driving) is made up of 8 mandatory units. *GoSkills* acknowledges that it would not be possible for an EV to sample evidence towards every mandatory unit on each visit. Awarding bodies should establish systems that ensure and record that EVs sample evidence provided for all 8 mandatory units over a two year period. Awarding bodies may vary sampling rates in response to risk assessments of individual centres.

The verification should include inspection of the records of evidence and assessment. Awarding bodies 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 bodies 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 bodies should ensure that appropriate mechanisms are in place to ensure the reliability of the assessment. Awarding bodies should show that a risk assessment has been carried out for each approved centre and that a strategy to minimise the risk has been implemented.

### 3.3 Awarding Body Forum

*GoSkills* will arrange regular awarding body meetings. The aim of the meetings will be to promote consistency in the assessment process. All awarding bodies offering SVQs in PCV Driving will be required to attend the awarding body 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 SVQ 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 Evidence from achievement of the Initial Driver Certificate of Professional Competence (CPC)

From September 2008, all new professional PCV drivers will be required to achieve an Initial Driver CPC. The 'syllabus' for the Initial Driver CPC is laid out in Annex B of the EU Directive on initial and periodic training for professional drivers. The National Occupational Standards for PCV Driving have been revised to ensure that the NOS provide full coverage of the syllabus prescribed in the Directive. A mapping to the Directive syllabus is provided in the introduction to each relevant unit of the NOS. A summary of the NOS units which include common content with the Directive syllabus is provided in Annex A (This is located in *Annexe C* within this document).

In order to achieve the Initial Driver CPC, drivers will have had to undertake four assessment modules. As the content of the Directive syllabus is embedded in the PCV Driving NOS, the assessment modules therefore provide some overlap with the skills, knowledge and understanding that are assessed through the PCV Driving SVQ. From September 2008, many drivers undertaking the SVQ in PCV Driving will have achieved their Initial Driver CPC professional licence and will therefore have already undertaken assessment in many common areas of knowledge and understanding.

In order to minimise duplication of assessment, *GoSkills* has developed a summary of the evidence that is provided by achievement of the Initial Driver CPC. This summary is provided in Annex B (This is located in *Annexe D* within this document). Where drivers have achieved their Initial Driver CPC within five years of starting the SVQ, then the Initial Driver CPC can be taken as evidence towards all of the requirements identified in Annex B. No further evidence will be needed.

Awarding bodies should note that the ongoing Periodic Training to retain Drivers CPC does **not** provide automatic evidence towards the SVQ as Periodic Training is flexible training that does not have to provide full coverage of the Directive syllabus and which is not assessed. There is therefore no automatic evidence towards the SVQ.

## 4.3 Use of Simulation in Assessments

As stated above, it is intended that SVQ candidates 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 may have to be used. In such instances, awarding bodies should give consideration to the reliability and validity of the likely evidence before agreeing to simulation. In all cases, the centre should agree its plans for simulation with the EV to ensure that it is satisfactory.

## 5. Competence of Assessors and Verifiers

*GoSkills* acknowledges the very important role and responsibility that assessors and verifiers have in maintaining the quality and integrity of SVQs. Awarding bodies 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 body to select and appoint external verifiers. Potential external verifiers should:

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

### 5.2 Competence of Internal Verifiers

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

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

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

### **5.3 Competence of Assessors**

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

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

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

### **5.4 Continued Personal and Professional Development**

It is important that verifiers and assessors continue their own development to help them in their respective SVQ 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 bodies should provide development programmes, workshops, seminars, etc, to promote good practice, quality and consistent assessments.

# Section 4: Recording forms

## Introduction

This section contains the following exemplar forms which have all been partially completed in the context of the SVQ 2 in Passenger Carrying Vehicle Driving (Bus and Coach) at SCQF level 5 standards.

Example form 1 – Portfolio title page	19
Example form 2 – Personal profile	21
Example form 3 – Contents checklist	23
Example form 4 – Index of evidence	25
Example form 5 – Unit assessment plan	27
Example form 6 – Unit progress and sign-off record	29
Example form 7 – Element achievement record	31
Example form 8 – Knowledge evidence record	33
Example form 9 – Personal statement	35
Example form 10 – Observation record	37
Example form 11 – Witness testimony	39
Example form 12 – Expert witness evidence record	41
Example form 13 – Record of questions and candidate’s answers	43

The forms and advice and guidance about completing them are in the *Edexcel SVQ general guidance* for centres which is on the Edexcel website and is normally available on a sector-specific CD ROM, which can be obtained from our publications department (see *Section 5: Further information*).



## Example form 1 – Portfolio title page

NAME: Jaspal Singh	
JOB TITLE: Bus Driver	
NAME OF EMPLOYER/TRAINING PROVIDER/COLLEGE: Island Bus	
THEIR ADDRESS: 1A Shore Street, Lochside, Tayburgh	
POSTCODE: WE1 9UT	
TELEPHONE NUMBER (HOME): 01234 567890	(WORK): 01234 567890
EMAIL ADDRESS: singhj@islandbus.co.uk	MOBILE NUMBER : 07912345678
SVQ: Passenger Carrying Vehicle Driving (Bus and Coach) at SCQF level 5	
LEVEL: 2	
UNITS SUBMITTED FOR ASSESSMENT:	
Unit 1 – Maintain effective working relationships with colleagues	
Unit 2 – Contribute to health and safety in your work environment	
Unit 3 – Provide professional customer service in the bus and coach industry	
Unit 4 – Prepare for passenger carrying journeys	
Unit 5 – Help passengers who have special needs	
Unit 6 – Sharing information on the operation of the bus or coach service	
Unit 7 – Deal effectively with difficult passengers	
Unit 8 – Drive passenger carrying vehicles safely and efficiently	
Unit 9 – Operate the passenger systems and service	
Unit 10 – Deal with emergencies and incidents during a bus or coach journey	
MENTOR: Joanne Folwell	
(PLEASE PROVIDE DETAILS OF MENTOR'S EXPERIENCE): 10 years' management experience in the field of passenger transport including responsibility for the development of new services, holds Level 4 SVQ for Managing in Road Passenger Transport.	
ASSESSOR: Kevin Prior	DATE: 21/07/2012





## Example form 2 – Personal profile

NAME: Jaspal Singh	
ADDRESS: 23 Pear Tree Crescent, Lochside, Tayburgh	
POSTCODE: WE1 1XL	
TELEPHONE NUMBER (HOME): 01234 567890	(WORK): 01234 567890
EMAIL ADDRESS: singhj@islandbus.co.uk	MOBILE NUMBER : 07912345678
JOB TITLE: Bus Driver	
<b>RELEVANT EXPERIENCE</b>	
DESCRIPTION OF YOUR CURRENT JOB: I usually drive either the 73 or the 341 from our town centre depot. I am responsible for ensuring the service runs to schedule, as far as I can, and complete all relevant procedures such as checking roadworthiness of the vehicle with visual checks and reporting problems to the controller. Occasionally I also drive charter for local schools for day trips.	
PREVIOUS WORK EXPERIENCE OR ATTACH COPY OF A CURRENT CV: 3 years — Speedline Cars — taxi driver 4 years — Island Bus — trainee driver/driver	
QUALIFICATIONS AND TRAINING AND/OR ATTACH COPY OF A CURRENT CV: 3 Standard grades BTEC Certificate in Transporting Passengers by Bus and Coach In-company training in customer service In-company training in disability awareness PCV Licence	

*continued overleaf...*

**VOLUNTARY WORK/INTERESTS:**

I am a member of the PTA at my son's school and regularly help out with fundraising.

**NAME OF EMPLOYER/TRAINING PROVIDER/COLLEGE:** Island Bus

**ADDRESS:** 1A Shore Street, Lochside, Tayburgh

**POSTCODE:** WE1 9UT

**TELEPHONE NUMBER (WORK):** 01234 567890

**MOBILE NUMBER :** 07912345678

**EMAIL ADDRESS:** singhj@islandbus.co.uk

**TYPE OF BUSINESS, IF EMPLOYER:** Bus Operating Company

**NUMBER OF STAFF:** 220

**STRUCTURE OF ORGANISATION (INCLUDING CHART OR DIAGRAM IF AVAILABLE):**

Board of Directors

Senior Management – 8

Supervisors/Line Managers – 21

Drivers, Customer Service and Technicians

### Example form 3 – Contents checklist

SVQ title: SVQ 2 in Passenger Carrying Vehicle Driving (Bus and Coach) at SCQF level 5		
Candidate: Jaspal Singh		
	<b>Completed?</b>	<b>Page/section number</b>
<b>Title page for the portfolio</b>	✓	1
<b>Personal profile</b> <ul style="list-style-type: none"> <li>• your own personal details</li> <li>• a brief CV or career profile</li> <li>• description of your job</li> <li>• information about your employer/training provider/college</li> </ul>	✓ ✓ ✓ ✓	2 3 3 3
<b>Summary of the units</b>	✓	1
<b>Completed units</b> <ul style="list-style-type: none"> <li>• signed by yourself, your assessor and the internal verifier (where relevant)</li> <li>• reference numbers included</li> <li>• unit assessment plans</li> </ul>	✓ ✓ ✓	4 4 4
<b>Unit progress records</b>	✓	5
<b>Index of evidence (with cross-referencing information completed)</b>	✓	6
<b>Evidence (with reference numbers)</b> <ul style="list-style-type: none"> <li>• observation records</li> <li>• details of witnesses (witness testimony sheets)</li> <li>• personal statements</li> </ul>	✓ ✓ ✓	6 6 6



## Example form 4 – Index of evidence

SVQ title and level: SVQ 2 in Passenger Carrying Vehicle Driving (Bus and Coach) at SCQF level 5				
Candidate: Jaspal Singh				
Evidence number	Description of evidence	Included in portfolio (Yes/No) <i>If No, state location</i>	Units/elements evidence links to <i>(give specific numbers, eg 5.2.1)</i>	Internal verifier signature and date of sampling
1	Performance appraisal 2011	Yes	1.2.2	Derek Songs 12.07.12
2	Learning styles questionnaire and feedback	Yes	Unit 1	Derek Songs 12.07.12
3	Skills inventory and reflection	Yes	5.1, 5.2	Derek Songs 12.07.12
4	Performance appraisal 2012	Yes	Units 1, 3, 6, 7, 8	Derek Songs 12.07.12
5	Training records, notes and evaluations on performance	Yes	7.2.1-3	Derek Songs 12.07.12
6	Copies of vehicle documentation with annotation	Yes	8.1.3	Derek Songs 12.07.12
7	Personal statement	Yes	Unit 3 Knowledge	Derek Songs 12.07.12
8	Personal statement	Yes	1.2 Knowledge	Derek Songs 12.07.12
9	Expert witness evidence	Yes	1.2	Derek Songs 12.07.12



## Example form 5 – Unit assessment plan

SVQ title: SVQ 2 in Passenger Carrying Vehicle Driving (Bus and Coach) at SCQF level 5				
Unit: 10 – Deal with emergencies and incidents during a bus or coach journey				
Candidate: Jaspal Singh			Assessor: Kevin Prior	
Normal working activities performed				
	Typical evidence	Work area	Expected completion date	Links to other units/elements
<b>ELEMENT: 10.1</b>				
	Witness testimony, incident records, Q&A	Assessing emergency situations	16.08.12	8, 9, 10
Activities needing to be performed				
<b>ELEMENT: 10.2</b>				
	Simulated record keeping activity, professional discussion, Q&A	Roadside police checks	22.08.12	8, 9, 10
<b>ELEMENT: 10.3</b>				
	Simulated emergency activity, professional discussion, Q&A	Taking action to deal with emergencies	15.09.12	8, 9, 10
<b>Additional comments</b> Most of the evidence is gathered through two simulated group activities as emergency situations and roadside check may not occur naturally as evidence gathering opportunities.				
Assessor's signature: Kevin Prior			Date: 15.09.2012	
Candidate's signature: Jaspal Singh			Date: 15.09.2012	





## Example form 6 – Unit progress and sign-off record

SVQ title and level: SVQ 2 in Passenger Carrying Vehicle Driving (Bus and Coach) at SCQF level 5										
Candidate: J Singh										
Assessor: K Prior										
To achieve the whole qualification, you must prove competence in <b>eight mandatory</b> units. You must also complete at least <b>one optional unit</b> .										
Unit checklist: list here the units you will be undertaking, then circle the reference number of each unit as you complete it.										
Mandatory	1	2	3	4	5	7	8	10		
Optional	14									

Mandatory units			
Unit number	Title	Assessor's signature	Date
1	Maintain effective working relationships with colleagues		
2	Contribute to health and safety in your work environment		
3	Provide professional customer service in the bus and coach industry		
4	Prepare for passenger carrying journeys	J Singh	04.07.12
5	Help passengers who have special needs		
7	Deal effectively with difficult passengers	J Singh	01.05.12
8	Drive passenger carrying vehicles safely and efficiently	J Singh	01.06.12
10	Deal with emergencies and incidents during a bus or coach journey	J Singh	03.07.12
Optional units			
Unit number	Title	Assessor's signature	Date
14	Provide a transport service for passengers who have special needs	J Singh	04.04.12



## Example form 7 – Element achievement record

SVQ title and level: SVQ 2 in Passenger Carrying Vehicle Driving (Bus and Coach) at SCQF level 5				
Candidate: Jaspal Singh				
Assessor: Kevin Prior				
Unit title: Unit 9: Operate the passenger systems and service				
Element: 9.3 Operate the service				
Performance criteria: You need to:		<i>(Assessor to insert date each time competence is demonstrated)</i>		
1	operate the service at the correct time	01.08.12	13.10.12	
2	keep to the running schedules as far as current conditions allow	01.08.12	13.10.12	
3	get updates of information that help you operate the service	01.08.12	13.10.12	
4	get advice on alternatives to the service from the appropriate person when necessary	01.08.12	13.10.12	
5	Give details of any disruption, delays or changes to passengers promptly and politely	01.08.12		
6	give details of any disruption, delays or changes to your organisation in line with approved guidelines, and use internal documents when necessary.	01.08.12		
<b>Evidence requirements:</b>				
You must provide evidence of work from within the workplace. The appropriate evidence will be observation by your assessor.				
<b>Feedback/comments:</b>				
You have approached this element with enthusiasm and commitment and all aspects of performance are fully satisfied by the observation that has been done. Your willingness to seek feedback and evaluate your own performance has been exemplary. Well done.				
Assessor's signature: J Singh			Date: 15.10.12	
Candidate's signature: K Prior			Date: 15.10.12	



