

# Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) (4015-02)

Qualification handbook for centres  
501/1101/2

[www.cityandguilds.com](http://www.cityandguilds.com)  
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# Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) (4015-02)

## Qualification handbook for centres

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# 1 Introduction

This document contains the information that centres need to offer the following qualifications:

<b>Qualification title and level</b>	Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach)
<b>City &amp; Guilds qualification number</b>	4015-02
<b>Qualification accreditation number</b>	501/1101/2
<b>Registration and certification</b>	See Walled Garden/Online Catalogue for last dates

This document provides details that centres and candidates will need in order to assess, verify and collect evidence for this NVQ qualification and includes:

- the requirements for occupational competence for all those involved in the assessment process
- the national occupational standards
- the unit evidence requirements.

## Scope of the qualification

The NVQ in Passenger carrying Vehicle s Driving is a work-based qualification designed for those employed within the transport sector. The main objective of the qualification is to offer the opportunity to prove competence of industrial performance, knowledge and understanding and to recognise the ability of individuals working in the passenger transport sector.

The NVQ in Passenger Carrying Vehicle s Driving is available at level 2. The qualification is made up of mandatory and optional units. There are 2 pathways, and each pathway has the same core units.

The award has been designed to cover people who are:

- engaged in various sectors of the passenger transport industry who wish to have their competencies assessed for certification purposes
- new employees who have undergone some training and are now acquiring industry experience and wish to demonstrate their competencies for assessment purposes
- other people in the sectors who require a fundamental understanding of industry practices.

## 1.1 Qualification structure

This qualification has a single pathway covering both buses and coaches. To obtain an NVQ, all mandatory (M) units must be obtained – ie units 1- 8. Optional (O) units are available to enable specialist skills, support CPD and extended training opportunities.

Candidates must achieve a minimum of 37 credits – made up of;

- 35 mandatory credits
- a minimum of 2 optional credits.

The table below lists the available units, the credit values and maximum guided learning hours.

Unit accreditation number	City & Guilds Unit no	Description	Bus	Coach	Credit	GLH
T/601/9464	001	Maintain effective working relationships with colleagues in the bus and coach industries	M	M	4	22
A/601/9465	002	Contribute to health and safety in the bus and coach work environment	M	M	4	23
J/601/9467	003	Provide professional customer service in the bus and coach industry	M	M	6	35
L/601/9468	004	Prepare for passenger carrying journeys in a bus or coach	M	M	5	26
R/601/9469	005	Provide professional customer service to passengers with additional needs on a bus or coach	M	M	4	19
Y/601/9473	006	Drive passenger carrying vehicles safely and efficiently	M	M	6	35
D/601/9474	007	Deal effectively with challenging situations and passengers on a bus or coach	M	M	3	16
H/601/9475	008	Deal with emergencies and incidents during a bus or coach journey	M	M	3	23
M/601/9477	009	Operate the passenger systems and bus or coach service	O	O	5	30
T/601/9478	010	Share information on the operation of the bus or coach service	O	O	4	26
M/601/9480	011	Negotiate and agree tour itineraries with clients	O	O	2	11
T/601/9481	012	Process fares and receive and match fare payments to tickets	O	O	5	35
F/601/9483	013	Manage financial transactions on coach journeys	O	O	2	8
J/601/9484	014	Provide a transport service for disabled passengers	O	O	6	39
L/601/9485	015	Transport accompanied luggage by bus or coach	O	O	4	25
R/601/9486	016	Transport unaccompanied parcels by bus or coach	O	O	4	25
Y/601/9487	017	Operate a school service by bus or coach	O	O	4	23
H/601/9489	018	Drive passenger carrying vehicles on international journeys	O	O	7	48

## 1.2 Opportunities for progression

The training for drivers can lead to a National Vocational Qualification (NVQ).



## 2 Centre requirements

This section outlines the approval processes for Centres to offer this qualification and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

### 2.1 Centre approval

Centres wishing to offer City & Guilds qualifications must gain approval.

1. New centres must apply for centre approval.
2. Existing City & Guilds centres running the 3994 Passenger carrying Vehicles qualification will be automatically approved to run this qualification.

City & Guilds reserves the right to suspend an approved centre, or withdraw its approval from an approved centre to conduct a particular City & Guilds scheme or particular City & Guilds schemes, for reasons of debt, malpractice or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds.

Full details of the process for both centre and qualification approval are given in *Centre Manual - Supporting Customer Excellence* which is available from our regional offices.

#### Registration period

Registration will be for four years.

Please check the Directory of qualifications for the latest information on length of registration and the last registration and certification dates.

Where the period of access to assessment offered by a centre is less than the period covered by the candidates' registration with City & Guilds, centres must ensure that this is understood by the candidates.

#### Assessors

##### 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 S/NVQ candidates
- have a minimum of two years' recent (ie within the last five years) and actual experience of the functions described by the occupational standards that comprise the qualification.

### **Internal verifier**

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 S/NVQ assessments
- hold (or be working towards) an appropriate qualification confirming their competence to assess S/NVQ candidates
- have a minimum of two years' relevant experience (achieved within the last 5 years) of the occupational area of the qualification or qualifications, 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.

### **Continuous Professional Development requirements**

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

City & Guilds expects all those with formal roles in the assessment or verification process to participate in a minimum of two CPD activities per annum. This can be to update either vocational skills / knowledge or assessment/verification skills/knowledge.

## **2.2 Candidate entry requirements**

Both drivers and conductors need to be skilled at interacting with the public, dealing with a whole range of queries about routes, timetables, fares and so on. They should expect interesting and varied work.

For most jobs, drivers need to be at least 21 years old. However they are eligible to drive a mini bus or local bus from the age of 18. They also need a full UK driving licence (Category D) gained by passing the Passenger Carrying Vehicle (PCV) driving test. The training for drivers can lead to a National or a Scottish Vocational Qualification (NVQ/SVQ).

### **Candidate work role requirements**

This NVQ is for drivers working within the bus and coach industry.

### **Age restrictions**

This NVQ is not approved for use by those who are under 18 years of age or those who do not hold a current full driving licence.

For funding purposes, centres are reminded that candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

## 3 Course design and delivery

### 3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualifications. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualifications they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

## 4 Assessment

### 4.1 Summary of assessment methods

This guidance is based on the assessment strategy developed for the NVQ in Passenger Carrying Vehicles (PCV) Driving Level 2.

#### **External quality control**

External quality control is provided by the usual City & Guilds external verification process which includes the use of the electronically scannable report form which is designed to provide an objective risk analysis of individual centre assessment and verification practice.

#### **Performance evidence requirements**

Evidence of candidate performance will be derived from assessor observation and/or testimony from an expert witness of the candidate carrying out work activities in the workplace.

Detailed additional guidance is provided on a unit basis for the use of this or other acceptable performance assessment methods.

#### **Knowledge evidence requirements**

These requirements have been extracted from the assessment strategy produced by GoSkills the expectation is that knowledge should usually be looked for in performance

Detailed additional guidance is provided on a unit basis for the use of this or other acceptable performance assessment methods.

#### **Internal Verification**

Internal verifiers should observe assessors conducting candidate assessments at least once in every six month period that assessment activity is carried out. In this observation the verifier should be satisfied about the reliability, validity and authenticity of evidence used in the assessment process.

#### **Risk Rating and Risk Management**

City & Guilds has in place a system of data analysis and risk rating of centres. The analysis and rating is carried out at each external verifier visit.

#### **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 S/NVQ 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.

### **Use of Simulation in Assessments**

As stated above, it is intended that S/NVQ 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.

### **Witness Testimony**

Witness testimony is recognised as an appropriate tool for assessors in collecting evidence about candidate performance in the workplace. However before using witness testimony, assessors must satisfy themselves that:

- witnesses are clear as to the purpose and use of the testimony
- witnesses have relevant experience and expertise in the area of competence in which they are providing testimony and
- there is no relationship between the candidate and assessor that might invalidate the testimony.

## **4.2 Recording forms**

City & Guilds has developed a set of recording forms including examples of completed forms, for new and existing centres to use as appropriate (see NVQ Guide for centres and candidates. Recording forms are available on the City & Guilds website). Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by NVQ candidates and assessors at the centre. City & Guilds also endorses the electronic recording systems Quick Step and Paper Free.

Please note: The Level 2 NVQ in Passenger Carrying Vehicles (PCV) Driving uses different terminology from the generic recording forms.