## Example form 8 – Knowledge evidence record

SVQ title and level: SVQ 2 in Passenger Carrying Vehicle Driving (Bus and Coach) at SCQF level 5									
Candidate: Jaspal Singh					Assessor: Kevin Prior				
<p><b>Unit 3 – Provide professional customer service in the bus and coach industry</b></p> <p><b>Element 3.2 – Develop and maintain your work skills and knowledge</b></p> <p>You must show that you have the knowledge and understanding for this unit. Your performance evidence might help to show this, but it is likely that you will need additional evidence (eg answers to questions). The National Occupational Standards detail the knowledge and understanding required to carry out competent practice for the performance described in this unit.</p> <p>When using the standards it is important to read the knowledge requirements in relation to expectations and requirements of your job role.</p> <p>You need to show that you know, understand and can apply in practice:</p>									
Knowledge and understanding for this unit:	Type of evidence								
	EI	O	P	WT	S	APEL	Q&A Date	EWE	PD
a the standards of skills and knowledge needed in your role	10						✓ 04.08.12		
b how to measure your current skills and identify areas needing development	11		✓						
c the processes within your organisation for discussing and agreeing your development plans	10						✓ 04.08.12		
d how to monitor your progress against your development plans	11		✓						
e how to get feedback from others that will help you in your development	11		✓						
f how to identify and get agreement for further development activities when you are not meeting the necessary standard.	11		✓						
<p><b>Feedback/comments:</b></p> <p>You use the company procedures effectively for receiving feedback and discussing your own development, and you demonstrate a sound knowledge in this area.</p> <p>You have a positive approach for considering your own skills development and welcome opportunities for further training and development which will enhance your customer service skills.</p>									

The candidate has satisfied the assessor and the internal verifier that the performance evidence and criteria, the range, and knowledge and understanding requirements have been achieved.

**Candidate's signature:** J Singh

**Date:** 10.09.12

**Assessor's signature:** K Prior

**Date:** 10.09.12

**Internal verifier's signature:** D Songs

**Date:** 26.09.12

COLUMN KEY:	EI = EVIDENCE INDEX NUMBER	O = OBSERVATION	P = PERSONAL STATEMENT
	WT = WITNESS TESTIMONY	S = SIMULATION	APEL = ACCREDITATION OF PRIOR EXPERIENCE AND LEARNING
	Q&A = QUESTIONS & ANSWERS	EWE = EXPERT WITNESS EVIDENCE	PD = PROFESSIONAL DISCUSSION

## Example form 9 – Personal statement

SVQ title and level: SVQ 2 in Passenger Carrying Vehicle Driving (Bus and Coach) at SCQF level 5				
Unit/element(s): 1.2				
Candidate: Jaspal Singh				
Purpose of statement: To provide knowledge and understanding evidence for element 1.2				
Evidence index number: 8				
Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Units, elements and PCs covered
26.11.06	23	<p>One of the responsibilities I have whilst driving is to keep in contact with the controller to ensure that I know about any incidents which may be affecting my route and also to inform him about any situations which could affect me or other drivers. This might include RTAs, security alerts or passenger action. It's vital that we communicate clearly throughout the shift as it maximises the opportunity to keep to the schedules.</p> <p>As well as the radio, after and before shifts we receive either written or verbal instructions about diversions and schedule changes. Periodically we attend briefings about any changes to procedures that affect all the drivers. At these briefings we are able to ask questions and clarify points, it's helpful to do this in this way as others are likely to ask questions that I hadn't thought about. In addition, we have a notice board in the canteen which details major changes to routes or schedules that we can refer to at any time.</p> <p>I realise how important it is to communicate with colleagues openly and freely in the work place. As we operate shifts it is important that information is passed on for the next shift. We usually do this via the controller in an official capacity but most of our communication is informal. Often whilst we are out on the route, when drivers pass, they exchange information about delays or something that is disrupting the service. This is probably the most useful way that we communicate, although officially it isn't recognised. I do appreciate why this is, because the controller has no way of checking what we are saying or being sure the information we are giving to each other is correct. Each driver has a shift supervisor that they report to if they feel they have been given the wrong information or not informed of something when they should have been. In addition, we have a trade union at our depot, they have a good relationship with the management and can deal with any difficulties on our behalf.</p>		<p>1.2 (a)</p> <p>1.2 (b,d)</p> <p>1.2 (c,e,f)</p>
Candidate's signature: J Singh			Date: 1.10.12	
Assessor's signature: K Prior			Date: 1.10.12	





## Example form 10 – Observation record

SVQ title and level: SVQ 2 in Passenger Carrying Vehicle Driving (Bus and Coach) at SCQF level 5	
Unit/element(s): 8	
Candidate: J Singh	Date of observation: 1.11.12
Evidence index number: 16	
<b>Skills/activities observed:</b>	<b>PCs and range covered:</b>
<p>You carried out the pre-drive checks in line with current procedures and managed to find a minor fault and reported this in the appropriate way. Prior to the start of your shift you reported to the schedule supervisor and collected all the appropriate documentation for your route.</p> <p>You were then observed driving and operating the service in the correct way, and in particular you demonstrated a good awareness of the needs of elderly passengers.</p>	<p>8.1 (4-6)</p> <p>8.2 (1-7)</p> <p>8.3 (1-3, 5-7)</p>
<b>Knowledge and understanding apparent from this observation:</b>	
<p>It's clear you understand the statutory requirements that you have as the driver of a PCV. You know how to adapt your driving style for different passengers and demonstrated that you understand that health and safety is a primary consideration at all times. You also demonstrated that you know how to adapt to difficult road and traffic conditions.</p>	
<b>Other units/elements to which this evidence may contribute:</b>	
8.4, units 2, 3, 9 and 10.	
<b>Assessor comments and feedback to candidate:</b>	
<p>This was a very good performance. You drove safely and efficiently according to the procedures. You showed good customer care skills when you picked up elderly passengers.</p>	
I can confirm the candidate's performance was satisfactory.	
Assessor's signature: K Prior	Date: 2.11.12
Candidate's signature: J Singh	Date: 2.11.12



## Example form 11 – Witness testimony

SVQ title and level: SVQ 2 in Passenger Carrying Vehicle Driving Level 2 (Bus and Coach) at SCQF level 5	
Candidate name: J Singh	
Evidence index number: 15	
Where applicable, evidence number to which this testimony relates:	
Unit: 9: Operate the passenger systems and service	
Element(s): 9.3	
Range: PC 1-5	
Date of evidence: 12.09.12	
Witness name: Paul Kemp	
Relationship to candidate: Service Controller	
<p><b>Details of testimony:</b></p> <p>I have worked with Jaspal for about 18 months as a service controller on the routes that he drives on. During this time, Jaspal has kept a good record of punctuality in operating the service, His bus always goes out on time, and whenever it is in his power, he keeps good time on the route, responding promptly to our requests for updates on his progress.</p> <p>Jaspal keeps in contact with the control to let us know where delays are occurring so that we can let other drivers on the route know.</p>	
I can confirm the candidate's evidence is authentic and accurate.	
Witness signature: Paul Kemp	
Name: Paul Kemp	Date: 12.09.12
Contact telephone number: 01234 56789	
Please tick (✓) the appropriate box.	
<input type="checkbox"/>	QUALIFIED AS AN ASSESSOR FOR WORKPLACE PERFORMANCE
<input checked="" type="checkbox"/>	FAMILIAR WITH THE SVQ STANDARDS TO WHICH THE CANDIDATE IS WORKING



## Example form 12 – Expert witness evidence record

SVQ title and level: SVQ 2 in Passenger Carrying Vehicle Driving Level 2 (Bus and Coach) at SCQF level 5	
Candidate name: Jaspal Singh	
Evidence index number: 9	
Where applicable, evidence number to which this testimony relates:	
Unit: 2	
Element(s): 2.1	
Date of evidence: 7.08.12	
Expert witness name: Hannah Tilbury	
Relationship to candidate: Health and Safety Consultant	
<p><b>Details of testimony:</b></p> <p>I carried out a health and safety audit of all health and safety aspects of the depot where Jaspal Singh works. The audit report is available. During the audit several drivers were questioned on their awareness of health and safety in their workplace, Jaspal was selected as part of this sample.</p> <p>The audit shows that all aspects of H&amp;S were very well managed and that everyone involved was keen to continuously improve all aspects.</p> <p>From my investigations and discussions it was clear that Jaspal was very competent and enthusiastic about health and safety issues and that he fully satisfied all the above outcomes including all related knowledge.</p>	
I can confirm the candidate's evidence is authentic and accurate.	
Expert witness signature: H Tilbury	
Name: Hannah Tilbury	Date: 7.08.12
Contact telephone number: 0121 477 3599	

*Please tick (✓) the appropriate box.*

<input type="checkbox"/>	QUALIFIED AS AN ASSESSOR FOR WORKPLACE PERFORMANCE
<input type="checkbox"/>	RELEVANT PROFESSIONAL WORK ROLE THAT INVOLVES EVALUATING EVERYDAY STAFF PRACTICE
<input checked="" type="checkbox"/>	CURRENT EXPERTISE
<input checked="" type="checkbox"/>	FAMILIAR WITH THE SVQ STANDARDS TO WHICH THE CANDIDATE IS WORKING



## Example form 13 – Record of questions and candidate’s answers

SVQ title and level: SVQ 2 Passenger Carrying Vehicle Driving Level 2 (Bus and Coach) at SCQF level 5	
Candidate name: Jaspal Singh	
Unit: 7	Element(s): 7.2
Evidence index number: 21	
<b>Circumstances of assessment:</b> There are a couple of points of knowledge arising from the personal statements you have submitted in evidence for Unit 7.	
<b>List of questions and candidate’s responses:</b>	
<p><b>Q:</b> If a difficult situation arises with a passenger, at what point should you call for help, and how would you do this?</p> <p><b>A:</b> At the point when I feel either my own or other passengers’ welfare may be in danger. This could be because someone is physically threatened or is being verbally abused. I would always call for help via the control. They will decide (based on my advice) what the most appropriate form of action is to take. Obviously if a very serious incident occurred and I felt it was quicker, I could contact the emergency services myself, making sure I kept the control updated as and when I was able.</p>	
<p><b>Q:</b> What do you understand by 'positive responsive action' when dealing with passenger-related incidents?</p> <p><b>A:</b> I understand that I shouldn't personalise any situation. I understand it's not a good idea to turn something into a situation where it is me in a dispute with the passenger. By being positive, I remain calm and state what I can and am going to do in response to a situation. This might mean saying I can't continue until the passenger leaves the bus, or informing them that I will have no choice but to inform the police.</p> <p>I know it's important not to raise my voice as this will just make the situation worse. If the individual involved starts making threats or rude or racist comments, it is important not to retaliate with similar comments, but to stay calm and consider the best course of action to diffuse the situation and deal with the individual concern in the most appropriate manner.</p>	
Assessor’s signature: K Prior	Date: 1.08.12
Candidate’s signature: J Singh	Date: 1.08.12





## Section 5: Further information

### What else should you read?

The following publications provide additional information directly relevant to the provision of SVQs.

Publications	Publication code
<i>The Accreditation of Prior Learning (APL)</i>	80-092-0
<i>Edexcel Information Manual</i>	revised annually (also available on Edexcel's website)
<i>Edexcel S/NVQ general guidance for centres</i>	on the website
<i>SVQ 2 in Passenger Carrying Vehicle Driving (Bus and Coach) at SCQF level 5 – logbook for candidates</i>	SV033412

To access logbooks or other publications, please visit:  
[www.edexcel.com/quals/nvq/rpt](http://www.edexcel.com/quals/nvq/rpt)

### How do you contact us?

For further information about SVQs and our other qualifications, please contact Customer Services:

Work based learning centres:	0844 576 0045
Teachers and Heads of Departments (Transport):	0844 463 2934
Students and Parents:	0845 618 0440
Exams officers and Quality Nominees:	0844 463 2535

Calls may be recorded for training purposes.

You can also contact us through our support home page at  
<http://www.edexcel.com/Aboutus/contact-us/Pages/home.aspx>



# List of annexes

<b>Annexe A: SQA Code</b>	<b>49</b>
<b>Annexe B: Passenger Carrying Vehicles Driving - Mapping to core skills</b>	<b>51</b>
<b>Annexe C: Mapping between PCV Driving Standards and EU Directive for Driver Training</b>	<b>55</b>
<b>Annexe D: Evidence provided by achievement of the Initial Drivers CPC</b>	<b>57</b>
<b>Annexe E: Evidence requirements</b>	<b>107</b>
Unit 1: Maintain effective working relationships with colleagues	113
Unit 2: Contribute to health and safety in your work environment	115
Unit 3: Provide professional customer service in the bus and coach industry	117
Unit 4: Prepare for passenger carrying journeys	119
Unit 5: Help passengers who have special needs	121
Unit 6: Sharing information on the operation of the bus or coach service	123
Unit 7: Deal effectively with difficult passengers	125
Unit 8: Drive passenger carrying vehicles safely and efficiently	127
Unit 9: Operate the passenger systems and service	129
Unit 10: Deal with emergencies and incidents during a bus or coach journey	131
Unit 11: Negotiate and agree tour itineraries with clients	133
Unit 12: Process fares and receive and match fare payments to tickets	135
Unit 13: Manage financial transactions on coach journeys	137
Unit 14: Provide a transport service for passengers who have special needs	139
Unit 15: Transport accompanied luggage	141
Unit 16: Transport unaccompanied parcels	143
Unit 17: Operate a schools service by bus or coach	145
Unit 18: Drive passenger carrying vehicles on international journeys	147
<b>Annexe F: Glossary of terms</b>	<b>149</b>



## Annexe A: SQA Code

When referring to this qualification please quote code: GF4322



# Annexe B: Passenger Carrying Vehicles Driving - Mapping to core skills

## PASSENGER CARRYING VEHICLES DRIVING – MAPPING TO CORE SKILLS

The table below identifies opportunities within the standards for generating evidence that will also contribute to the requirements of the Workplace Core Skills standards at SCQF Level 4.