Differences in this qualification are as follows:

- performance criteria is 'what you must do'
- range is 'what you must cover'
- knowledge and understanding is 'what you must know'.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.

City & Guilds endorses several ePortfolio systems. Further details are available at:

**[www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios)**

## 5 Units

### Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours (GLH)
- unit aim
- relationship to NOS, other qualifications and frameworks
- information on assessment
- learning outcomes which comprise a number of assessment criteria

## Unit 001

## Maintain effective working relationships with colleagues in the bus and coach industries

**Level:** 2  
**Credit value:** 4  
**UAN:** T/601/9464

### Unit aim

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

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to work well with colleagues
2. Know how to work well with colleagues
3. Be able to communicate positively with colleagues
4. Know how to communicate positively with colleagues
5. Be able to combine own work activities with colleagues work activities
6. Know how to combine own work activities with colleagues work activities

### Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

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

### Assessment

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

Simulation must not be used to assess this unit.

If this unit is used in the Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) the overarching assessment strategy must be followed. This can be accessed at the links below:

<http://www.goskills.org/index.php/industries/2/6>

<http://www.goskills.org/index.php/industries/3/6>

## **Unit 001**

# **Maintain effective working relationships with colleagues in the bus and coach industries**

### Learning outcomes and assessment criteria

#### **Outcome 1 Be able to work well with colleagues**

The learner can:

1. behave towards colleagues in a way that promotes positive relationships in line with organisational guidelines
2. respond to requests from colleagues
3. meet any undertakings given to colleagues in the way agreed and within agreed timescale
4. provide information asked for by colleagues that is accurate and clear
5. take part in discussions about working relationships
6. support colleagues engaged in learning to develop their skills and knowledge
7. discuss problems with the correct person where there are problems in working relationships, or work practices.

#### **Outcome 2 Know how to work well with colleagues**

The learner can:

1. describe the need for positive working relationships and the promotion of positive relationships in the workplace
2. describe best practice standards and guidelines relating to behaviour in the workplace
3. describe how to balance giving help to colleagues with their own personal workload
4. describe the limits of their own personal responsibilities and those of colleagues
5. give examples of the learning needs of colleagues who are being trained
6. describe how to deal with and discuss problems in working relationships.

#### **Outcome 3 Be able to communicate positively with colleagues**

The learner can:

1. get information needed from colleagues using agreed methods
2. give information to colleagues that is correct, relevant and will meet their needs
3. communicate information in a way that meets colleagues needs
4. confirm own authority to give the information provided
5. get help in cases where there are problems in communicating effectively with colleagues.

#### **Outcome 4 Know how to communicate positively with colleagues**

The learner can:

1. describe why accurate and relevant information needs to be communicated within the workplace
2. describe ways of getting and giving information between colleagues
3. describe the limits of own authority in relation to providing information
4. describe the different ways in which information can be communicated and used
5. describe the need for and ways to provide colleagues with opportunities to communicate freely and openly.



## **Outcome 5    Be able to combine own work activities with colleagues work activities**

The learner can:

1. confirm the limits of own responsibilities in their job role
2. get advice from the correct person when there are problems with agreeing work activities or responsibilities, or those of others
3. help colleagues in their work role, in line with agreed limits
4. respond in a positive way to situations where plans have to be changed.

## **Outcome 6    Know how to combine own work activities with colleagues work activities**

The learner can:

1. identify events that may lead to plans being changed
2. describe the ways of dealing with and reporting problems in agreeing work activities or responsibilities.

## Unit 002

## Contribute to health and safety in the bus and coach work environment

**Level:** 2  
**Credit value:** 4  
**UAN:** A/601/9465

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in contributing to health and safety in the work environment. This unit is suitable for learners who drive buses and coaches.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to identify risks to health and safety
2. Know how to identify risks to health and safety
3. Be able to limit danger and damage to people and property
4. Know how to limit danger and damage to people and property

### Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is directly related to *GoSkills* National Occupational Standard Unit 2 – Contribute to health and safety in your work environment from the Passenger Carrying Vehicle Driving (Bus and Coach) suite.

### Assessment

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

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

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

If this unit is used in the Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) the overarching assessment strategy must be followed. This can be accessed at the links below:

**<http://www.goskills.org/index.php/industries/2/6>**

**<http://www.goskills.org/index.php/industries/3/6>**

## **Unit 002**

# **Contribute to health and safety in the bus and coach work environment**

### Learning outcomes and assessment criteria

#### **Outcome 1 Be able to identify risks to health and safety**

The learner can:

1. identify actual and possible risks to health and safety in the normal work area
2. decide on the level of risk, using legal guidelines
3. get help from the correct person when not certain of the level of the risk
4. take action that reduces the possible effects of the risk
5. record enough details of the risks so that the correct action can be taken
6. report full and accurate details of risks to the correct person.

#### **Outcome 2 Know how to identify risks to health and safety**

The learner can:

1. identify typical risks and dangers to health and safety that are likely to happen in the normal workplace
2. describe where injuries and accidents occur both on the road and in the depot
3. outline the relative figures for accidents involving bus, coach and other forms of road transport
4. describe how to decide on the level of risks
5. identify the details that should be recorded and reported relating to risks and dangers
6. describe the limits of own personal responsibility and ability in taking immediate action to reduce the effects of risks as far as possible
7. describe legal guidelines in relation to dealing with risks
8. describe where and how to get help when necessary
9. describe how to avoid personal injury, including:
  - a. correct seat positioning
  - b. manual handling techniques.

#### **Outcome 3 Be able to limit danger and damage to people and property**

The learner can:

1. take immediate and positive action to limit danger or damage, without increasing the danger or threat
2. take action that is within the limits of own personal authority and ability
3. follow instructions or guidelines for limiting danger or damage
4. get help, as soon as possible, if the danger can not be dealt with
5. give clear information or instructions to others to allow them to take the correct action
6. record and report details of the danger to the correct people
7. report any difficulties with keeping to health and safety instructions or guidelines, giving full and accurate details.

## **Outcome 4    Know how to limit danger and damage to people and property**

The learner can:

1. describe when it is safe and correct to take immediate action
2. describe what action can be taken, within own personal authority, to limit danger
3. describe instructions or guidelines relating to dealing with and reporting dangerous situations
4. describe how to use the correct equipment to limit danger
5. describe methods of positive communication to let others know about the danger
6. describe where and how to get help in dealing with dangerous situations.

## Unit 003

## Provide professional customer service in the bus and coach industry

**Level:** 2  
**Credit value:** 6  
**UAN:** J/601/9467

### Unit aim

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

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to follow codes of dress and behaviour
2. Know how to follow codes of dress and behaviour
3. Be able to develop and maintain work skills and knowledge
4. Know how to develop and maintain work skills and knowledge
5. Be able to develop positive professional relationships with customers
6. Know how to develop positive professional relationships with customers

### Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

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

### Assessment

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

Simulation must not be used to assess this unit.

If this unit is used in the Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) the overarching assessment strategy must be followed. This can be accessed at the links below:

**<http://www.goskills.org/index.php/industries/2/6>**

**<http://www.goskills.org/index.php/industries/3/6>**

# **Unit 003                      Provide professional customer service in the bus and coach industry**

## **Learning outcomes and assessment criteria**

### **Outcome 1      Be able to follow codes of dress and behaviour**

The learner can:

1. follow organisational guidelines when dealing with customers
2. follow the organisational code of dress and personal presentation
3. promote a professional image to customers in line with organisational guidelines
4. hold conversations with customers in a way that promotes a positive outcome in line with organisational guidelines
5. carry out work in a way that reduces inconvenience to others.

### **Outcome 2      Know how to follow codes of dress and behaviour**

The learner can:

1. describe the organisational codes of dress, appearance and behaviour
2. explain why it is important to have and to follow codes of dress, appearance and behaviour
3. describe how to recognise opportunities to improve the service provided to customers
4. describe how to deal with difficulties in meeting codes of dress, appearance and behaviour
5. describe the importance of own personal role in the way the company operates and the roles of colleagues worked with, including:
  - a. managers
  - b. supervisors
  - c. administrators
  - d. mechanics
6. describe other ways that passengers could travel in the UK and Europe and who the main competitors to bus and coach travel are.

### **Outcome 3      Be able to develop and maintain work skills and knowledge**

The learner can:

1. identify and describe their own personal needs to develop the skills needed in their job role
2. balance personal needs and the needs of the business
3. discuss and agree with the correct person how the development needed will be received
4. carry out activities to develop their own personal skills in line with an agreed plan
5. get feedback and advice on progress in developing their own personal skills
6. take action if their progress is below the necessary standard.

## **Outcome 4 Know how to develop and maintain work skills and knowledge**

The learner can:

1. describe the standards of skills and knowledge needed in their job role
2. describe how to measure their current skills and identify areas that require development
3. describe how they would discuss and agree development plans
4. describe how to measure progress against their personal development plans
5. describe how to get feedback from others that will help during their development
6. describe how to identify and get agreement for further development activities when not meeting the necessary standard.

## **Outcome 5 Be able to develop positive professional relationships with customers**

The learner can:

1. acknowledge customers promptly and politely, and speak to them in a way that promotes confidence in the organisation
2. give customers information that is within own personal limits of authority
3. refer customers to the correct people as necessary
4. follow organisational procedures and policies for promoting customer service
5. record, accurately and completely, information from customers that relates to the business
6. identify and report, to the correct person, possible difficulties that could affect customers.

## **Outcome 6 Know how to develop positive professional relationships with customers**

The learner can:

1. describe the organisation's policy and procedures for promoting customer service
2. describe the limits of own personal authority, knowledge and responsibility in matters related to customer service
3. describe what customer service information will benefit, or is needed by, the organisation
4. describe the sorts of difficulties or problems that can arise in promoting customer service
5. describe how to refer or report customer service issues to the correct people in the organisation
6. describe how to identify the needs of passengers to ensure comfort and safety
7. describe how to implement systems that ensure concentration on safe driving, while making sure of the safety and comfort of passengers
8. identify the relevant regulations concerning the rights of passengers.

## Unit 004

## Prepare for passenger carrying journeys in a bus or coach

**Level:** 2  
**Credit value:** 5  
**UAN:** L/601/9468

### Unit aim

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

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to confirm that the bus or coach is roadworthy
2. Know how to confirm that the bus or coach is roadworthy
3. Be able to check the legal status of the driver and the vehicle
4. Know how to confirm the legal status of the driver and the vehicle

### Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

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

### Assessment

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

Simulation must not be used to assess this unit.

If this unit is used in the Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) the overarching assessment strategy must be followed. This can be accessed at the links below:

<http://www.goskills.org/index.php/industries/2/6>

<http://www.goskills.org/index.php/industries/3/6> .



# **Unit 004                      Prepare for passenger carrying journeys in a bus or coach**

## Learning outcomes and assessment criteria

### **Outcome 1      Be able to confirm that the bus or coach is roadworthy**

The learner can:

1. confirm that the vehicle's service or defect record is current and meets approved requirements
2. carry out vehicle handover checks in line with organisational procedures
3. take action to put a vehicle problem right
4. decide when not to use a vehicle because it is unfit
5. get another vehicle if the vehicle is not fit to use (using the organisational approved procedure)
6. promptly refer actual or possible defects to the correct person in enough detail so the problem can be diagnosed.

### **Outcome 2      Know how to confirm that the bus or coach is roadworthy**

The learner can:

1. describe servicing schedules that are relevant to the vehicles driven
2. describe statutory vehicle-testing requirements
3. describe the nature and schedules of vehicle checks that have to be carried out
4. describe how to carry out handover checks including:
  - a. lights
  - b. horn
  - c. screen wash and wipers
  - d. safety systems
  - e. passenger-comfort systems
  - f. visual checks of the vehicle
5. describe how to recognise actual or possible defects
6. describe what action they have the authority to take in order to put the problem right
7. describe what action to take to refer faults to the correct person
8. describe the arrangements to replace a defective vehicle, including recovering the defective vehicle.

### **Outcome 3      Be able to check the legal status of the driver and the vehicle**

The learner can:

1. confirm that they hold a current and valid licence to drive the vehicle
2. declare any medical or other condition that might affect their ability to drive safely
3. declare the details of any convictions against them that would affect driving a passenger carrying vehicle
4. confirm the vehicle excise licence is valid for the vehicle and displayed as needed by law
5. confirm that the vehicle test certificate, insurance details, registration documents and tachograph charts meet legal requirements
6. decide when not to use a vehicle because its documents do not meet relevant legal requirements.

## **Outcome 4    Know how to confirm the legal status of the driver and the vehicle**

The learner can:

1. identify the different types of, and regulations for, licences to drive passenger carrying vehicles
2. identify the different types of insurance cover, including the relevant minimum legal requirements, particularly for passenger carrying vehicles
3. list the medical conditions and causes that could affect a passenger carrying vehicle drivers ability to drive safely
4. describe vehicle test, registration and licensing requirements relating to the vehicles being driven
5. describe systems for recording vehicle documents including test certificates, insurance and licences
6. describe organisational procedures for dealing with situations where any documents do not meet requirements
7. identify the relevant rules and regulations that govern the way in which a passenger carrying vehicle driver can work, the way in which they are enforced and the penalties that can be imposed.

## Unit 005

## Provide professional customer service to passengers with additional needs on a bus or coach

**Level:** 2  
**Credit value:** 4  
**UAN:** R/601/9469

### Unit aim

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

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to recognise the access needs of passengers with additional needs
2. Know how to recognise the access needs of passengers with additional needs
3. Be able to meet the access needs of passengers with additional needs
4. Know how to meet the access needs of passengers with additional needs

### Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

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

### Assessment

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

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

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

If this unit is used in the Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) the overarching assessment strategy must be followed. This can be accessed at the links below:

<http://www.goskills.org/index.php/industries/2/6>

<http://www.goskills.org/index.php/industries/3/6>

## **Unit 005**

# **Provide professional customer service to passengers with additional needs on a bus or coach**

### Learning outcomes and assessment criteria

#### **Outcome 1 Be able to recognise the access needs of passengers with additional needs**

The learner can:

1. recognise when someone needs help
2. offer help promptly and in a manner that is in line with legal guidelines
3. treat passengers who need help in a manner that promotes good customer service in line with organisational guidelines
4. decide on the type and amount of help that will be given
5. take action when the help needed can not be provided
6. keep to relevant legislation and codes of practice when deciding on the help to be given.

#### **Outcome 2 Know how to recognise the access needs of passengers with additional needs**

The learner can:

1. describe the importance of providing help to passengers to ensure comfort and safety
2. identify the access needs of passengers
3. identify the requirements of relevant legislation and codes of practice when providing help
4. identify the limits of own personal ability and responsibility when providing help to passengers
5. describe how to communicate with passengers who need additional help
6. describe the importance of equal opportunities and the rights of all passengers to travel in safety and comfort.

#### **Outcome 3 Be able to meet the access needs of passengers with additional needs**

The learner can:

1. give help to passengers in line with relevant legislation and codes of practice
2. give help promptly and in a way that promotes good customer service in line with organisational guidelines
3. give help to passengers, keeping within the limits of own personal ability and responsibility
4. use special equipment or systems as needed in line with approved methods
5. confirm that passengers' needs are met after giving help
6. get advice or help when passengers' needs cannot be met.

#### **Outcome 4 Know how to meet the access needs of passengers with additional needs**

The learner can:

1. describe how to use special equipment and systems for giving help to passengers.

## Unit 006

## Drive passenger carrying vehicles safely and efficiently

**Level:** 2  
**Credit value:** 6  
**UAN:** Y/601/9473

### Unit aim

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

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to drive the vehicle
2. Know how to drive the vehicle
3. Be able to pick up and set down passengers
4. Know how to pick up and set down passengers
5. Be able to complete the driving duty
6. Know how to complete the driving duty

### Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

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

### Assessment

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

Simulation must not be used to assess this unit.

If this unit is used in the Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) the overarching assessment strategy must be followed. This can be accessed at the links below:

<http://www.goskills.org/index.php/industries/2/6>

<http://www.goskills.org/index.php/industries/3/6>.

## Unit 006

## Drive passenger carrying vehicles safely and efficiently

### Learning outcomes and assessment criteria

#### Outcome 1 Be able to drive the vehicle

The learner can:

1. move off and slow down while considering other road users and the passengers
2. respond to the anticipated actions of other road users in a safe way
3. give timely and clear signals when intending to change the direction or the position of the vehicle
4. make visual checks around the vehicle to ensure the safety of the immediate environment
5. drive the vehicle in a way that does not put other road users, or the passengers at risk
6. maintain the speed and position of the vehicle in a way that is appropriate to the current road and traffic conditions
7. meet all relevant legal requirements and relevant codes of practice related to driving passenger carrying vehicles safely and efficiently.