Workplace Core Skill Units and Tasks	Communication			Numeracy				Information and Communication Technology				Working with others			Problem solving		
	1	2	3	1	2	3	4	1	2	3	4	1	2	1	2	3	
PCV units and elements																	
1.1			✓											✓			
1.2			✓											✓			
1.3			✓											✓		✓	
2.1		✓	✓														
2.2		✓	✓														
3.1			✓														
3.2			✓														
3.3			✓														
4.1																	
4.2	✓																
5.1			✓														
5.2			✓														
6.1	✓	✓				✓							✓				
6.2		✓	✓														
7.1			✓														
7.2			✓														

Workplace Core Skill Units and Tasks	Communication			Numeracy				Information and Communication Technology				Working with others		Problem solving			
	1	2	3	1	2	3	4	1	2	3	4	1	2	1	2	3	
PCV units and elements																	
8.1	✓																
8.2																	
8.3		✓															
8.4		✓															
9.1	✓		✓							✓							
9.2			✓														
9.3			✓														
9.4									✓								
9.5			✓											✓		✓	
9.6			✓														
10.1			✓											✓			
10.2		✓	✓														
10.3			✓											✓		✓	
11.1	✓	✓	✓									✓	✓	✓	✓	✓	✓
11.2		✓	✓									✓	✓	✓	✓	✓	✓
12.1			✓					✓									
12.2												✓					
12.3		✓	✓									✓					
13.1		✓															



Workplace Core Skill Units and Tasks	Communication			Numeracy				Information and Communication Technology				Working with others			Problem solving		
	1	2	3	1	2	3	4	1	2	3	4	1	2	3	1	2	3
PCV units and elements																	
14.1	✓																
14.2			✓														
14.3			✓												✓		
14.4			✓														
15.1																	
15.2																	
15.3																	
16.1																	
16.2																	
16.3																	
17.1																	
17.2																	
17.3			✓												✓		
18.1	✓																
18.2																	
18.3																	
18.4		✓															
18.5															✓		✓



## Annexe C: Mapping between PCV Driving Standards and EU Directive for Driver Training

EU Directive for Driver Training Objectives	PCV Driving Standards units									
	1	2	3	4	5	6	7	8	9	10
1.1 To know the characteristics of the transmission system in order to make the best possible use of it								8.2g		
1.2 To know the technical characteristics and operation of the safety controls in order to control the vehicle, minimise wear and tear and prevent disfunctioning								8.2h		
1.3 Ability to optimise fuel consumption								8.2i		
<b>1.4 Applies to C Licences only</b>										
1.5 Ability to ensure the comfort and safety of your passengers			3.3f 3.3g		5.1g			8.2b		
1.6 Ability to load the vehicle with due regard for safety rules and proper vehicle use								8.3f 8.3g		
2.1 To know the social environment of road transport and the rules governing it				4.2g						

EU Directive for Driver Training Objectives		PCV Driving Standards units												
		1	2	3	4	5	6	7	8	9	10			
2.2	Applies to C Licences only													
2.3	To know the regulations governing the carriage of passengers			3.3h										
3.1	To make drivers aware of the risks of the road and accidents at work		2.1b 2.1c											
3.2	Ability to prevent criminality and trafficking in illegal immigrants		2.1i											
3.3	Ability to prevent physical risks		2.1j											
3.4	Awareness of the importance of physical and mental ability								8.1b					
3.5	Ability to assess emergency situations													10.1
3.6	Adopt behaviour to help enhance the image of the company			3.1e										
3.7	Applies to C Licences only													
3.8	To know the economic environment of the carriage of passengers by road and the organisation of the market			3.1f										

# Annexe D: Evidence provided by achievement of the Initial Drivers CPC

Note: Achievement of the Initial Driver CPC should have taken place within five years of the start of the SVQ in PCV Driving programme  
 ✓ indicates evidence is provided by the Initial Driver CPC.

## PCV Driving Unit 1 – Maintain effective working relationships with colleagues

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 1.1 - Maintain effective working relationships with your colleagues</b>			
1 - behave towards colleagues in a way that maintains goodwill		a - the need for effective working relationships and goodwill in the workplace	
2 - respond to requests from colleagues promptly and willingly		b - your organisation's standards and guidelines relating to behaviour in the workplace	
3 - meet any undertakings you have given to colleagues within the agreed way and timescale		c - how to balance giving help to colleagues with your own workload	
4 - provide information your colleagues ask for that is accurate, clear and given promptly		d - the limits of your own responsibilities and those of colleagues	
5 - take part as necessary in discussions about working relationships		e - the learning needs of colleagues who are being trained	
6 - support colleagues who are learning, to develop their skills and knowledge		f - the procedures for dealing with and discussing difficulties in working relationships	
7 - discuss problems with the appropriate person if there are difficulties in working relationships, or work practices			

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 1.2 - Maintain effective communications with your colleagues</b>			
1 - get the information you need from colleagues, using agreed procedures		a - the need for accurate and relevant information to be communicated within the workplace	
2 - give information to colleagues that is correct, relevant and will meet their needs		b - methods of getting and giving information between colleagues	
3 - communicate information in a format that meets these needs		c - the limits of your authority in relation to providing information	
4 - confirm that you are authorised to give the information you provide		d - the different formats in which you can communicate information and their uses	
5 - get help in cases where you have difficulty in communicating effectively with your colleagues		e - the need for providing (and ways to provide) colleagues with opportunities to communicate freely and openly	
		f - the procedures for dealing with and reporting difficulties in communicating freely and openly	
<b>Element 1.3 - Integrate your work activities with your colleagues work activities</b>			
1 - confirm the limits of your responsibilities in your role		a - the limits of your own responsibilities and those of your work colleagues	✓
2 - get advice from the appropriate person when you have problems with agreeing your work activities or responsibilities, or those of others		b - the procedures for giving colleagues information they need in their work	
3 - give colleagues information on time and which is appropriate to their needs		c - the responsibility of other people you have to work with	
4 - help colleagues in their work role, in line with agreed limits		d - typical events that may need you to change your plans	✓
5 - respond effectively to situations that need you to change your plans		e - the procedures for dealing with and reporting difficulties in agreeing work activities or responsibilities	

## PCV Driving Unit 2 – Contribute to health and safety in your work environment

Performance requirements		Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 2.1 - Identify risks to health and safety</b>				
1 - identify actual and possible risks to health and safety in your normal work area		✓	a - typical risks and dangers to health and safety that are likely to happen in your normal workplace	✓
2 - decide on the level of risk, using operator guidelines		✓	b - where most injuries and accidents occur both on the road and in the depot	✓
3 - get help from an appropriate person when you are not certain of the level of the risk			c - the comparative statistics for accidents involving bus, coach and other forms of road transport	✓
4 - take action (if it is appropriate and safe to do so) that reduces, as far as possible, the possible effects of the risk			d - how to decide on the level of risks	
5 - record enough details of the risks so that appropriate action can be taken			e - the details you should record and report relating to risks and dangers	✓
6 - report full and accurate details of risks to the appropriate person			f - the limits of your responsibility and ability in taking immediate action to reduce the effects of risks as far as possible	✓
			g - operator guidelines in relation to dealing with risks	
			h - where and how to get help when necessary	✓
			i - the relevant law and penalties for allowing the trafficking of illegal immigrants and the methods used by the authorities to prevent such practices	✓
			j - how to avoid personal injury, including correct seat positioning, manual handling techniques and proper use of personal protection facilities such as, radios, alarms and screens, where fitted	✓

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 2.2 - Limit danger and damage to people and property</b>			
1 - take immediate and effective action to limit the danger or damage, without increasing the danger or threat to yourself or others		a - when it is safe and appropriate to take immediate action, without putting yourself or others in danger	✓
2 - be certain that the action you take is within your limits of authority and ability		b - what action you can take, and are authorised to take, to limit danger	✓
3 - follow instructions or guidelines for limiting danger or damage		c - your organisation's instructions or guidelines relating to dealing with and reporting dangerous situations	
4 - get immediate help if you cannot deal effectively with the danger		d - how to use appropriate equipment and alarm systems to limit danger	✓
5 - give clear information or instructions to others to allow them to take appropriate action		e - methods of effective and appropriate communication to let others know about the danger	
6 - record and report details of the danger in line with operator guidelines		f - where and how to get help in dealing with dangerous situations	✓
7 - report any difficulties you have keeping to your organisation's health and safety instructions or guidelines, giving full and accurate details			



### PCV Driving Unit 3 – Provide professional customer service

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 3.1 - Follow codes of dress and behaviour</b>			
1 - behave towards customers in a polite and helpful way	✓	a - the relevant codes of dress, appearance and behaviour	✓
2 - consistently follow the relevant code of dress and personal presentation	✓	b - why it is important to have and follow codes of appearance and behaviour	✓
3 - put across a professional image to your customers by behaving appropriately at all times	✓	c - how to recognise opportunities to improve the service you provide to customers	
4 - hold conversations with customers in a way that promotes goodwill		d - how to deal with difficulties in meeting codes of dress and behaviour	
5 - carry out your work in a way that reduces inconvenience to your customers as far as possible		e - the importance of your role in the way the company operates and the roles of those you will need to work with including: managers, supervisors, administrators and mechanics	✓
		f - other ways that passengers could travel in the UK and Europe and who your organisation's main competitors are	✓

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 3.2 - Develop and maintain your work skills and knowledge</b>			
1 - identify and describe your needs to develop the skills needed in your role		a - the standards of skills and knowledge needed in your role	✓
2 - balance your needs and the needs of your business		b - how to measure your current skills and identify areas needing development	
3 - discuss and agree with the appropriate person in your organisation how you will receive the development you need		c - the processes within your organisation for discussing and agreeing your development plans	
4 - carry out activities to develop your skills in line with an agreed plan		d - how to monitor your progress against your development plans	
5 - get feedback and advice on your progress in developing your skills		e - how to get feedback from others that will help you in your development	
6 - take action if your progress is below the necessary standard		f - how to identify and get agreement for further development activities when you are not meeting the necessary standard	

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 3.3 - Develop professional relationships with customers</b>			
1 - acknowledge customers promptly and politely, and speak to them in a way that promotes confidence in your organisation		a - your operator's policy and procedures for promoting customer service	
2 - give customers information that is within your own limits of authority		b - the limits of your own authority, knowledge and responsibility in matters related to customer service	✓
3 - refer customers to other appropriate people if you do not have the knowledge to help them or if their need goes beyond your responsibilities		c - what customer service information will benefit, or is needed by, your employer	
4 - follow approved procedures and policies for promoting customer service		d - the sorts of difficulties or problems that can arise in promoting customer service	✓
5 - record, accurately and completely, information from customers that relates to your business		e - the procedures for referring or reporting customer service issues to other appropriate people in your organisation	
6 - identify and report, to the appropriate person, possible difficulties that could affect customers		f - how to identify the needs of passengers to ensure comfort and safety, particularly of those with special requirements	✓
		g - how to implement techniques that enable you to concentrate on safe driving, whilst ensuring the safety and comfort of passengers	✓
		h - the relevant regulations concerning the rights of passengers. This will include; the Disability Discrimination Act, Private Hire and Touring Paperwork, domestic and continental, Safety Belts, Fire Extinguishers and First Aid Equipment, Carrying Alcohol	✓

## PCV Driving Unit 4 – Prepare for passenger carrying journeys

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 4.1 - Confirm that the vehicle is roadworthy</b>			
1 - confirm that the vehicle's service or defect record is current and meets approved requirements		a - servicing schedules that are relevant to the vehicles you drive	
2 - carry out vehicle handover checks in line with approved procedures		b - statutory vehicle-testing requirements	✓
3 - take action that is within your ability and authority to put the problem right		c - the nature and schedules of vehicle checks you have to carry out	
4 - decide when not to use a vehicle because it is unfit	✓	d - how to carry out handover checks including lights, horn, screen wash and wipers, safety systems, passenger-comfort systems and visual checks of the vehicle	✓
5 - get another vehicle if your vehicle is not fit to use (using your organisation's approved procedure)		e - how to recognise actual or possible defects	✓
6 - promptly refer actual or possible defects to the appropriate person in enough detail so they can diagnose the problem		f - what action you have the authority to take in order to put the problem right	
		g - what action to take to refer faults to the appropriate person	
		h - arrangements to replace a vehicle, including recovering the defective vehicle	

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 4.2 - Confirm the legal status of the driver and the vehicle</b>			
1 - confirm that the driver holds a current and valid licence to drive the vehicle	✓	a - the different types of, and regulations for, licences to drive passenger carrying vehicles	✓
2 - fully declare any medical or other condition that might affect the driver's ability to drive safely	✓	b - the different types of insurance cover, including the relevant minimum legal requirements, particularly for passenger carrying vehicles	✓
3 - fully declare the details of any convictions against the driver that would affect driving a passenger carrying vehicle	✓	c - the medical conditions and causes that could affect the driver's ability to drive safely	✓
4 - confirm the vehicle excise licence is valid for the vehicle and displayed as needed by law	✓	d - vehicle test, registration and licensing requirements relating to the vehicles being driven	✓
5 - confirm that the vehicle test certificate, insurance details, registration documents and tachograph charts (where fitted) meet legal requirements	✓	e - organisational systems for recording vehicle documents particularly related to test certificates, insurance and licences	
6 - decide when not to use a vehicle because its documents do not meet relevant legal requirements	✓	f - the procedures for dealing with situations where any documents do not meet requirements	✓
		g - the relevant rules and regulations that govern the way in which you can work, the way in which they are enforced and the penalties that can be imposed, for example: drivers hours, EU and Domestic, Working Time Directive, Tachographs, CPC Regulations	✓