#### Outcome 2 Know how to drive the vehicle

The learner can:

1. describe why it is important to drive the vehicle in a way that considers the comfort and safety of the passengers and others including the proper use of road space
2. describe how driving style affects how efficiently the vehicle runs
3. describe how to adapt driving style to different road conditions including:
  - a. good or poor visibility
  - b. wet, dry or otherwise slippery road surfaces
  - c. overhanging trees or buildings
4. describe how to adapt driving style to different traffic conditions including:
  - a. heavy traffic
  - b. slow moving vehicles
  - c. high speed vehicles
5. identify the requirements of relevant laws and codes of practice related to driving including:
  - a. speed
  - b. position
  - c. signalling
  - d. considering other road users
6. describe how the use of the gearbox can affect the performance and efficiency of the vehicle
7. describe how to combine the use of the brake and gearbox to achieve safe, smooth and efficient driving with the minimum amount of wear and tear
8. describe how to drive in accordance with the knowledge from 2.7 and 2.8 to achieve maximum fuel efficiency.

### **Outcome 3 Be able to pick up and set down passengers**

The learner can:

1. make scheduled stops where practical and possible
2. keep to regulations, signs and directions related to stopping and waiting
3. take account of the safety and comfort of passengers, pedestrians and other road users
4. avoid possible dangerous situations caused by other vehicles and obstacles
5. pick up and set down passengers in a way that promotes customer service, including when passengers cannot be accepted for any reason, taking into consideration the access needs of some passengers
6. keep to current legislation, regulations and codes of practice relating to carrying passengers.

### **Outcome 4 Know how to pick up and set down passengers**

The learner can:

1. identify the relevant legislation and regulations relating to stopping and waiting on the highway
2. identify the relevant legislation and regulations relating to carrying passengers
3. describe how to recognise and adapt to possibly dangerous situations related to moving off or stopping
4. describe how to adapt driving style to suit different passengers, when moving off or stopping
5. describe how to deal with problems in situations where passengers cannot be accepted
6. describe the effect that a continual variance in the number of passengers and their distribution throughout the vehicle will have upon the performance and handling, taking into consideration the access needs of some passengers
7. describe how the way in which luggage is loaded can have an effect upon the handling characteristics of the vehicle and describe the loading limits on axles imposed by law.

### **Outcome 5 Be able to complete the driving duty**

The learner can:

1. park or hand over the vehicle in line with organisational procedures
2. leave the driver's cab in a safe and clean condition
3. search for and deal with lost property, including suspect packages, in line with legal requirements
4. inspect for, and report, damage or defects to the vehicle in line with organisational procedures
5. present the vehicle for cleaning, refuelling or servicing in line with organisational procedures
6. clearly fill in, and promptly hand in, all documents relating to personal duty.

### **Outcome 6 Know how to complete the driving duty**

The learner can:

1. describe how to park and hand over the vehicle
2. describe relevant legal requirements for dealing with lost property, including suspect packages
3. describe how to inspect for, and report, damage and defects to vehicles
4. describe how to present vehicles for refuelling, cleaning and servicing
5. describe how to fill in the documents related to ending personal duty.

## Unit 007

## Deal effectively with challenging situations and passengers on a bus or coach

**Level:** 2  
**Credit value:** 3  
**UAN:** D/601/9474

### Unit aim

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

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to assess situations and decide on action needed
2. Know how to assess situations and decide on action needed
3. Be able to take action to deal with difficult passengers
4. Know how to take action to deal with difficult passengers

### Guided learning hours

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

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

### Assessment

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

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

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

If this unit is used in the Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) the overarching assessment strategy must be followed. This can be accessed at the links below:

**<http://www.goskills.org/index.php/industries/2/6>**

**<http://www.goskills.org/index.php/industries/3/6>**



# **Unit 007                      Deal effectively with challenging situations and passengers on a bus or coach**

Learning outcomes and assessment criteria

## **Outcome 1      Be able to assess situations and decide on action needed**

The learner can:

1. recognise situations that involve inappropriate behaviour by passengers
2. prioritise the action to be taken, in line with organisational guidelines
3. make sure the action planned meets organisational guidelines
4. consider the needs of other passengers when dealing with the situation
5. get help from the correct sources in situations outside own personal authority or ability
6. maintain the positive support of other passengers and customers in line with organisational guidelines.

## **Outcome 2      Know how to assess situations and decide on action needed**

The learner can:

1. Identify situations involving passenger behaviour which could lead to action being required
2. Describe the action that can be taken within their own personal authority
3. Describe how to deal with and record incidents involving passenger behaviour
4. Describe the organisational and relevant legal responsibilities when dealing with emergencies and incidents
5. Outline when and how to get help when needed
6. List the things that affect customer morale and goodwill in emergencies or incidents

## **Outcome 3      Be able to take action to deal with difficult passengers**

The learner can:

1. take action to deal with passengers' inappropriate behaviour in line with organisational procedures and guidelines
2. take control of the situation in a way that reduces any possible conflict and does not make the situation worse
3. get help from the correct sources in situations that are outside own personal authority or ability
4. consider the needs of other passengers when taking action
5. maintain personal safety and security, and that of others and the vehicle, while taking action
6. report the details of any events to the correct people and/or agencies.

## **Outcome 4      Know how to take action to deal with difficult passengers**

The learner can:

1. describe the action that can be taken and they are personally authorised to take
2. describe the organisational and relevant legal responsibilities when sorting out passenger-related incidents
3. describe how to carry out positive responsive action to deal with passenger-related incidents
4. describe how to maintain personal safety and security, and that of others and the vehicle
5. describe how to deal with and report emergencies and incidents involving passengers.

## Unit 008

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

**Level:** 2  
**Credit value:** 3  
**UAN:** H/601/9475

### Unit aim

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

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to assess situations and decide on what action is needed
2. Know how to assess situations and decide on what action is needed
3. Be able to take action to deal with roadside checks by the police or the Vehicle and Operator Services Agency (VOSA)
4. Know how to take action to deal with roadside checks by the police or the VOSA
5. Be able to take action to deal with emergencies and incidents
6. Know how to take action to deal with emergencies and incidents

### Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

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

### Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence including, witness testimony, questioning, professional discussion and product evidence. Realistic workplace simulation may be used to assess areas that cover non routine situations, with the agreement of the awarding organisation, where current evidence of involvement with incidents and emergencies are not available.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment. If this unit is used in the Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) the overarching assessment strategy must be followed. This can be accessed at the links below:

<http://www.goskills.org/index.php/industries/2/6>

<http://www.goskills.org/index.php/industries/3/6>

## **Unit 008                      Deal with emergencies and incidents during a bus or coach journey**

### Learning outcomes and assessment criteria

#### **Outcome 1            Be able to assess situations and decide on what action is needed**

The learner can:

1. promptly recognise emergencies or incidents
2. prioritise the action to take, in line with organisational guidelines
3. take action that meets organisational guidelines
4. consider the needs of individuals and the rest of the group
5. maintain the morale of customers in line with organisational guidelines
6. get help from the correct person in situations that are outside own personal authority or ability to deal with
7. keep and pass on accurate records of emergencies or incidents in line with organisational procedures.

#### **Outcome 2            Know how to assess situations and decide on what action is needed**

The learner can:

1. identify possible emergencies and incidents that might have to be dealt with during a bus or coach journey
2. describe the action that can be taken within own personal authorisation
3. describe the organisational and relevant legal responsibilities when dealing with emergencies and incidents
4. list the things that can affect passengers' morale in emergencies or incidents
5. describe at what point and how help should be sought.

#### **Outcome 3            Be able to take action to deal with roadside checks by the police or the Vehicle and Operator Services Agency (VOSA)**

The learner can:

1. recognise the authority of the officer (or officers) requesting the vehicle is stopped
2. take action that meets the relevant statutory requirements and is within organisational guidelines
3. keep up the morale of passengers in line with organisational guidelines
4. get guidance from the correct person in situations outside own personal authority
5. keep and pass on accurate records of the incident in line with organisational procedures.

## **Outcome 4 Know how to take action to deal with roadside checks by the police or the VOSA**

The learner can:

1. list the possible events that might have to be dealt with when dealing with roadside checks
2. describe the action that can be taken when dealing with roadside checks within own personal authority
3. identify the relevant legislation related to roadside checks and the minimum information and assistance to be given by law
4. describe the limits of authority of a police officer or a VOSA official
5. list the things that affect passengers' morale at such times
6. describe at what point help should be sought and how to get help when needed.

## **Outcome 5 Be able to take action to deal with emergencies and incidents**

The learner can:

1. carry out action to deal with emergencies and incidents in line with organisational procedures
2. take action that reduces inconvenience to passengers
3. consider the needs of individuals and the rest of the group when taking action
4. reassure passengers whose journey or service cannot continue, in a way that promotes good customer service
5. report details of emergencies or incidents to the correct person in line with organisational procedures
6. tell the correct people about changes made to journeys or services
7. get help from the correct sources in situations that are outside own personal authority or ability.

## **Outcome 6 Know how to take action to deal with emergencies and incidents**

The learner can:

1. describe the action that can be taken to deal with emergencies and incidents within personal authority
2. describe how to carry out action to deal with emergencies and incidents
3. describe how to reduce, as far as possible, any possible dangers in typical travel-related emergencies and incidents
4. describe how to deal with and report emergencies and incidents
5. describe the organisational and relevant legal responsibilities when dealing with emergencies and incidents
6. describe the things that affect customer service in emergencies or incidents
7. describe at what point and how help should be sought when needed.

## Unit 009

## Operate the passenger systems and bus or coach service

**Level:** 2  
**Credit value:** 5  
**UAN:** M/601/9477

### Unit aim

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

### Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Be able to prepare to operate the service
2. Know how to prepare to operate the service
3. Be able to manage the passenger comfort systems
4. Know how to manage the passenger comfort systems
5. Be able to operate the service
6. Know how to operate the service
7. Be able to communicate effectively with passengers
8. Know how to communicate effectively with passengers

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

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

### Assessment

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

Simulation must not be used to assess this unit.

If this unit is used in the Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) the overarching assessment strategy must be followed. This can be accessed at the links below:

<http://www.goskills.org/index.php/industries/2/6>

<http://www.goskills.org/index.php/industries/3/6>

## **Unit 009**

# **Operate the passenger systems and bus or coach service**

### Learning outcomes and assessment criteria

#### **Outcome 1 Be able to prepare to operate the service**

The learner can:

1. report for work at the correct time and place
2. get information on routes and schedules and confirm it is complete
3. deal with, beforehand, any known difficulties in operating the service
4. confirm that passenger-information systems provide the correct details of the service
5. get advice on alternative routes from the correct person if planned routes and timings are affected
6. let passengers know promptly about any disruption or alteration to the service in a positive way in line with organisational guidelines.

#### **Outcome 2 Know how to prepare to operate the service**

The learner can:

1. describe how to get, and check, the information needed related to running the service
2. describe why it is important to keep to the official route and timings
3. describe how to alter routes or timings
4. describe how to assess possible difficulties in running the service
5. describe how to communicate to passengers when the route and/or timings need to be changed
6. describe how to operate passenger-information systems.

#### **Outcome 3 Be able to manage the passenger comfort systems**

The learner can:

1. check that passenger-comfort systems are in working order before starting service operation
2. operate the passenger-comfort systems in line with operating instructions and organisational guidelines
3. operate the comfort systems to suit the needs of passengers and adjust them to take account of changing conditions
4. tell passengers about any comfort systems controls they can use
5. deal with any problems with operating passenger-comfort systems in line with organisational procedures.

#### **Outcome 4 Know how to manage the passenger comfort systems**

The learner can:

1. describe how to control passenger-comfort systems to benefit passengers
2. describe organisational guidelines for operating passenger-comfort systems
3. describe how to deal with operational problems with passenger comfort systems.

## **Outcome 5 Be able to operate the service**

The learner can:

1. operate the service at the correct time
2. keep to the running timings as far as current conditions allow
3. get updates of information that help operate the service
4. get advice on alternatives to the service from the correct person when necessary
5. give details of any disruption, delays or changes to passengers promptly and positively
6. give details of any disruption, delays or changes to the correct people in line with organisational guidelines.

## **Outcome 6 Know how to operate the service**

The learner can:

1. describe where and how to get information that could negatively affect the service, including updates
2. describe how to maintain customer service
3. describe how to operate passenger-information systems
4. describe organisational procedures for changing planned services
5. describe how to use the organisation's forms and documents.

## **Outcome 7 Be able to communicate effectively with passengers**

The learner can:

1. communicate with passengers in a positive way
2. respond to passengers' requests for information in an appropriate way
3. give passengers the information they ask for, which should be within the limits of own personal knowledge and authority
4. confirm with passengers that the information given is helpful and understood
5. deal effectively and positively with communication problems in line with organisational guidelines
6. behave towards passengers in line with the organisational code of customer service.

## **Outcome 8 Know how to communicate effectively with passengers**

The learner can:

1. describe the different types of verbal and non-verbal communication
2. describe how to keep passengers informed
3. describe how to confirm understanding with passengers and interpret (verbal and non-verbal) signals from them
4. describe where to get help from to deal with communication difficulties
5. describe organisational service standards
6. describe organisational standards and codes for behaviour and customer service.

## Unit 010

## Share information on the operation of the bus or coach service

**Level:** 2  
**Credit value:** 4  
**UAN:** T/601/9478

### Unit aim

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

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to access and share information
2. Know how to access and share information
3. Be able to transfer responsibility for service duty
4. Know how to transfer responsibility for service duty

### Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

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

### Assessment

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

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

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

If this unit is used in the Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) the overarching assessment strategy must be followed. This can be accessed at the links below:

**<http://www.goskills.org/index.php/industries/2/6>**

**<http://www.goskills.org/index.php/industries/3/6>**



# **Unit 010                      Share information on the operation of the bus or coach service**

## Learning outcomes and assessment criteria

### **Outcome 1      Be able to access and share information**

The learner can:

1. get all the information needed to start work and confirm that it is complete
2. make sure any equipment used to pass on information is working before the journey commences
3. get information or advice during the journey
4. act on information received during the journey
5. fill in the necessary documents related to running the service, including reporting incidents
6. pass on information to the next shift and others making sure it is complete and accurate.

### **Outcome 2      Know how to access and share information**

The learner can:

1. describe why complete and accurate information needs to be shared before and after duties
2. describe how to confirm that equipment used to pass on information is working properly
3. describe how to provide and record information needed to support the service provided
4. describe ways for passing on information related to duties and running the service.

### **Outcome 3      Be able to transfer responsibility for service duty**

The learner can:

1. transfer responsibility for the vehicle to the correct person
2. search for and deal with lost property in line with legal requirements
3. search for and deal with suspect packages
4. inspect for and report damage or defects to the vehicle
5. present the vehicle for cleaning, refuelling or servicing
6. clearly fill in, and promptly hand in, all documents relating to personal duty
7. find out and record the details of next piece of work.

### **Outcome 4      Know how to transfer responsibility for service duty**

The learner can:

1. describe how to transfer responsibility for the vehicle
2. describe the law relating to dealing with lost property, including suspect packages
3. describe how to inspect and report damage and defects to vehicles
4. describe how to present vehicles for refuelling, cleaning and servicing
5. describe how to fill in the documents related to personal duty.

## Unit 011

## Negotiate and agree tour itineraries with clients

**Level:** 2  
**Credit value:** 2  
**UAN:** M/601/9480

### Unit aim

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

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to negotiate and agree tour briefs with clients
2. Know how to negotiate and agree tour briefs with clients
3. Be able to negotiate and agree tour routes and timings
4. Know how to negotiate and agree tour routes and timings

### Guided learning hours

It is recommended that **11** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

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

### Assessment

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

Simulation must not be used to assess this unit.

If this unit is used in the Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) the overarching assessment strategy must be followed. This can be accessed at the links below:

**<http://www.goskills.org/index.php/industries/2/6>**

**<http://www.goskills.org/index.php/industries/3/6>**

# **Unit 011                      Negotiate and agree tour itineraries with clients**

## **Learning outcomes and assessment criteria**

### **Outcome 1      Be able to negotiate and agree tour briefs with clients**

The learner can:

1. negotiate and agree the main features of clients' tour needs
2. confirm that the clients' needs can be met
3. identify and gain the co-operation needed from others connected with the tour
4. identify personal responsibility and authority in relation to the tour
5. negotiate and agree appropriate reporting arrangements with the client
6. confirm the brief with the client in writing or in the appropriate format
7. keep any negotiations and agreements relating to the brief confidential.