## PCV Driving Unit 5 – Help passengers who have special needs

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 5.1 - Recognise passengers' special needs</b>			
1 - recognise when it is obvious that someone needs your help, before you are asked		a - the importance of providing help to passengers when necessary to ensure comfort and safety	✓
2 - offer your help promptly and in a way that is polite and considerate		b - passengers who may need help including those who use wheelchairs; people who are partially sighted or blind; people who have hearing difficulties or are deaf; people who have difficulty walking; people who have learning difficulties and; people who have physical disabilities or speech difficulties	
3 - treat passengers who need help in a way that promotes good customer service		c - the requirements of relevant legislation and codes of practice when providing help	✓
4 - decide on the type and amount of help you will give, which should be within your ability and responsibility		d - the limits of your ability and responsibility when providing help to passengers	✓
5 - take appropriate action when you cannot provide the help needed		e - how to communicate with passengers who need your help	
6 - keep to relevant legislation and codes of practice when deciding on the help you will give		f - equal opportunities and the rights of all passengers to travel in safety and comfort	✓
		g - how to implement techniques that enable you to concentrate on safe driving, whilst ensuring the safety and comfort of passengers	✓

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 5.2 - Respond to passengers who have special needs</b>			
1 - give help to passengers in line with relevant legislation and codes of practice	✓	a - the importance of giving help to passengers when needed	✓
2 - give help promptly and in a way that promotes good customer service		b - the requirements of relevant legislation and codes of practice when providing help	✓
3 - follow accepted procedures for giving help to passengers, and keep within the limits of your ability and responsibility		c - passengers who may need help including: passengers who use wheelchairs; people who are partially sighted or blind; people who have hearing difficulties or are deaf ; people who have difficulty walking; people who have learning difficulties; people who have physical disabilities or speech difficulties	
4 - use special equipment or systems as needed in line with approved methods		d - how to use special equipment and systems for giving help to passengers	✓
5 - confirm that passengers' needs are met after giving help		e - how to communicate with passengers while giving help	
6 - get appropriate advice or help when you cannot meet passengers' needs		f - equal opportunities and the rights of disabled passengers to travel in safety and comfort	✓

## PCV Driving Unit 6 – Sharing information on the operation of the bus or coach service

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Performance requirements</b>			
1 - get all the information you need to start your duty and confirm that it is complete		a - why you need to share complete and accurate information before and after duties	
2 - make sure any radio equipment you use to pass on information is working before the journey		b - how to confirm that radio equipment is working properly, if it is used	
3 - use the approved methods to get information or advice during the journey		c - how to provide and record information your organisation needs to support the service it provides	
4 - act on information you receive during the journey in line with approved procedures		d - your organisation's procedures for communicating information related to duties and running the service	
5 - fill in the necessary documents related to running the service, including reporting incidents			
6 - give information to the next shift and others as necessary, making sure it is complete and accurate			



Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 6.2 - Transfer responsibility for service duty</b>			
1 - transfer responsibility for the vehicle with the authorised person in line with approved procedures		a - your organisations approved procedures for transferring responsibility for the vehicle	
2 - search for and deal with lost property, including suspect packages, in line with your organisations approved procedures		b - your organisations approved procedures for dealing with lost property, including suspect packages	
3 - inspect for and report damage or defects to the vehicle in line with your organisations approved procedures		c - how to inspect and report damage and defects to vehicles	
4 - present the vehicle for cleaning, refuelling or servicing in line with your organisations approved procedures		d - your organisations approved procedures for presenting vehicles for refuelling, cleaning and servicing	
5 - fill in clearly, and hand in promptly, all documents relating to your duty		e - how to fill in the documents related to your duty	
6 - fill out and record the details of your next duty in line with your organisations approved procedures			

## PCV Driving Unit 7 – Deal effectively with difficult passengers

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 7.1 - Assess situations and decide on action needed</b>			
1 - promptly recognise situations that involve inappropriate behaviour by passengers		a - possible situations involving passenger behaviour which you might have to deal with	✓
2 - prioritise the action to be taken, in line with approved organisational guidelines		b - the action you can take and are authorised to take	
3 - make sure the action you plan to take, wherever possible, meets approved organisational guidelines or procedures		c - the approved procedures and guidelines for dealing with and recording incidents involving passenger behaviour	
4 - consider the needs of other passengers when dealing with the situation as far as possible		d - the organisational and relevant legal responsibilities you have when dealing with emergencies and incidents	✓
5 - get help from the appropriate sources in situations outside your own authority or ability to deal with		e - at what point and how to get help when needed	
6 - maintain the morale and goodwill of other passengers and customers in line with approved organisational guidelines		f - the things that affect customer morale and goodwill in emergencies or incidents	

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 7.2 - Take action to deal with difficult passengers</b>			
1 - carry out action to deal with passengers' inappropriate behaviour in line with approved procedures and guidelines		a - the action you can take and are authorised to take	
2 - take action in a way that does not make the situation worse		b - the organisational and relevant legal responsibilities you have when sorting out passenger-related incidents	✓
3 - take control of the situation in a way that reduces, as far as possible, any possible conflict		c - how to carry out positive responsive action to deal with passenger-related incidents	
4 - get help from the appropriate sources in situations that are outside your own authority or ability to deal with		d - at what point and how you should get help when necessary	
5 - consider the needs of other passengers, as far as possible, when taking action		e - how to maintain your safety and security, and that of others and your vehicle	✓
6 - maintain your safety and security, and that of others and the vehicle, while taking action		f - the things that affect customer care and goodwill in emergencies or incidents, including giving advice to passengers	✓
7 - report the details of any events in line with approved procedures		g - the approved procedures and guidelines for dealing with and reporting emergencies and incidents	✓

**PCV Driving Unit 8 – Drive passenger carrying vehicles safely and efficiently**

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 8.1 - Prepare to drive the vehicle</b>			
1 - make sure that you meet the legal and medical requirements to drive the vehicle	✓	a - current legislation about your medical fitness to drive passenger carrying vehicles	✓
2 - make sure that you have the appropriate current and valid driving licence to drive the vehicle	✓	b - the relevant legal requirements and your organisation's procedures relating to fitness for duty	✓
3 - make sure that the vehicle's documents meet current legislation	✓	c - current driver-licensing legislation related to the vehicles you drive	✓
4 - carry out the normal pre-drive checks to the vehicle in line with approved procedures		d - current legislation about the vehicle documents you need	✓
5 - get all the information you need related to starting your duty and confirm it is complete		e - how to confirm that relevant documents are in order and displayed such as: registration, operator licences, vehicle fitness and tax	✓
6 - use the approved procedures correctly for reporting vehicle defects or problems with documents		f - the requirements of pre-drive checks to the vehicle as relevant such as: fuel, oils, water, damage, electrical systems, tyres, wheel studs, wipers and safety equipment	✓
		g - your organisation's procedures for reporting defects or problems	✓

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 8.2 - Drive the vehicle</b>			
1 - move off while considering other road users and your passengers		a - why it is important to drive your vehicle while considering your passengers	✓
2 - respond to the anticipated actions of other road users in a safe and polite way		b - why it is important to drive your vehicle in a way that considers the comfort and safety of the passengers and others including the proper use of road space	✓
3 - give timely and clear signals if you intend to change direction or the position of your vehicle		c - how your driving style affects how efficiently the vehicle runs	✓
4 - make visual checks around your vehicle so you can decide on the safety of your immediate environment		d - how to adapt your driving style to different road conditions such as: good or poor visibility, wet, dry or otherwise slippery road surfaces, and overhanging trees or buildings	✓
5 - drive your vehicle in a way that does not put other road users at risk		e - how to adapt your driving style to different traffic conditions such as heavy traffic, slow moving and high speed vehicles	✓
6 - maintain the speed and position of your vehicle in a way that is appropriate to the current road and traffic conditions		f - the requirements of relevant laws and codes of practice related to driving including: speed, position, signalling and considering other road users	✓
7 - meet all relevant legal requirements and relevant codes of practice related to driving passenger carrying vehicles safely and efficiently	✓	g - how the use of the gearbox can affect the performance and efficiency of the vehicle	✓
		h - how to combine the use of the brake and gearbox to achieve safe, smooth and efficient driving with the minimum amount of wear and tear.	✓
		i - how to drive in accordance with the knowledge from g) and h) above to achieve maximum efficiency	✓

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 8.3 - Pick up and set down passengers</b>			
1 - make scheduled stops where practical and possible		a - the relevant legislation and regulations relating to stopping and waiting on the highway	✓
2 - keep to regulations, signs and directions related to stopping and waiting	✓	b - the relevant legislation and regulations relating to carrying passengers	✓
3 - take account of the safety and comfort of passengers, pedestrians and other road users		c - how to recognise and adapt to possibly dangerous situations related to moving off or stopping	✓
4 - avoid possible dangerous situations caused by other vehicles and obstacles		d - how to adapt your driving style to suit different passengers, especially when moving off or stopping	✓
5 - pick up and set down passengers in a way that promotes good customer service, including when you cannot accept passengers for any reason		e - how to deal with possible problems in situations where you cannot accept passengers	✓
6 - keep to current legislation, regulations and codes of practice relating to carrying passengers	✓	f - the effect that a continual variance in the number of passengers and their distribution throughout the vehicle will have upon the performance and handling	✓
7 - keep a record of journey details as necessary		g - how the way in which luggage is loaded can have an effect upon the handling characteristics of the vehicle and to know the loading limits on axles imposed by law	✓

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 8.4 - Complete your driving duty</b>			
1 - park or hand over the vehicle in line with approved procedures		a - the procedures for parking and handing over your vehicle	
2 - leave the driver's cab in a clean condition and free from dangers		b - the approved procedures for dealing with lost property, including suspect packages	✓
3 - search for and deal with lost property, including suspect packages, in line with approved procedures		c - how to inspect for, and report, damage and defects to vehicles	
4 - inspect for, and report, damage or defects to the vehicle in line with approved procedures		d - the approved procedures for presenting vehicles for refuelling, cleaning and servicing	
5 - present the vehicle for cleaning, refuelling or servicing in line with approved procedures		e - how to fill in the documents related to ending your duty, including tachograph charts where fitted	
6 - fill in clearly, and hand in promptly, all documents relating to your duty			

**PCV Driving Unit 9 – Operate the passenger systems and service**

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 9.1 - Prepare to operate the service</b>			
1 - report for your duty at the correct time and place		a - how to get, and confirm as complete, the information you need related to running the service	
2 - get information on routes and schedules, including information on poor conditions, and confirm it is complete		b - why it is important to keep to the official route and schedules	
3 - deal with, beforehand, any foreseeable difficulties in operating the service		c - approved procedures for altering routes or schedules	
4 - confirm that passenger-information systems provide the correct details of the service		d - how to assess possible difficulties in running the service	
5 - get advice on alternative routes from the appropriate person if planned routes and schedules are affected		e - how to communicate to passengers when and why you need to change the route	
6 - let passengers know promptly about any disruption or alteration to the service in a way that promotes goodwill		f - how to operate passenger-information systems	
<b>Element 9.2 - Manage the passenger comfort systems</b>			
1 - confirm the passenger-comfort systems are in approved working order before starting service operation		a - how to control passenger-comfort systems to benefit your passengers	✓
2 - operate the passenger-comfort systems in line with operating instructions and approved guidelines		b - the approved guidelines for operating passenger-comfort systems	✓
3 - operate the comfort systems to suit the needs of passengers and adjust them to take account of changing conditions		c - how to communicate with your passengers in a way that maintains goodwill	✓
4 - where appropriate, tell your passengers about the comfort systems controls they can use		d - the procedures for dealing with operational problems with passenger comfort systems	✓
5 - deal with any problems with operating passenger-comfort systems in line with approved procedures			



Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 9.3 - Operate the service</b>			
1 - operate the service at the correct time		a - where and how to get information that could negatively affect the service, including updates	✓
2 - keep to the running schedules as far as current conditions allow		b - how to maintain customer care and goodwill	✓
3 - get updates of information that help you operate the service		c - how to operate passenger-information systems	✓
4 - get advice on alternatives to the service from the appropriate person when necessary		d - your organisation's procedures for changing planned services	
5 - give details of any disruption, delays or changes to passengers promptly and politely		e - how to use of your organisation's internal forms and documents	
6 - give details of any disruption, delays or changes to your organisation in line with approved guidelines, and use internal documents when necessary			

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 9.4 - Pick up and set down passengers</b>			
1 - keep to scheduled stops where practical and possible		a - the relevant legislation and regulations relating to stopping and waiting on the highway	✓
2 - keep to regulations, signs and directions related to stopping and waiting		b - the relevant legislation and regulations relating to carrying passengers	✓
3 - take account of the safety and comfort of passengers, pedestrians and other road users		c - how to recognise and adapt to possibly dangerous situations related to moving off or stopping	✓
4 - avoid possible dangerous situations caused by other vehicles and obstacles		d - how to deal with possible problems in situations where you cannot accept passengers	✓
5 - pick up and set down passengers in a way that promotes goodwill, including where you cannot accept passengers for any reason			
6 - keep to current legislation, regulations and codes of practice relating to carrying passengers			
7 - keep a record of passenger journey details as necessary through the use of ticket issuing equipment and/or waybills			

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 9.5 - Deal with incidents during a journey</b>			
1 - respond promptly and effectively to passengers who let you know about unexpected incidents		a - the need to deal promptly and effectively with incidents during a journey, particularly to reassure passengers	✓
2 - take appropriate action if a passenger is injured or becomes ill in line with approved guidelines		b - how to assess and consider the options within your ability and responsibility when dealing with incidents during a journey	✓
3 - make arrangements for parking the vehicle safely if you or a colleague cannot continue to drive, in line with approved guidelines		c - the approved procedures for dealing with passengers' injuries or illness and incidents where you or the driver cannot continue to drive, and transferring passengers	✓
4 - reduce, as far as possible, any passenger inconvenience or concern, particularly if you need to transfer passengers		d - your organisation's requirements for dealing with unaccompanied children	
5 - deal with vehicle and passenger booking and reservation problems, in line with approved guidelines		e - how to put passengers at ease and reduce their concerns as far as possible	
6 - let the appropriate person know if your or other services could be affected by the incident			
7 - get help from the appropriate person if you cannot deal effectively with the incident			