### **Outcome 2      Know how to negotiate and agree tour briefs with clients**

The learner can:

1. describe the features of different clients' groups in relation to their tour needs
2. describe how to communicate and negotiate with others effectively
3. describe the limits of own personal authority, ability and responsibility when negotiating and agreeing tours
4. give examples of how to match tour features with clients' needs
5. describe the organisation of services and resources involved in tours
6. describe the various contractual arrangements between tour operators and tourists
7. list possible situations that could mean other tour arrangements need to be made.

### **Outcome 3      Be able to negotiate and agree tour routes and timings**

The learner can:

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
2. confirm that co-operation from others is available if necessary
3. take account of necessary stops and possible events in the routes and timings
4. agree personal responsibilities and authorisation in relation to the routes and timings
5. present the itinerary details in a format that is appropriate to anyone who could receive it
6. confirm the routes and timings with the client in writing or in the appropriate format.

### **Outcome 4      Know how to negotiate and agree tour routes and timings**

The learner can:

1. describe the limits of own personal authority, ability and responsibility when negotiating and agreeing routes and timings
2. describe how to match tour routes and timings with clients' needs
3. describe the logistic factors involved in tour routes and timings
4. identify sources of itinerary information.

## Unit 012

## Process fares and receive and match fare payments to tickets

**Level:** 2  
**Credit value:** 5  
**UAN:** T/601/9481

### Unit aim

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

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to receive fares and issue receipts or tickets
2. Know how to receive fares and issue receipts or tickets
3. Be able to process valid passenger tickets and passes
4. Know how to process valid passenger tickets and passes
5. Be able to account for fares and payments
6. Know how to account for fares and payments

### Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

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

### Assessment

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

Simulation must not be used to assess this unit.

If this unit is used in the Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) the overarching assessment strategy must be followed. This can be accessed at the links below:

<http://www.goskills.org/index.php/industries/2/6>

<http://www.goskills.org/index.php/industries/3/6> .

## **Unit 012                      Process fares and receive and match fare payments to tickets**

Learning outcomes and assessment criteria

### **Outcome 1      Be able to receive fares and issue receipts or tickets**

The learner can:

1. work out fares and payments correctly in line with organisational guidelines
2. tell passengers clearly what the total payment is and how they can pay
3. accept and acknowledge payments from passengers in line with organisational procedures
4. confirm that payment amounts match the ticket, and identify and deal with any problems in line with organisational procedures
5. store all payments in an approved place in line with organisational guidelines.

### **Outcome 2      Know how to receive fares and issue receipts or tickets**

The learner can:

1. describe the need to give correct information to passengers about fares and payments
2. list the different ways of paying for fares
3. describe own personal authority for dealing with problems relating to paying fares
4. describe the security requirements for storing payments
5. identify regulations and policies relating to concessionary fares.

### **Outcome 3      Be able to process valid passenger tickets and passes**

The learner can:

1. confirm that the equipment used for processing tickets is in working order
2. follow the alternative ticket procedures if equipment breaks down
3. issue tickets and confirm that prepaid tickets and passes are valid for the journey
4. recognise and report when tickets or passes have been misused and when passengers have not paid fares, in line with organisational procedures
5. follow any concessionary fare schemes in line with organisational procedures.

### **Outcome 4      Know how to process valid passenger tickets and passes**

The learner can:

1. describe how to operate the equipment for processing fares
2. describe how to follow the alternative ticket procedure in case of machine failure
3. describe organisational customer service policies and procedures
4. describe organisational procedures for circumstances when tickets or passes appear to have been misused
5. identify relevant regulations and policies relating to concessionary fares.

## **Outcome 5 Be able to account for fares and payments**

The learner can:

1. promptly account for and pay in the money collected in line with organisational procedures
2. account for non-payments, mistakes on tickets and withdrawn passes in line with organisational procedures
3. carry out adequate security checks to make sure it is safe before moving money
4. provide any additional information related to fares, payments and passengers, in line with organisational procedures.

## **Outcome 6 Know how to account for fares and payments**

The learner can:

1. describe how to account for ticket sales
2. describe the importance of, and how to carry out, security and personal safety checks
3. describe how to check the money that has been received, particularly in relation to problems.

## Unit 013

## Manage financial transactions on coach journeys

**Level:** 2  
**Credit value:** 2  
**UAN:** F/601/9483

### Unit aim

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

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to receive cash advances and make cash payments
2. Know how to receive cash advances and make cash payments

### Guided learning hours

It is recommended that **8** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

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

### Assessment

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

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

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

If this unit is used in the Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) the overarching assessment strategy must be followed. This can be accessed at the links below:

<http://www.goskills.org/index.php/industries/2/6>

<http://www.goskills.org/index.php/industries/3/6>

## **Unit 013            Manage financial transactions on coach journeys**

Learning outcomes and assessment criteria

### **Outcome 1    Be able to receive cash advances and make cash payments**

The learner can:

1. confirm that the advances received will cover needs for the journey
2. confirm that the amounts received match the relevant documents
3. take account of agreed special arrangements when offering amounts to suppliers and others
4. make payments only according to the amounts due
5. confirm that all the correct documents are complete, accurate and up to date
6. keep relevant documents secure.

### **Outcome 2    Know how to receive cash advances and make cash payments**

The learner can:

1. describe how to check requests for payment and work out the amounts due
2. list the relevant documents used with cash advances/payments and how to fill them in
3. describe how to ensure confidentiality when receiving cash advances and making cash payments
4. describe how to ensure security when receiving cash advances and making cash payments.



## Unit 014

## Provide a transport service for disabled passengers

**Level:** 2  
**Credit value:** 6  
**UAN:** J/601/9484

### Unit aim

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

### Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Be able to prepare for journeys with disabled passengers
2. Know how to prepare for journeys with disabled passengers
3. Be able to provide the service for disabled passengers
4. Know how to provide the service for disabled passengers
5. Be able to deal with incidents during a journey involving disabled passengers
6. Know how to deal with incidents during a journey involving disabled passengers
7. Be able to communicate effectively with disabled passengers
8. Know how to communicate effectively with disabled passengers

### Guided learning hours

It is recommended that **39** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

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

### Assessment

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

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

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

If this unit is used in the Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) the overarching assessment strategy must be followed. This can be accessed at the links below:

**<http://www.goskills.org/index.php/industries/2/6>**

**<http://www.goskills.org/index.php/industries/3/6>**

# **Unit 014          Provide a transport service for disabled passengers**

## Learning outcomes and assessment criteria

### **Outcome 1      Be able to prepare for journeys with disabled passengers**

The learner can:

1. make sure the details of destinations, routes, timings and any information about disabled passengers is complete and in the approved format
2. confirm vehicle seating plans for the journeys are correct
3. confirm that the vehicle has the correct type and amount of equipment for seating and securing passengers and wheelchairs before starting the journey
4. carry out approved safety checks on the equipment
5. report defects to the vehicle or its equipment in line with organisational procedures
6. confirm that all documents relating to the journey are correct and in line with organisational requirements.

### **Outcome 2      Know how to prepare for journeys with disabled passengers**

The learner can:

1. describe the importance of having correct and relevant details of the passengers being carried
2. identify the relevant legal requirements and relevant codes of practice for transporting wheelchair users
3. describe the reasons for and use of different types of equipment for seating and securing wheelchair users
4. describe how to carry out approved safety checks on equipment for seating and securing wheelchair user
5. identify the relevant parts of the most up to date Disability Discrimination Act and describe how the Act applies to the role of the driver in transporting disabled passengers.

### **Outcome 3      Be able to provide the service for disabled passengers**

The learner can:

1. keep to running schedules as far as conditions allow
2. help passengers onto and off the vehicle in line with relevant legislation and codes of practice
3. use passenger lifts and equipment safely in line with organisational procedures
4. drive the vehicle in a way that maintains the safety and comfort of passengers
5. take action if any passenger is not at their agreed pick up-point
6. take action if planned timings or pick-ups cannot be met
7. complete all the necessary documents related to journeys and pass them to the correct person.

## **Outcome 4 Know how to provide the service for disabled passengers**

The learner can:

1. identify correct methods of offering and giving help to disabled passengers
2. describe equal opportunities and the rights of disabled passengers to travel in safety and comfort
3. describe the requirements and importance of using passenger lifts and equipment
4. describe how to deal with defective passenger-safety equipment
5. describe what action can be taken to deal with situations where schedules cannot be met, or where passengers are not at their agreed pick-up points.