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 9.6 - Communicate effectively with passengers</b>			
1 - communicate with your passengers in a way that is appropriate to their needs		a - the forms of verbal and non-verbal communication	
2 - respond to your passengers' requests for information in a positive and helpful way, and one which gives them a positive image of your organisation		b - procedures for keeping passengers informed	✓
3 - give your passengers the information they ask for, which should be within your limits of your knowledge and authority		c - how to confirm understanding with passengers and interpret (verbal and non-verbal) signals from them	
4 - confirm with your passengers that the information you have given is helpful and understood		d - where to get help from to deal with communication difficulties	
5 - deal effectively with communication problems in line with approved guidelines, which could include getting help or advice		e - your organisation's service standards	
6 - behave towards your passengers in line with your organisation's code of customer care	✓	f - your organisation's standards and codes for behaviour and customer care	✓

## PCV Driving Unit 10 – Deal with emergencies and incidents during a bus or coach journey

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 10.1 - Assess situations and decide on what action is needed</b>			
1 - promptly recognise emergencies or incidents	✓	a - possible emergencies and incidents you might have to deal with, such as: vehicle accidents or breakdowns, lost passengers or documents, passenger behaviour, illness or death, theft of property or documents, natural disasters, fires, security alerts and industrial action	✓
2 - prioritise the action to take, in line with your organisation's guidelines	✓	b - the action you can take and are authorised to take	✓
3 - make sure the action you take, meets approved guidelines or procedures	✓	c - the approved procedures and guidelines for dealing with and recording emergencies and incidents	✓
4 - consider the needs of individuals and the rest of the group as far as possible		d - the organisational and relevant legal responsibilities you have when dealing with emergencies and incidents	✓
5 - maintain the morale of customers in line with approved guidelines		e - the things that affect passengers' morale in emergencies or incidents	✓
6 - get help from the appropriate person in situations that are outside your own authority or ability to deal with		f - at what point and how you should get help when needed	✓
7 - maintain and process accurate records of emergencies or incidents in line with approved procedures			

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 10.2 - Take action to deal with roadside checks by the police or VOSA</b>			
1 - recognise the authority of the officer (or officers) asking you to stop	✓	a - possible incidents you might have to deal with	✓
2 - make sure the action you take meets the relevant statutory requirements and is within your company's guidelines	✓	b - the action you can take and are authorised to take	✓
3 - maintain the morale of passengers in line with approved guidelines		c - the relevant legislation related to roadside checks and the minimum information and assistance you must give by law	✓
4 - get guidance from the appropriate person in situations outside your own authority		d - the limits of authority of a police officer or a VOSA official	✓
5 - maintain and process accurate records of the incident in line with approved procedures		e - the things that affect passengers' morale in such incidents	
		f - at what point you should get help and how you should get help when needed	✓

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 10.3 - Take action to deal with emergencies and incidents</b>			
1 - carry out action to deal with emergencies and incidents in line with approved procedures and guidelines		a - the action you can take and are authorised to take	✓
2 - take action that reduces, as far as possible, inconvenience to passengers		b - how to carry out action to deal with emergencies and incidents	✓
3 - consider the needs of individuals and the rest of the group as far as possible when taking action		c - how to reduce, as far as possible, any possible dangers in typical travel-related emergencies and incidents	✓
4 - reassure passengers whose journey or service cannot continue, in a way that promotes good customer service		d - the approved procedures and guidelines for dealing with and reporting emergencies and incidents	✓
5 - report details of emergencies or incidents in line with approved procedures		e - the organisational and relevant legal responsibilities you have when dealing with emergencies and incidents	✓
6 - tell all the relevant and appropriate people about changes made to journeys or services		f - the things that affect customer service in emergencies or incidents	
7 - get help from the appropriate sources in situations that are outside your own authority or ability		g - at what point and how you should get help when you need it	✓

## PCV Driving Unit 11 - Negotiate and agree tour itineraries with clients

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 11.1 - Negotiate and agree tour briefs with clients</b>			
1 - negotiate and agree the main features of clients' tour needs		a - the features of different clients' groups in relation to their tour needs	
2 - confirm that you can meet the clients' needs		b - how to communicate and negotiate with others effectively	
3 - identify and gain the co-operation needed, if any, from others connected with the tour		c - the limits of your own authority, ability and responsibility when negotiating and agreeing tours	
4 - identify how much responsibility and authority you have in relation to the tour		d - how to match tour features with clients' needs	
5 - negotiate and agree appropriate reporting arrangements between you and the client		e - the organisation of services and resources involved in tours	
6 - confirm the brief with the client in writing or in another format as necessary		f - the various contractual arrangements between tour operators and tourists	
7 - keep any negotiations and agreement relating to the brief confidential		g - possible situations that could mean you need to make other tour arrangements	



Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 11.2 - Negotiate and agree tour routes and timings</b>			
1 - confirm that the tour routes and timings are realistic and appropriate to the client, and can be operated within relevant legal requirements, including drivers' hours		a - the features of different clients' groups in relation to their tour needs	
2 - confirm that co-operation from others is available if necessary		b - how to communicate and negotiate with others effectively	
3 - take account of necessary stops and possible events in the routes and timings		c - the limits of your own authority, ability and responsibility when negotiating and agreeing routes and timings	
4 - agree what you are responsible for and are authorised to do in relation to the routes and timings		d - how to match tour routes and timings with clients' needs	
5 - present the itinerary details in a format that is appropriate to anyone who could receive it		e - the logistic factors involved in tour routes and timings	
6 - confirm the routes and timings with the client in writing or in another format as necessary		f - sources of itinerary information, such as accommodation, services and attractions	
		g - the various contractual arrangements between tour operators and tourists	
		h - possible situations that could mean you have to make other tour arrangements	

## PCV Driving Unit 12 – Process fares and receive and match fare payments to tickets

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 12.1 - Receive fares and issue receipts and tickets</b>			
1 - carry out calculations for fares and payments correctly in line with approved guidelines		a - your organisation's procedures for paying fares, and how to follow them, including methods of payment	
2 - tell your passengers clearly what the total payment is and the appropriate payment methods in a way that promotes understanding and goodwill		b - the need to give correct information to your passengers about fares and payments	
3 - accept and acknowledge payments from your passengers in line with approved procedures		c - the different ways of paying, such as cash, cheques, charge cards, debit cards and credit cards, including tokens and pre-paid cards	
4 - confirm that payment amounts are correct, and identify and deal with problems in line with approved procedures		d - your own authority for dealing with problems relating to paying fares	
5 - give the correct change to your passengers, with a valid receipt if necessary		e - the security requirements for storing payments	
6 - store all payments in an approved place		f - regulations and policies relating to concessionary fares	

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 12.2 - Process valid passenger tickets and passes</b>			
1 - confirm that the equipment used for processing tickets is in an approved operational condition		a - how to operate the equipment for processing fares	
2 - follow the emergency ticket procedures if equipment breaks down		b - how to follow the emergency ticket procedure	
3 - issue tickets, and confirm that prepaid tickets and passes are valid for the journey		c - customer-care policies and procedures	
4 - recognise and report when tickets or passes have been misused and when passengers have not paid fares, in line with approved procedures		d - approved procedures for when tickets or passes have been misused	
5 - follow any concessionary fare schemes in line with approved procedures		e - relevant regulations and policies relating to concessionary fares	
<b>Element 12.3 - Account for fares and payments</b>			
1 - promptly pay in the money and vouchers you collected in line with approved procedures		a - procedures for accounting for ticket sales and vouchers	
2 - account for non-payments, mistakes on tickets and withdrawn passes in line with approved procedures		b - the importance of, and how to carry out, security and personal safety checks	
3 - carry out adequate security checks to make sure you are safe before you move money		c - the procedures to check the money you have received, particularly in relation to problems	
4 - fill in waybills (if you use them) accurately and legibly			
5 - match accurately the cash you have collected with printouts or waybills if you have used ticket machines			
6 - provide extra information related to fares, payments and passengers when needed, in line with approved procedures			

## PCV Driving Unit 13 – Manage financial transactions on coach journeys

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 13.1 - Receive cash advances and make cash payments</b>			
1 - confirm that the advances you receive will cover your needs		a - how to check requests for payment and work out the amounts due	
2 - confirm that the amounts you have received match the relevant documents		b - the relevant documents (including cheques, counterfoils and petty-cash records) and how to fill them in	
3 - take account of agreed special arrangements when offering amounts to suppliers and others where appropriate		c - the relevant confidentiality procedures	
4 - make payments only according to the amounts due		d - appropriate security procedures	
5 - confirm that all appropriate documents are complete, accurate and up to date			
6 - keep relevant documents secure			

## PCV Driving Unit 14 – Provide a transport service for passengers who have special needs

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 14.1 - Prepare for journeys with passengers who have special needs</b>			
1 - make sure the details of destinations, routes, timings and any special information about your passengers is complete and in the approved format		a - the importance of having correct and relevant details of the passengers you are carrying	✓
2 - confirm vehicle seating plans for your journeys are correct		b - the relevant legal requirements and relevant codes of practice for transporting passengers who use wheelchairs	✓
3 - confirm that you have the correct type and amount of equipment for seating and securing passengers and wheelchairs before starting your journeys		c - the reasons for and use of different types of equipment for seating and securing passengers and wheelchairs	✓
4 - carry out approved safety checks on that equipment		d - how to carry out approved safety checks on equipment for seating and securing passengers and wheelchairs	✓
5 - use the approved procedures for reporting defects to your vehicle or its equipment		e - the relevant parts of the Disability Discrimination Act and how the act applies to the role of the driver in transporting passengers	✓
6 - confirm that all documents relating to your journeys are correct and in line with organisational requirements			

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 14.2 - Provide the service for passengers who have special needs</b>			
1 - keep to running schedules as far as conditions allow		a - appropriate methods of offering and giving help to passengers who have special needs	
2 - help passengers onto and off the vehicle in line with relevant legislation and codes of practice, and in a way that promotes goodwill		b - equal opportunities and the rights of passengers who have special needs to travel in safety and comfort	✓
3 - use passenger lifts and equipment in line with approved procedures		c - the requirements and importance of using passenger lifts and equipment	
4 - deal with fares and waybills where needed, in line with approved procedures		d - approved procedures for dealing with defective passenger-safety equipment	
5 - make sure you drive the vehicle in a way that maintains the safety and comfort of passengers		e - what action you can take to deal with situations where you cannot meet schedules, or where passengers are not at their agreed pick-up points	
6 - take appropriate action if any passenger is not at their agreed pick up-point		f - the relevant parts of the Disability Discrimination Act and how the act applies to the role of the driver in transporting passengers	✓
7 - take appropriate action if you cannot keep to planned timings or pick-ups			
8 - fill in all the necessary documents related to journeys and pass them to the appropriate person			

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 14.3 - Deal with incidents during a journey involving passengers who have special needs</b>			
1 - respond promptly and effectively to passengers who let you know about unexpected incidents		a - the need to deal promptly and effectively with incidents during a journey, particularly to reassure passengers	✓
2 - take appropriate action if a passenger is injured or ill, in line with approved guidelines	✓	b - how to assess and consider the options within your ability and responsibility when dealing with incidents during a journey	✓
3 - make arrangements for parking the vehicle safely if you cannot to continue to drive, in line with approved guidelines		c - the approved procedures for dealing with passenger injuries or illness, incidents where you cannot continue to drive, and transferring passengers	✓
4 - reduce passenger inconvenience or concern as far as possible, particularly if passengers need to be transferred		d - the relevant legal requirements for dealing with unaccompanied children	
5 - deal with vehicle booking and reservation problems in line with approved guidelines		e - how to put passengers at ease and reduce their concerns as far as possible	
6 - let the appropriate person know if other services could be affected by the incident		f - the relevant parts of the Disability Discrimination Act and how the act applies to the role of the driver in transporting passengers	✓
7 - get help from the appropriate person if you cannot deal effectively with the incident			

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 14.4 - Communicate effectively with passengers who have special needs</b>			
1 - communicate with your passengers in a way that is appropriate to their needs		a - the forms of verbal and non-verbal communication	
2 - respond to your passengers' requests for information in a positive and helpful way, and one which gives a positive image of your organisation		b - procedures for keeping passengers informed	
3 - give your customers the information they ask for, which should be within your limits of knowledge and authority		c - how to confirm that passengers understand information and interpret (verbal and non-verbal) signals from them	
4 - confirm, with your passengers, that the information you have given them was enough and that they understood it		d - where to get help to deal with communication difficulties	
5 - deal effectively with communication problems in line with approved guidelines, which could include getting help or advice		e - your organisation's service standards	
6 - behave towards your passengers in line with your organisation's code of behaviour		f - your organisation's standards and codes for behaviour and customer care	
		g - the relevant parts of the Disability Discrimination Act and how the act applies to the role of the driver in transporting passengers	✓



## PCV Driving Unit 15 – Transport accompanied luggage

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 15.1 - Accept and load luggage for transporting</b>			
1 - confirm that, where appropriate, the labelling of luggage meets the necessary standard		a - the approved procedures for safely lifting and handling luggage safely	✓
2 - let passengers know in a polite and helpful way when you cannot accept luggage (for example, dangerous material)		b - the approved procedures for dealing with damaged or problem luggage	
3 - let passengers know about damaged or problem luggage, before loading		c - relevant safe practices for loading luggage onto vehicles, including using equipment	✓
4 - load luggage by using the approved methods and safe practices, including using equipment correctly	✓	d - relevant safe practices for distributing luggage, in particular to help unload the vehicle	✓
5 - load luggage taking account of which passengers are getting off when and where	✓	e - the regulations related to transporting particular items	✓
6 - distribute the weight of luggage to keep to safe practice	✓	f - approved customer-care procedures for dealing with luggage	
7 - confirm that the way you transport any item (depending on particular relevant regulations) keeps to regulations	✓	g - your own responsibilities for correctly loading the vehicle and its security	✓
8 - confirm that luggage stowed inside the vehicle or on trailers is secured safely	✓		