## **Outcome 5 Be able to deal with incidents during a journey involving disabled passengers**

The learner can:

1. respond promptly and effectively to passengers who report unexpected incidents
2. take action if a passenger is injured or ill, in line with organisational guidelines
3. make arrangements for parking the vehicle safely if they cannot continue to drive, in line with organisational guidelines
4. reduce passenger inconvenience or concern as far as possible, particularly if passengers need to be transferred
5. deal with vehicle booking and reservation problems in line with organisational guidelines
6. let the correct person know if other services could be affected by the incident
7. get help from the correct person if the incident cannot be dealt with effectively within own personal authority and responsibility.

## **Outcome 6 Know how to deal with incidents during a journey involving disabled passengers**

The learner can:

1. describe the need to deal promptly and effectively with incidents during a journey, particularly to reassure passengers
2. describe how to assess and consider the options within own personal ability and responsibility when dealing with incidents during a journey
3. describe how to deal with passenger injuries or illness
4. describe how to deal with incidents where the learner cannot continue to drive
5. identify the relevant legal requirements for dealing with unaccompanied children
6. describe how to put passengers at ease and reduce their concerns.

## **Outcome 7 Be able to communicate effectively with disabled passengers**

The learner can:

1. communicate with passengers in a way that is appropriate to their needs
2. respond to passengers' requests for information in a positive and helpful way, and one which gives a positive image of the organisation
3. give passengers the information they ask for, which should be within own personal limits of knowledge and authority
4. confirm, with passengers, that the information given to them was enough and that they understood it
5. deal effectively with communication problems in line with organisational guidelines.

## **Outcome 8    Know how to communicate effectively with disabled passengers**

The learner can:

1. describe the different forms of verbal and non-verbal communication
2. describe how to keep passengers informed
3. describe how to confirm that passengers understand information and interpret (verbal and non-verbal) signals from them
4. identify where to get help to deal with communication difficulties.

## Unit 015

## Transport accompanied luggage by bus or coach

**Level:** 2  
**Credit value:** 4  
**UAN:** L/601/9485

### Unit aim

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

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to accept and load luggage for transporting
2. Know how to accept and load luggage for transporting
3. Be able to unload and handover luggage
4. Know how to unload and handover luggage
5. Be able to deal with unclaimed luggage
6. Know how to deal with unclaimed luggage

### Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

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

### Assessment

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

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

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

If this unit is used in the Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) the overarching assessment strategy must be followed. This can be accessed at the links below:

<http://www.goskills.org/index.php/industries/2/6>

<http://www.goskills.org/index.php/industries/3/6>

# **Unit 015                      Transport accompanied luggage by bus or coach**

## Learning outcomes and assessment criteria

### **Outcome 1      Be able to accept and load luggage for transporting**

The learner can:

1. check that the labelling of luggage meets the necessary standard
2. let passengers know in a polite and helpful way when luggage cannot be accepted
3. let passengers know about damaged or problem luggage, before loading it
4. load luggage using safe practices
5. load luggage taking account of when and where passengers are getting off
6. distribute the weight of luggage to keep to safe practice
7. check that the way any item is transported keeps to regulations
8. confirm that luggage stowed inside the vehicle or on trailers is secured safely.

### **Outcome 2      Know how to accept and load luggage for transporting**

The learner can:

1. describe how to safely lift and handle luggage when loading
2. describe how to deal with damaged or problem luggage
3. identify safe practices for loading luggage onto vehicles
4. describe safe practices for distributing luggage to help unload the vehicle
5. identify the regulations related to transporting particular items
6. describe organisational customer service procedures for dealing with luggage
7. describe own personal responsibilities for correctly loading the vehicle and its security.

### **Outcome 3      Be able to unload and handover luggage**

The learner can:

1. avoid damaging luggage while unloading
2. unload luggage by using safe practices
3. ask others for help when unloading luggage if necessary
4. confirm that each parcel or piece of luggage is handed over to the right person
5. distribute and secure remaining luggage in line with safe practice
6. confirm that the vehicle and immediate area are clear of luggage that is to be unloaded and waiting to be handed over.

### **Outcome 4      Know how to unload and handover luggage**

The learner can:

1. describe organisational procedures for lifting and handling luggage safely when unloading
2. describe how to deal with luggage that is damaged while being transported
3. outline organisational guidelines for asking for help from others when dealing with luggage.

## **Outcome 5    Be able to deal with unclaimed luggage**

The learner can:

1. search for and deal with unclaimed luggage in line with organisational procedures
2. try to identify and promptly contact the owner of unclaimed luggage or any person who is entitled to receive the property
3. help passengers search for or claim luggage in line with organisational procedures
4. fill in documents related to unclaimed luggage in line with organisational procedures
5. deal with suspect packages in line with organisational procedures, including making sure of personal safety and that others are safe.

## **Outcome 6    Know how to deal with unclaimed luggage**

The learner can:

1. describe how to deal with unclaimed luggage
2. describe how to deal with suspect packages
3. describe organisational customer service procedures related to unclaimed luggage or lost property
4. describe how to protect people if a suspect package is discovered
5. describe organisational regulations on lost property.

## Unit 016

## Transport unaccompanied parcels by bus or coach

**Level:** 2  
**Credit value:** 4  
**UAN:** L/601/9486

### Unit aim

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

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to accept and load parcels for transporting
2. Know how to accept and load parcels for transporting
3. Be able to unload and handover parcels
4. Know how to unload and handover parcels
5. Be able to deal with unclaimed parcels
6. Know how to deal with unclaimed parcels

### Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

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

### Assessment

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

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

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

If this unit is used in the Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) the overarching assessment strategy must be followed. This can be accessed at the links below:

<http://www.goskills.org/index.php/industries/2/6>

<http://www.goskills.org/index.php/industries/3/6>



# **Unit 016                      Transport unaccompanied parcels by bus or coach**

## Learning outcomes and assessment criteria

### **Outcome 1      Be able to accept and load parcels for transporting**

The learner can:

1. check that the labelling of parcels meets the necessary standard
2. let customers know in a polite and helpful way when parcels cannot be accepted
3. let customers know about damaged or problem parcels, before loading
4. load parcels by using safe methods
5. check that the way any item is transported keeps to regulation
6. check that parcels stowed inside the vehicle are secured safely.

### **Outcome 2      Know how to accept and load parcels for transporting**

The learner can:

1. describe how to handle parcels safely when loading
2. describe how to deal with damaged or problem parcels
3. describe safe practices for loading parcels onto vehicles
4. describe safe practices for distributing parcels
5. identify the regulations related to transporting particular items
6. describe organisational customer service procedures for dealing with parcels
7. describe own personal responsibilities for correctly transporting parcels and their security.

### **Outcome 3      Be able to unload and handover parcels**

The learner can:

1. avoid damaging parcels during unloading
2. unload parcels by using safe practices
3. ask others for help with unloading if necessary, in a way that promotes good customer service
4. check that each parcel is handed over to the right person
5. distribute and secure the remaining parcels or luggage in line with safe practice
6. check that the vehicle and immediate area are clear of parcels that are to be unloaded and waiting to be handed over.

### **Outcome 4      Know how to unload and handover parcels**

The learner can:

1. describe how to lift and handle parcels safely when unloading
2. describe how to deal with parcels that have been damaged while being transported
3. describe organisational guidelines for asking for help from others when dealing with parcels
4. describe own personal responsibilities for loading the vehicle correctly and its security.

## **Outcome 5    Be able to deal with unclaimed parcels**

The learner can:

1. search for and deal with unclaimed parcels in line with organisational procedures
2. try to identify and promptly contact the owner of unclaimed parcels or any person who is entitled to receive the property
3. help passengers search for or claim parcels, in line with organisational procedures
4. fill in documents related to unclaimed parcels, in line with organisational procedures
5. deal with suspect packages in line with organisational procedures, making sure of the personal safety of self and others.

## **Outcome 6    Know how to deal with unclaimed parcels**

The learner can:

1. describe how to deal with unclaimed parcels
2. describe how to deal with suspect packages
3. outline organisational customer service procedures related to unclaimed or lost property
4. describe how to protect people if a suspect package is discovered
5. identify regulations on lost property.

**Level:** 2  
**Credit value:** 4  
**UAN:** Y/601/9487

**Unit aim**

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

**Learning outcomes**

There are **six** learning outcomes to this unit. The learner will:

1. Be able to confirm and operate schedules
2. Know how to confirm and operate schedules
3. Be able to pick up and set down passengers
4. Know how to pick up and set down passengers
5. Be able to deal with incidents during a journey
6. Know how to deal with incidents during a journey

**Guided learning hours**

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

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

**Assessment**

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

Simulation must not be used to assess this unit.