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 15.2 - Unload and handover luggage</b>			
1 - avoid damaging luggage while unloading	✓	a - the approved procedures for lifting and handling luggage safely	✓
2 - unload luggage by using the approved methods and safe practices, including using equipment correctly	✓	b - relevant safe practices for unloading luggage from vehicles, including using equipment	✓
3 - ask others for help if necessary, in a way that promotes goodwill		c - the approved procedures for dealing with luggage that is damaged while being transported	
4 - confirm that each parcel or piece of luggage is handed over to the right person		d - relevant safe practices for distributing luggage	✓
5 - obtain a receipt for luggage if necessary, in line with approved procedures		e - approved guidelines for asking for help from others when dealing with luggage	✓
6 - distribute and secure remaining luggage in line with safe practice	✓	f - your own responsibilities for loading the vehicle correctly and its security	✓
7 - confirm that the vehicle and immediate area are clear of luggage that is to be unloaded and waiting to be handed over	✓		

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 15.3 - Deal with unclaimed luggage</b>			
1 - search for and deal with unclaimed luggage in line with approved procedures		a - the approved procedures for dealing with unclaimed luggage, including suspect packages	✓
2 - try to identify and promptly contact the owner of unclaimed luggage or any person who is entitled to receive the property		b - approved customer care procedures related to unclaimed luggage or lost property	
3 - help passengers search for or claim luggage in line with approved procedures		c - how to protect people if you discover a suspect package	✓
4 - fill in documents related to unclaimed luggage in line with approved procedures		d - your organisations regulations on lost property	
5 - deal with suspect packages in line with approved procedures, including making sure you and others are safe	✓		

## PCV Driving Unit 16 – Transport unaccompanied parcels

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 16.1 - Accept and load parcels for transporting</b>			
1 - confirm that, where appropriate, the labelling of parcels meets the necessary standard (for example, 'fragile' and 'right way up' labels are in place)		a - the approved procedures for handling parcels safely	
2 - let customers know in a polite and helpful way when parcels cannot be accepted		b - the approved procedures for dealing with damaged or problem parcels	
3 - let customers know about damaged or problem parcels, before loading		c - relevant safe practices for loading parcels onto vehicles	✓
4 - load parcels by using the approved methods and safe practices	✓	d - relevant safe practices for distributing parcels	✓
5 - confirm that the way you transport any item (depending on particular regulations) keeps to regulation	✓	e - the regulations related to transporting particular items	✓
6 - confirm that parcels stowed inside the vehicle are secured safely	✓	f - approved customer-care procedures for dealing with parcels	
		g - your own responsibilities for correctly transporting parcels and their security	✓

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 16.2 - Unload and handover parcels</b>			
1 - avoid damaging parcels during unloading	✓	a - the approved procedures for lifting and handling parcels safely	✓
2 - unload parcels by using the approved methods and safe practices, including using equipment correctly	✓	b - relevant safe practices for unloading parcels from vehicles, including using equipment	✓
3 - ask others for help if necessary, in a way that promotes goodwill		c - the approved procedures for dealing with parcels that have been damaged while being transported	
4 - confirm that each parcel is handed over to the right person		d - relevant safe practices for distributing parcels and luggage	✓
5 - get a receipt for parcels if necessary, in line with your organisations approved procedures		e - approved guidelines for asking for help from others when dealing with parcels	
6 - distribute and secure the remaining parcels or luggage in line with safe practice	✓	f - your own responsibilities for loading the vehicle correctly and its security	✓
7 - confirm that the vehicle and immediate area are clear of parcels that are to be unloaded and waiting to be handed over	✓		

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 16.3 - Deal with unclaimed parcels</b>			
1 - search for and deal with unclaimed parcels in line, with your organisations approved procedures		a - the approved procedures for dealing with unclaimed parcels, including suspect packages	✓
2 - try to identify and promptly contact the owner of unclaimed parcels or any person who is entitled to receive the property		b - approved customer care procedures related to unclaimed or lost property	
3 - help passengers search for or claim parcels, in line with your organisations approved procedures		c - how to protect people if you discover a suspect package	✓
4 - fill in documents related to unclaimed parcels, in line with your organisations approved procedures		d - regulations on lost property	
5 - deal with suspect packages in line with approved procedures, including making sure you and others are safe	✓		

## PCV Driving Unit 17 – Operate a schools service by bus or coach

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 17.1 - Confirm and operate schedules</b>			
1 - report for your duty at the correct time and place		a - how to get and assess the information you need related to routes and schedules	
2 - get information on routes and schedules, including information on poor conditions, and confirm that it is complete		b - why it is important to keep to planned routes and schedules	
3 - get advice on alternative journeys from the appropriate person if planned routes and schedules are affected		c - approved procedures for changing routes or schedules	
4 - promptly tell the school (or schools) concerned about any disruption or change to planned routes or schedules and in a way that promotes goodwill		d - how to communicate to schools and passengers when you need to change planned journeys	
5 - confirm that passenger-information systems provide the correct details of the planned journey		e - how to operate passenger-information systems	

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 17.2 - Pick up and set down passengers</b>			
1 - arrange scheduled stops where practical and possible		a - the relevant legislation and regulations relating to stopping and waiting on the highway	✓
2 - keep to regulations, signs and directions on stopping and waiting		b - the relevant legislation and regulations relating to carrying school children	✓
3 - take account of the safety and comfort of passengers, pedestrians and other road users		c - how to recognise and adapt to possibly dangerous situations related to moving off or stopping	✓
4 - avoid possible dangerous situations caused by other vehicles and obstacles			
5 - pick up and set down passengers in a way that promotes safety and goodwill			
6 - keep to current legislation, regulations and codes of practice relating to carrying passengers			
7 - keep a record of journey details as necessary			



Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 17.3 - Deal with incidents during a journey</b>			
1 - respond promptly and effectively to passengers who let you know about unexpected incidents		a - the need to deal promptly and effectively with incidents during a journey, particularly to reassure passengers	✓
2 - take appropriate action in the case of injury or illness, in line with approved guidelines		b - how to assess and consider the options within your ability and responsibility when dealing with incidents during a journey	✓
3 - make arrangements for the vehicle to be parked safely, if you cannot continue to drive, in line with your organisations approved guidelines		c - the approved procedures for dealing with injury or illness, and incidents where you cannot continue to drive, and transferring passengers	✓
4 - reduce, as far as possible, any learner inconvenience or concern, particularly if you need to transfer them		d - your organisation's requirements for dealing with unaccompanied children	
5 - let the appropriate person know if your or other services could be affected by the incident		e - how to put passengers at ease and reduce their concerns as far as possible	
6 - get help from the appropriate person if you cannot deal effectively with the incident		f - the limits of authority when dealing with badly behaved passengers	✓
7 - respond positively and firmly with bad behaviour by passengers on the journey			

## PCV Driving Unit 18 – Drive passenger carrying vehicles on international journeys

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 18.1 - Prepare to drive the vehicle</b>			
1 - make sure that you meet the relevant legal and medical requirements to drive the vehicle	✓	a - current, relevant legislation in the country in which you are driving that relates to your medical fitness to drive passenger carrying vehicles	✓
2 - make sure that you have the appropriate current and valid driving licence to drive the vehicle	✓	b - current, relevant driver-licensing legislation in the country in which you are driving related to the vehicles you drive	✓
3 - make sure that the vehicle's documents meet current legislation	✓	c - current, relevant legislation in the country in which you are driving that relates to the vehicle documents you need	✓
4 - carry out the normal pre-drive checks to the vehicle in line with approved procedures	✓	d - the requirements of pre-drive checks to the vehicle	✓
5 - obtain all the information you need related to starting your duty and confirm that it is complete		e - approved procedures for reporting defects or problems	✓
6 - use the approved procedures correctly for reporting vehicle defects or problems with documents		f - how to use tachograph recording equipment	✓
7 - prepare and insert your personal tachograph chart			

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 18.2 - Drive the vehicle</b>			
1 - move off while considering other road users and your passengers		a - why it is important to drive your vehicle while considering your passengers	✓
2 - respond to the anticipated actions of other road users in a safe and polite way		b - how your driving style affects the comfort and safety of your passengers	✓
3 - give timely and clear signals if you intend to change direction or the position of your vehicle		c - how your driving style affects other road users	✓
4 - make visual checks around your vehicle so you can decide how safe your immediate environment is		d - how to adapt your driving style to different road and traffic conditions	✓
5 - drive your vehicle in a way that does not put other road users at risk		e - the requirements of relevant laws and codes of practice related to driving, particularly passenger carrying vehicles in the country in which you are driving	✓
6 - maintain the speed and position of your vehicle in a way that is appropriate to the current road and traffic conditions		f - the road signs and highway systems of the relevant countries	✓
7 - meet all relevant legal requirements and relevant codes of practice related to driving passenger carrying vehicles	✓		

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 18.3 - Pick up and set down passengers</b>			
1 - make scheduled stops where practical and possible		a - the local legislation and regulations relating to stopping and waiting on the highway in the country in which you are driving	✓
2 - keep to regulations, signs and directions on stopping and waiting	✓	b - the local legislation and regulations relating to carrying passengers in the country in which you are driving	✓
3 - take account of the safety and comfort of passengers, pedestrians and other road users		c - how to recognise and adapt to possibly dangerous situations related to moving off or stopping	✓
4 - avoid possible dangerous situations caused by other vehicles and obstacles		d - how to adapt your driving style to suit different passengers, especially when moving off or stopping	✓
5 - pick up and set down passengers (including the use of continental door access) in a way that promotes goodwill, including where you cannot accept passengers for any reason		e - how to deal with possible problems in situations where you cannot accept passengers	✓
6 - keep to current legislation, regulations and codes of practice relating to carrying passengers	✓		
7 - keep a record of journey details as necessary			

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 18.4 - Complete your driving duty</b>			
1 - park or hand over the vehicle in line you're your organisations approved procedures		a - your organisations approved procedures for parking and handing over your vehicle	
2 - leave the driver's cab in a clean condition and free from dangers		b - your organisations approved procedures for dealing with lost property, including suspect packages	✓
3 - search for and deal with lost property, including suspect packages, in line with your organisations approved procedures		c - how to inspect for, and report, damage and defects to vehicles	
4 - inspect for, and report, damage or defects to the vehicle in line with your organisations approved procedures		d - your organisations approved procedures for presenting vehicles for refuelling, cleaning and servicing	
5 - present the vehicle for cleaning, refuelling or servicing in line with your organisations approved procedures		e - how to fill in the documents related to finishing your duty, including tachograph charts	
6 - fill in clearly, and hand in promptly, all documents relating to your duty			
7 - fill in your personal tachograph chart			

Performance requirements	Initial CPC	Knowledge and understanding	Initial CPC
<b>Element 18.5 - Take action to deal with checks by the police or border guards</b>			
1 - recognise the authority of the official (or officials) asking you to stop	✓	a - possible incidents you might have to deal with	✓
2 - make sure the action you take meets that country's statutory requirements and is within your company's guidelines	✓	b - the action you can take and are authorised to take	✓
3 - maintain the morale and goodwill of passengers in line with approved guidelines		c - the relevant local legislation covering actions by the police and border guards in the country in which you are driving	✓
4 - get guidance from the appropriate person in situations outside your own authority		d - at what point, how and where you should get help when needed	✓
5 - maintain and process accurate records of the incident in line with approved procedures			

## Annexe E: Evidence requirements

Unit 1: Maintain effective working relationships with colleagues	113
Unit 2: Contribute to health and safety in your work environment	115
Unit 3: Provide professional customer service in the bus and coach industry	117
Unit 4: Prepare for passenger carrying journeys	119
Unit 5: Help passengers who have special needs	121
Unit 6: Sharing information on the operation of the bus or coach service	123
Unit 7: Deal effectively with difficult passengers	125
Unit 8: Drive passenger carrying vehicles safely and efficiently	127
Unit 9: Operate the passenger systems and service	129
Unit 10: Deal with emergencies and incidents during a bus or coach journey	131
Unit 11: Negotiate and agree tour itineraries with clients	133
Unit 12: Process fares and receive and match fare payments to tickets	135
Unit 13: Manage financial transactions on coach journeys	137
Unit 14: Provide a transport service for passengers who have special needs	139
Unit 15: Transport accompanied luggage	141
Unit 16: Transport unaccompanied parcels	143
Unit 17: Operate a schools service by bus or coach	145
Unit 18: Drive passenger carrying vehicles on international journeys	147





## **Level 2 Passenger Carrying Vehicle Driving (Bus and Coach)**

### **GoSkills units**

The units for Passenger Carrying Vehicles have been created by the Sector Skills Council. Some units have been transposed from the previous award Road Passenger Transport (Bus and Coach Routes) where these units have been used the evidence requirement has been imported in full or part.

### **Performance evidence requirements**

#### **Sufficiency of evidence**

Assessments should take place over a period of time\* sufficient for the candidate to demonstrate their competence in all units undertaken for the award. Competence must be demonstrated consistently

\*Not less than 3 months

#### **Coverage of performance requirements**

All the performance requirements for an element must be achieved unless stated.

Candidates and Assessors should plan to cover all of the performance requirements relating to the element during the assessment. However, it is recognised that this may not always be possible on one single occasion thus there should be a minimum of two assessments which includes at least two observations supported by other forms of evidence.

Evidence should be obtained from a variety of sources.

## **Type of evidence**

### **Workplace performance**

Workplace performance is naturally occurring evidence that happens as part of the candidate's normal work. It includes direct observation of the candidate under normal workplace conditions, examining the physical products of work (such as reports, plans, correspondence) it is acceptable for this type of evidence to be signposted in the candidate's portfolio.

### **Witness testimony**

Witness testimony may be provided by:

- Expert Witness; an experienced or qualified person in the occupational area.
- Witnesses; someone who has observed the event taking place (such as a customer).

### **Simulation**

Simulation may be used where indicated in the evidence requirements. In all cases, the centre should agree its plans for simulation with the External Verifier (EV) to ensure that it is satisfactory.

### **Questioning**

You may be asked oral and written questions to confirm your performance, knowledge and understanding.

### **Product evidence**

There may be things that you have already done (or are about to do), which are applicable to your award. These may be used as evidence, so long as they are sufficiently current and relevant to the SVQ 2 in Passenger Carrying Vehicle Driving (Bus and Coach) at SCQF level 5, product evidence could be report forms and documentation used by your organisation.

### **Professional discussion**

A professional discussion between an assessor and candidate implies recognition of different skills, experience and understanding that each brings to the conversation. The implication is that Professional Discussion is much more than a simple question and answer session used to provide evidence for the knowledge and understanding. It stands to reason therefore, that the assessor should have some understanding of the subject being discussed and an appropriate level of vocational experience.

## National Occupational Standards for Passenger Carrying Vehicle Driving (Bus and Coach) unit titles

Evidence requirements are included in this document for the following units

- 1 Maintain effective working relationships with colleagues
- 2 Contribute to the health and safety in your work environment
- 3 Provide professional customer service in the bus and coach industry
- 4 Prepare for passenger carrying journeys
- 5 Help passengers who have special needs
- 6 Sharing information on the operation of the bus or coach services
- 7 Deal effectively with difficult passengers
- 8 Drive passenger carrying vehicles safely and efficiently
- 9 Operate the passenger systems and services
- 10 Deal with emergencies and incidents during a bus or coach journey
- 11 Negotiate and agree tour itineraries with clients
- 12 Process fares and receive and match fare payments to tickets
- 13 Manage financial transactions on coach journeys
- 14 Provide a transport service for passengers who have special needs
- 15 Transport accompanied luggage
- 16 Transport unaccompanied parcels
- 17 Operate a schools service by bus or coach
- 18 Drive passenger carrying vehicles on international journeys



## Unit 1: Maintain effective working relationships with colleagues

This unit is about how you work effectively alongside your colleagues as part of your job. As well as maintaining goodwill by your approach and behaviour with colleagues and supervisors, you will give help, communicate and combine your working activities with other members of your team.

In all elements of this unit you will need to demonstrate your understanding of working relationships with colleagues. This will be in the context of your working environment and the various activities you deal with on a day-to-day basis.

You will need to take into consideration any spiritual, moral, ethical, social and cultural issues. Guidance on the method of collecting evidence is indicated alongside each requirement in the standards.

**Simulation is not acceptable for performance evidence in this unit.**

Unit 1	Maintain effective working relationships with colleagues
<b>Element 1.1</b>	<b>Maintain effective working relationships with your colleagues</b>
Performance requirements	You must provide evidence of work you have carried out in the workplace. The appropriate evidence will be by observation and witness testimony.
<b>Element 1.2</b>	<b>Maintain effective communications with your colleagues</b>
Performance requirements	You must provide evidence from within the workplace. The appropriate evidence will be by observation, witness testimony, and professional discussion.
<b>Element 1.3</b>	<b>Integrate your work activities with your colleagues' work activities</b>
Performance requirements	You must provide evidence of work you have carried out in the workplace. The appropriate evidence will be by observation, product evidence and responses to questions.

### Knowledge and understanding requirements

You will need to demonstrate your applied knowledge and understanding by answering oral or written questions and/or professional discussion with your assessor. You will apply this knowledge to every unit in these standards.



## Unit 2: Contribute to health and safety in your work environment

This unit is about you promoting a positive safety culture and recognising your responsibilities. You must be able to demonstrate your understanding and knowledge of correct procedures for ensuring a safe environment.

You will need to demonstrate your competence of how you would identify hazards and take effective precautions to prevent and limit danger and damage to people and property.

You will need to demonstrate your understanding of current legislation including EU Directive for driver training 3.1 and 3.2 together with reporting procedures within your own organisation.

**Simulation is acceptable for performance evidence in this unit in agreement with the EV.**

Unit 2	Contribute to health and safety in your work environment
<b>Element 2.1</b>	<b>Identify risks to health and safety</b>
Performance requirements	The evidence must be derived from different situations over a period and include customers, passengers and general public. The appropriate evidence will be by professional discussion, product evidence, responses to questions and observation.
<b>Element 2.2</b>	<b>Limit danger and damage to people and property</b>
Performance requirements	You must provide evidence from within the workplace. The appropriate evidence will be by professional discussion, responses to questions and observation. If workplace performance evidence is not available simulation may be used.

### Knowledge and understanding requirements

You will need to demonstrate your applied knowledge and understanding by answering oral or written questions and/or professional discussion with your assessor. You will apply this knowledge to every unit in these standards.





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

This unit is about how you develop your skills for, and consistently provide professional customer care as part of your job. As well as maintaining personal presentation required by your organisation. You will need to develop your skills to improve professionally for the current and future needs of your job. You will need to be able to develop professional relationships with your customers. When you have completed this unit you will have shown that you consistently provide professional customer care.

**Simulation is not acceptable for performance evidence in this unit.**

<b>Unit 3</b>	<b>Provide professional customer care in the bus and coach industry</b>
<b>Element 3.1</b>	<b>Follow codes of dress and behaviour</b>
Performance requirements	The evidence must be derived from different situations over a period and include customers, and work colleagues and supervisors. The appropriate evidence will be by professional discussion, responses to questions and observation.
<b>Element 3.2</b>	<b>Develop and maintain your work skills and knowledge</b>
Performance requirements	The evidence may be derived from different situations over a period of time. This could be observation reports by your assessor, records of training or appraisal outcomes. A witness testimony from your supervisor/manager and by professional discussion, product evidence and responses to questions.
<b>Element 3.3</b>	<b>Develop professional relationships with customers</b>
Performance requirements	You must provide evidence of work you have carried out in the workplace. The appropriate evidence will come from observation, witness testimony, personal statements and reports and responses to questions.

### **Knowledge and understanding requirements**

You will need to demonstrate your applied knowledge and understanding by answering oral or written questions and/or professional discussion with your assessor. You will apply this knowledge to every unit in these standards.



## Unit 4: Prepare for passenger carrying journeys

This unit is about how you ensure the vehicle and yourself meet company requirements in order for going into passenger carrying service. As well as checking all relevant documents and vehicle condition in accordance with your organisations and legal procedures.

When you have completed this unit you will have demonstrated that you are competent in all preparation activities for passenger carrying journeys.

In all elements for this unit you will need to show that you can carry out the pre-service checks to confirm vehicle condition, legal documentation on the vehicle and the legal status of the driver to drive the vehicle. You will show that you carry out these procedures to your organisations guidelines and ensure that vehicle and driver meet all appropriate legal requirements.

**Simulation is not acceptable for performance evidence in this unit.**

Unit 4	Prepare for passenger carrying journeys
<b>Element 4.1</b>	<b>Confirm that the vehicle is roadworthy</b>
Performance requirements	You must provide evidence of work you have carried out in the workplace. The appropriate evidence will come from observation by your assessor and responses to questions together with your organisations reporting procedures and product evidence.
<b>Element 4.2</b>	<b>Confirm legal status of the driver and the vehicle</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be product evidence and records of oral or written questions that show you have a clear understanding of the legislation, and regulations for yourself and the vehicle.

### Knowledge and understanding requirements

You will need to demonstrate your applied knowledge and understanding by answering oral or written questions and/or professional discussion with your assessor. You will apply this knowledge to every unit in these standards.



## Unit 5: Help passengers who have special needs

This unit is about how you recognise and help passengers with special needs. Some disabilities are more apparent than others, and easier to distinguish and understand. You will need to demonstrate that you can communicate in a polite and considerate way.

You will need to demonstrate you are competent to operate equipment to provide passenger special needs, deliver the service to schedule that includes giving help where possible before you are asked.

You will need to know and be able to follow the requirements of relevant laws and codes of practice when providing a transport service for passengers with special needs.

**Simulation is acceptable for performance evidence in this unit in agreement with the EV.**

Unit 5	Help passengers who have special needs
<b>Element 5.1</b>	<b>Recognise passengers' special needs</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation, witness testimony and responses to questions.
<b>Element 5.2</b>	<b>Respond to passengers who have special needs</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be by observation, witness testimony and responses to questions.

### Knowledge and understanding requirements

You will need to demonstrate your applied knowledge and understanding by answering oral or written questions and/or professional discussion with your assessor. You will apply this knowledge to every unit in these standards.



## Unit 6: Sharing information on the operation of the bus or coach service

This unit is all about how you work effectively with others to promote and exchange information prior to, during and on completion of your work in providing the passenger service. As well as promoting goodwill, you will obtain, and forward information related to the operation of the service. You will be able to demonstrate that you are competent to carry out all activities required by your organisation in handing over the vehicle, equipment and passengers to authorised people and adhere to company procedures.

In all elements of this unit you will need to show that you can obtain and communicate effectively. Share information with colleagues using methods defined by your organisation.

**Simulation is not acceptable for performance evidence in this unit.**

Unit 6	Sharing information on the operation of the bus or coach service
<b>Element 6.1</b>	<b>Access and share information</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation, witness testimony and responses to questions.
<b>Element 6.2</b>	<b>Transfer responsibility for service duty</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be by observation, witness testimony, product evidence and responses to questions.

### Knowledge and understanding requirements

You will need to demonstrate your applied knowledge and understanding by answering oral or written questions and/or professional discussion with your assessor. You will apply this knowledge to every unit in these standards.





## Unit 7: Deal effectively with difficult passengers

This unit is about how you recognise, assess, prioritise and avoid conflict when dealing with difficult passengers. You will need to demonstrate that you can carry out positive responsible actions appropriate to the circumstances. You give consideration to maintaining safety and goodwill of other passengers. Your activities will need to demonstrate that you follow your organisations guidelines and the safety, security of yourself, others and the vehicle.

In all elements for this unit you will need to show that you can deal with difficult passengers. As well as recognising inappropriate behaviour (or incidents which are likely to lead to inappropriate behaviour) of various types. You will need to prove that you understand your organisations guidelines and can apply them while maintaining the safety of others.

When you have completed this unit you will have shown that you can deal with difficult passengers effectively.

**Simulation is acceptable for performance evidence in this unit in agreement with the EV.**

Unit 7	Deal effectively with difficult passengers
<b>Element 7.1</b>	<b>Assess situations and decide on action needed</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be witness testimony from your supervisor which confirms your ability to deal with such incidents. Product evidence and questioning by your assessor.
<b>Element 7.2</b>	<b>Take action to deal with difficult passengers</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be witness testimony from your supervisor which confirms your ability to deal with such incidents, product evidence and questioning by your assessor.

### Knowledge and understanding requirements

You will need to demonstrate your applied knowledge and understanding by answering oral or written questions and/or professional discussion with your assessor. You will apply this knowledge to every unit in these standards.



## Unit 8: Drive passenger carrying vehicles safely and efficiently

This unit is about how you drive a passenger carrying vehicle consistently as part of your job over a period of time. As well as being a safe driver you will need to demonstrate your knowledge of hazard perception and adapt your driving style to suit the road, traffic and weather conditions. You must carry out a pre-start check in accordance to your organisations and legal requirements.

You must ensure that you are legally and medically fit to drive and comply with your organisations and current legal requirements. This should include your knowledge of all current legislation concerning drugs and alcohol.

When you have completed this unit you will have shown that you can drive passenger carrying vehicles, working to your organisations systems and meeting customer expectations in delivering the service.

**Simulation is not acceptable for performance evidence in this unit.**

Unit 8 Drive passenger carrying vehicles safely and efficiently	
<b>Element 8.1</b>	<b>Prepare to drive the vehicle</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation, witness testimony product evidence and responses to questions oral or written.
<b>Element 8.2</b>	<b>Drive the vehicle</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation by your assessor and witness testimony.
<b>Element 8.3</b>	<b>Pick up and set down passengers</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation by your assessor and witness testimony.
<b>Element 8.4</b>	<b>Complete your driving duty</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation by your assessor, product evidence and witness testimony.

### Knowledge and understanding requirements

You will need to demonstrate your applied knowledge and understanding by answering oral or written questions and/or professional discussion with your assessor. You will apply this knowledge to every unit in these standards.



## Unit 9: Operate the passenger systems and service

This unit is about how you operate the passenger service and systems. You will need to demonstrate that you can obtain all the information related to, and which may affect the operation of the service, and can operate passenger comfort systems. You must demonstrate that you can pick up and set down passengers safely without causing danger to others, be professional when you are unable to accept passengers. You must show that you can deal with unexpected incidents appropriately.

When you have completed this unit you will have shown that you can operate your organisations systems and services effectively.

In all elements for this unit you will need to show you can operate the service to schedule, use the vehicle comfort systems appropriate to the passenger needs and prevailing conditions, safely. Pick up and set down passengers and deal with incidents that may occur in operating the service. You will need to prove that you understand and carry out these activities by following your organisations procedures.

**Simulation is not acceptable for performance evidence in this unit.**

**Element 9.5, performance criteria 5, is not applicable to the bus pathway.**

Unit 9	Operate the passenger systems and service
<b>Element 9.1</b>	<b>Prepare to operate the service</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation by your assessor and responses to questions
<b>Element 9.2</b>	<b>Manage the passenger-comfort systems</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation by your assessor, and responses to questions.
<b>Element 9.3</b>	<b>Operate the service</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation by your assessor.
<b>Element 9.4</b>	<b>Pick up and set down passengers</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation by your assessor.
<b>Element 9.5</b>	<b>Deal with incidents during a journey</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation by your assessor, product evidence, witness testimony and questioning.
<b>Element 9.6</b>	<b>Communicate effectively with passengers</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation by your assessor and questioning.

## **Knowledge and understanding requirements**

You will need to demonstrate your applied knowledge and understanding by answering oral or written questions and/or professional discussion with your assessor. You will apply this knowledge to every unit in these standards.

## Unit 10: Deal with emergencies and incidents during a bus or coach journey

This unit is about how you recognise, assess and deal with emergencies, incidents that may arise during journeys. As well as assessing different types of emergency or incident you will be able to plan and prioritise the action you take in line with company and legal procedures.

You will need to maintain goodwill by your approach and behaviour with colleagues, other public service organisations including if you are stopped by the police or vehicle operator services agency (VOSA), you will need to give help and assistance, communicate and work with others in these circumstances.

When you have completed this unit you will have shown that you can deal with emergencies and incidents that may occur during a journey.

**Simulation is acceptable in this unit only if you cannot provide current evidence of your activities in both incidents and emergencies.**

Unit 10	Deal with emergencies and incidents during a bus or coach journey
<b>Element 10.1</b>	<b>Assess situations and decide on what action is needed</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation, witness testimony, product evidence and responses to questions by your assessor.
<b>Element 10.2</b>	<b>Take action to deal with roadside checks by the police or the VOSA</b>
Performance requirements	You must provide evidence of work from within the workplace. If evidence cannot be provided simulation will be acceptable or questioning/professional discussion.
<b>Element 10.3</b>	<b>Take action to deal with emergencies and incidents</b>
Performance requirements	You must provide evidence of work from within the workplace. If evidence cannot be provided simulation will be acceptable or questioning/professional discussion.

### Knowledge and understanding requirements

You will need to demonstrate your applied knowledge and understanding by answering oral or written questions and/or professional discussion with your assessor. You will apply this knowledge to every unit in these standards.





## Unit 11: Negotiate and agree tour itineraries with clients

This unit is about how you work with clients to effectively determine their tour requirements. As well as developing a good relationship with the client, you will need to give guidance and help to agree the tour brief and the route and timings to be followed. When you have completed this unit you will have shown that you can work effectively with clients to agree itineraries.

In all elements for this unit you will need to show that you can source tour requirements, agree a specification with the client and record the full details. You will need to access relevant information to make suggestions and secure agreement on the key details that meet your clients' needs.

**Simulation is not acceptable for performance evidence in this unit.**

Unit 11	Negotiate and agree tour itineraries with clients
<b>Element 11.1</b>	<b>Negotiate and agree tour briefs with clients</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation, witness testimony, product evidence and responses to questions by your assessor.
<b>Element 11.2</b>	<b>Negotiate and agree tour routes and timings</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation, witness testimony, product evidence and responses to questions by your assessor.

### Knowledge and understanding requirements

You will need to demonstrate your applied knowledge and understanding by answering oral or written questions and/or professional discussion with your assessor. You will apply this knowledge to every unit in these standards.



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

This unit is about how you calculate and receive fare payments from customers, give correct change when required, identify and deal with problems to organisational procedures. This may include payments made in advance and payments other than cash transactions ie cards, cheques etc.

You must also demonstrate that you can process tickets and passes, store money received, give information on fares, journeys and conditions as part of your job.

As well as operating ticket equipment and storing money, you will operate and give information according to your organisations fare structure conditions, requirements of the accounting systems and paying in procedures.

In all elements for this unit you will need to show that you can receive and process fares, passes and tokens and use the ticketing equipment provided to issue and endorse tickets. You will need to know how to recognise and deal with people who are misusing tickets or passes within you organisations procedures.

**Simulation is not acceptable for performance evidence in this unit.**

Unit 12	Process fares and receive and match fare payments to tickets
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<b>Element 12.1</b>	<b>Receive fares and issue receipts or tickets</b>
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Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation, witness testimony and inspection of outcomes.
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<b>Element 12.2</b>	<b>Process valid passenger tickets and passes</b>
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Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation, witness testimony and responses to questions by your assessor.
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<b>Element 12.3</b>	<b>Account for fares and payments</b>
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Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation, witness testimony and responses to questions by your assessor.
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### Knowledge and understanding requirements

You will need to demonstrate your applied knowledge and understanding by answering oral or written questions and/or professional discussion with your assessor. You will apply this knowledge to every unit in these standards.



## Unit 13: Manage financial transactions on coach journeys

In this element you must demonstrate that you understand all of your organisations policy and procedures for handling cash transactions, and debit/credit cards and cheques. You must ensure that you can reconcile all payments including any advance payments and payments you have made with the appropriate petty-cash-records.

You may need to make payments on behalf of your organisation to suppliers during the course of the journey thus you will need to have a thorough understanding of all relevant documentation required.

When you have completed this unit you will be able to show that you can receive and make payments on behalf of your organisation.

**Simulation may be used as performance evidence for this unit in agreement with the EV.**

<b>Unit 13</b>	<b>Manage financial transactions on coach journeys</b>
<b>Element 13.1</b>	<b>Receive cash advances and make cash payments</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation, supervisory witness testimony, product evidence and inspection of outcomes.

### Knowledge and understanding requirements

You will need to demonstrate your applied knowledge and understanding by answering oral or written questions and/or professional discussion with your assessor. You will apply this knowledge to every unit in these standards.



## Unit 14: Provide a transport service for passengers who have special needs

This unit is about how you prepare for, communicate with and provide transport services for passengers with special needs, including dealing with any incidents, which occur during the service operation. This includes having and checking the required equipment to provide for passenger special needs and journey conditions. Delivering the service includes giving help on and off the vehicle. Responding appropriately to the circumstances of any incident which may occur during the service.

In all elements for this unit you will need to show that you can prepare for and operate the service to schedule taking into consideration the relevant and current information available. This will include dealing with any unforeseen incidents during service and informing passengers in line with your organisations guidelines.

**Simulation is acceptable for performance evidence in this unit in agreement with the EV.**

<b>Unit 14 Provide a transport service for passengers who have special needs</b>	
<b>Element 14.1</b>	<b>Prepare for journeys with passengers who have special needs</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation, witness testimony, product evidence and responses to questions.
<b>Element 14.2</b>	<b>Provide the service for passengers who have special needs</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation, witness testimony, and responses to questions.
<b>Element 14.3</b>	<b>Deal with incidents during a journey involving passengers who have special needs</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation, witness testimony, product evidence and responses to questions.
<b>Element 14.4</b>	<b>Communicate effectively with passengers who have special needs</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation, witness testimony, and responses to questions.

### Knowledge and understanding requirements

You will need to demonstrate your applied knowledge and understanding by answering oral or written questions and/or professional discussion with your assessor. You will apply this knowledge to every unit in these standards.





## Unit 15: Transport accompanied luggage

This unit is about how you accept load/unload and transport luggage as part of your job using appropriate methods and safe procedures. You will need to check that all luggage complies with your organisations guidance on content, labelling and inform of damage/problems before loading. The luggage is distributed and secured to comply with your organisations guidelines and with care to avoid damage. This is repeated if the load changes at intermediate points during the journey.

In all elements for this unit you will need to show that you can prepare the service to schedule taking into consideration the relevant and current information available. This will include dealing with unforeseen incidents during the journey and informing passengers in line with your organisations guidelines.

**Simulation is not acceptable for performance evidence in this unit.**

Unit 15	Transport accompanied luggage
<b>Element 15.1</b>	<b>Accept and load luggage for transporting</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation, witness testimony, product evidence and responses to questions.
<b>Element 15.2</b>	<b>Unload and hand over luggage</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation, witness testimony, product evidence and responses to questions.
<b>Element 15.3</b>	<b>Deal with unclaimed luggage</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation, witness testimony, product evidence and responses to questions.

### Knowledge and understanding requirements

You will need to demonstrate your applied knowledge and understanding by answering oral or written questions and/or professional discussion with your assessor. You will apply this knowledge to every unit in these standards.



## Unit 16: Transport unaccompanied parcels

This unit is about how you accept load/unload and transport parcels as part of your job using appropriate methods and safe procedures. You will need to check that parcels comply with organisations guidance on content, packaging and labelling and inform of damage/problems before loading. The parcels are distributed and secured to comply with your organisations guidelines and with care to avoid damage. This is repeated if the load changes at intermediate points during the transport operation.

In all elements for this unit you will need to show that you can prepare the service to schedule taking into consideration the relevant and current information available. This will include dealing with unforeseen incidents during service and taking the appropriate action when necessary in line with your organisations guidelines.

**Simulation is not acceptable for performance evidence in this unit.**

Unit 16	Transport unaccompanied parcels
<b>Element 16.1</b>	<b>Accept and load parcels for transporting</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation, witness testimony, product evidence and responses to questions.
<b>Element 16.2</b>	<b>Unload and hand over parcels</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation, witness testimony, product evidence and responses to questions.
<b>Element 16.3</b>	<b>Deal with unclaimed parcels</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation, witness testimony, product evidence and responses to questions.

### Knowledge and understanding requirements

You will need to demonstrate your applied knowledge and understanding by answering oral or written questions and/or professional discussion with your assessor. You will apply this knowledge to every unit in these standards.



## Unit 17: Operate a schools service by bus or coach

This unit is about how you operate a schools contract in line with contractual obligations and your organisations guidelines. You will need to demonstrate that you have thorough understanding of all current relevant legislation and how it affects you as a driver when carrying unaccompanied children this includes the Disclosure Scotland. You must be able to demonstrate that you can deal effectively with unacceptable behaviour and take appropriate action. You must also recognise when you need to alert others in line with your organisations guidelines.

When you have completed this unit you will have shown that you can operate a schools service to agreed contractual, organisation and current legal requirements.

**Simulation is not acceptable for performance evidence in this unit.**

Unit 17	Operate a schools service by bus or coach
<b>Element 17.1</b>	<b>Confirm and operate schedules</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation, witness testimony, product evidence and responses to questions.
<b>Element 17.2</b>	<b>Pick up and set down passengers</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation, witness testimony, product evidence and responses to questions.
<b>Element 17.3</b>	<b>Deal with incidents during a journey</b>
Performance requirements	You must provide evidence of work from within the workplace. The appropriate evidence will be observation, witness testimony, product evidence and responses to questions.

### Knowledge and understanding requirements

You will need to demonstrate your applied knowledge and understanding by answering oral or written questions and/or professional discussion with your assessor. You will apply this knowledge to every unit in these standards.



## Unit 18: Drive passenger carrying vehicles on international journeys

This unit is about how you drive passenger carrying vehicles on international journeys safely and consistently as part of your job over a period of time. As well as being a safe driver you will need to demonstrate you work within your organisations systems, procedures and comply with local and international laws. Your preparations to drive the vehicle will need to ensure that the vehicle meets all current international and company requirements.

You will need to demonstrate that you have a thorough understanding of relevant documentation for all sections of the journey and are equipped for emergency situations which may occur. This may also include having materials in order to carry out daily servicing of the vehicle systems.

When you have completed this unit you will have shown that you can drive passengers carrying vehicles on international journeys, working to your organisations systems and meeting customer expectations in delivering the service.

**Simulation is not acceptable for performance evidence in this unit.**

### Unit 18 Drive passenger carrying vehicles on international journeys

#### Element 18.1 Prepare to drive the vehicle

Performance requirements You must provide evidence of work from within the workplace. The appropriate evidence will be observation, witness testimony, product evidence and responses to questions.

#### Element 18.2 Drive the vehicle

Performance requirements You must provide evidence of work from within the workplace. The appropriate evidence will be observation, witness testimony,

#### Element 18.3 Pick up and set down passengers

Performance requirements You must provide evidence of work from within the workplace. The appropriate evidence will be observation, witness testimony, and responses to questions.

#### Element 18.4 Complete your driving duty

Performance requirements You must provide evidence of work from within the workplace. The appropriate evidence will be observation, witness testimony, product evidence and responses to questions.

#### Elements 18.5 Take action to deal with checks by the police or border guards

Performance requirements You must provide evidence of work from within the workplace. The appropriate evidence will be observation, witness testimony, product evidence and responses to questions.

### Knowledge and understanding requirements

You will need to demonstrate your applied knowledge and understanding by answering oral or written questions and/or professional discussion with your assessor. You will apply this knowledge to every unit in these standards.





## Annexe F: Glossary of terms

This section provides explanations and definitions of the key words used in this SVQ. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

<b>Assessment</b>	the process of generating and collecting evidence of a candidate's performance and judging that evidence against defined criteria.
<b>Assessor</b>	the person designated in a centre to be responsible for collecting evidence of candidates' competence, judging it and recording achievement.
<b>Authentication</b>	the process by which an advisor or assessor confirms that an assessment has been undertaken by a candidate and that all regulations governing the assessment have been observed.
<b>Candidate</b>	the person enrolling for an Edexcel qualification.
<b>Centre</b>	the college, training organisation, school or workplace where Edexcel qualifications are delivered and assessed.
<b>Element of competence</b>	statements which define the products of learning. The statements describe the activities the candidate needs to perform in order to achieve the unit. They contain achievement criteria and sometimes statements on evidence of achievement and evidence (see <i>Outcomes</i> ).
<b>Evidence</b>	materials the candidate has to provide as proof of his or her competence against specified achievement criteria.
<b>Evidence requirements</b>	specify the evidence that must be gathered to show that the candidate has met the standards laid down in the achievement criteria.
<b>External verifier</b>	the person appointed by Edexcel who is responsible for the quality assurance of a centre's provision. An external verifier is often appointed on a subject area basis or for cognate groups of units.
<b>Instrument of assessment</b>	a means of generating evidence of the candidate's performance.
<b>Internal verifier</b>	the person appointed from within the centre who ensures that assessors apply the standards uniformly and consistently.

<b>Mentor</b>	a person who carries out, either singly or in combination, the functions of advising a candidate, collecting evidence of his or her competence on behalf of the assessor and authenticating the work candidates have undertaken. A mentor might also provide witness testimony.
<b>Observation</b>	a means of assessment in which the candidate is observed carrying out tasks that reflect the performance criteria.
<b>Outcomes</b>	statements which describe the standard to which candidates must perform the activities.
<b>Portfolio</b>	a compilation of evidence which can form the basis for assessment. The portfolio is commonly used in SVQ awards and in alternative routes to assessment such as APL and credit transfer.
<b>Product evaluation</b>	a means of assessment which enables the quality of a product produced by the candidate, rather than the process of producing it, to be evaluated.