If this unit is used in the Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) the overarching assessment strategy must be followed. This can be accessed at the links below:

**<http://www.goskills.org/index.php/industries/2/6>**

**<http://www.goskills.org/index.php/industries/3/6>**

# **Unit 017      Operate a school service by bus or coach**

## **Learning outcomes and assessment criteria**

### **Outcome 1      Be able to confirm and operate schedules**

The learner can:

1. report for duty at the correct time and place
2. get information on routes and schedules and check that it is complete
3. get advice on alternative journeys from the correct person if planned routes and schedules are affected
4. promptly tell the school (or schools) concerned about any disruption or change to planned routes or schedules and in a way that promotes good customer service in line with organisational procedures
5. check that passenger-information systems provide the correct details of the planned journey.

### **Outcome 2      Know how to confirm and operate schedules**

The learner can:

1. describe how to get and assess the information needed related to routes and schedules
2. outline why it is important to keep to planned routes and schedules
3. describe how to change routes or schedules
4. describe how to communicate to schools and passengers when a planned journey needs to be changed
5. describe how to operate passenger-information systems.

### **Outcome 3      Be able to pick up and set down passengers**

The learner can:

1. arrange scheduled stops where practical and possible
2. keep to regulations, signs and directions on stopping and waiting
3. take account of the safety and comfort of passengers, pedestrians and other road users
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 good customer service in line with organisational guidelines
6. keep to current legislation, regulations and codes of practice relating to carrying passengers.

### **Outcome 4      Know how to pick up and set down passengers**

The learner can:

1. identify and describe the relevant legislation and regulations relating to stopping and waiting on the highway
2. identify and describe the relevant legislation and regulations relating to carrying school children
3. describe how to recognise and adapt to possibly dangerous situations related to moving off or stopping.

## **Outcome 5 Be able to deal with incidents during a journey**

The learner can:

1. respond promptly and effectively to passengers who report unexpected incidents
2. take action in the case of injury or illness, in line with organisational guidelines
3. make arrangements for the vehicle to be parked safely, if they cannot continue to drive, in line with organisational guidelines
4. reduce any passenger inconvenience or concern, particularly if they need to be transferred
5. let the correct person know if this or other services could be affected by the incident
6. get help from the correct person if the incident cannot be dealt with effectively within own personal authority
7. respond appropriately to bad behaviour by passengers on the journey.

## **Outcome 6 Know how to deal with incidents during a journey**

The learner can:

1. describe the need to deal promptly and effectively with incidents during a journey, particularly to reassure passengers
2. describe how to assess and consider the options within personal ability and responsibility when dealing with incidents during a journey
3. describe how to deal with injury or illness, and incidents where the learner cannot continue to drive
4. outline how to deal with unaccompanied children
5. describe how to put passengers at ease and reduce their concerns
6. describe the limits of own personal authority when dealing with badly behaved passengers.

## Unit 018

## Drive passenger carrying vehicles on international journeys

**Level:** 2  
**Credit value:** 7  
**UAN:** H/601/9489

### Unit aim

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

### Learning outcomes

There are **ten** learning outcomes to this unit. The learner will:

1. Be able to prepare to drive the vehicle
2. Know how to prepare to drive the vehicle
3. Be able to drive the vehicle
4. Know how to drive the vehicle
5. Be able to pick up and set down passengers
6. Know how to pick up and set down passengers
7. Be able to complete driving duty
8. Know how to complete driving duty
9. Be able to deal with checks by the police or border officials
10. Know how to deal with checks by the police or border officials

### Guided learning hours

It is recommended that **48** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

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

### Links to the EU Directive for Driver Training

The requirements in learning outcomes 2, 4, 6, 8 and 10 relate to the following objectives of the EU Directive for Driver Training:

- Objective 1.1 – To know the characteristics of the transmission system in order to make the best possible use of it
- Objective 1.2 – To know the technical characteristics and operation of the safety controls in order to control the vehicle, minimise wear and tear and prevent disfunctioning
- Objective 1.3 – Ability to optimise fuel consumption
- Objective 1.5 – Ability to ensure the comfort and safety of passengers
- Objective 1.6 – Ability to load the vehicle with due regard for safety rules and proper vehicle use
- Objective 3.2 – Ability to prevent criminality and trafficking in illegal immigrants
- Objective 3.4 – Awareness of the importance of physical and mental ability

- Objective 3.8 – To know the economic environment of the carriage of passengers by road and the organisation of the market (Crossing borders, international transport).

### **Assessment**

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

Simulation must not be used to assess this unit.

If this unit is used in the Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) the overarching assessment strategy must be followed. This can be accessed at the links below:

**<http://www.goskills.org/index.php/industries/2/6>**

**<http://www.goskills.org/index.php/industries/3/6>**

# **Unit 018                      Drive passenger carrying vehicles on international journeys**

## **Learning outcomes and assessment criteria**

### **Outcome 1      Be able to prepare to drive the vehicle**

The learner can:

1. demonstrate they meet the relevant legal and medical requirements to drive the vehicle
2. demonstrate they have a current and valid driving licence to drive the vehicle
3. make sure that the vehicle's documents meet current legislation
4. carry out the legal pre-drive checks to the vehicle
5. carry out legal pre-border crossing checks to prevent substance and people-smuggling
6. obtain all the information needed related to starting duty and confirm that it is complete
7. report vehicle defects or problems with documents in line with organisational procedures
8. begin tachograph recording procedures.

### **Outcome 2      Know how to prepare to drive the vehicle**

The learner can:

1. identify current legislation in the country in which they are driving that relates to medical fitness to drive passenger carrying vehicles
2. identify current driver-licensing legislation in the country in which they are driving related to the vehicles being driven
3. identify current legislation in the country in which they are driving that relates to the vehicle documents required
4. describe the requirements of pre-drive checks to the vehicle including for:
  - vehicle condition
  - illegal substances
  - people trafficking
5. describe how to report defects or problems
6. describe how to use tachograph recording equipment.

### **Outcome 3      Be able to drive the vehicle**

The learner can:

1. move off while considering other road users and passengers
2. respond to the anticipated actions of other road users in a safe way
3. give timely and clear signals when intending to change direction or the position of the vehicle
4. make visual checks around the vehicle to decide how safe the immediate environment is
5. drive the vehicle in a way that does not put other road users at risk
6. maintain the speed and position of the vehicle in a way that is appropriate to the current road and traffic conditions
7. meet all legal requirements and codes of practice related to driving passenger carrying vehicles in the country in which they are driving.



## **Outcome 4 Know how to drive the vehicle**

The learner can:

1. describe how driving style affects the comfort and safety of the passengers
2. describe how driving style affects other road users
3. describe how to adapt driving style to different road and traffic conditions in the countries in which they are driving
4. identify the requirements of relevant laws and codes of practice related to driving, particularly passenger carrying vehicles in the countries in which they are driving
5. identify the road signs and highway systems of the countries in which they are driving.

## **Outcome 5 Be able to pick up and set down passengers**

The learner can:

1. make scheduled stops where practical and possible
2. keep to regulations, signs and directions on stopping and waiting
3. take account of the safety and comfort of passengers, pedestrians and other road users
4. avoid possible dangerous situations caused by other vehicles and obstacles
5. pick up and set down passengers in a way that promotes good customer service, including where passengers cannot be accepted for any reason
6. keep to current legislation, regulations and codes of practice relating to carrying passengers.

## **Outcome 6 Know how to pick up and set down passengers**

The learner can:

1. describe the local legislation and regulations relating to stopping and waiting on the highway in the country in which they are driving
2. describe the local legislation and regulations relating to carrying passengers in the country in which they are driving
3. describe how to recognise and adapt to possibly dangerous situations related to moving off or stopping
4. describe how to adapt driving style to suit different passengers, especially when moving off or stopping
5. describe how to deal with possible problems in situations where passengers cannot be accepted.

## **Outcome 7 Be able to complete driving duty**

The learner can:

1. park or hand over the vehicle in line with organisational procedures
2. leave the driver's cab in a clean condition and free from dangers
3. search for and deal with lost property
4. search for and deal with suspect packages, in line with organisational procedures
5. inspect for, and report, damage or defects to the vehicle in line with organisational procedures
6. present the vehicle for cleaning, refuelling or servicing in line with organisational procedures
7. fill in clearly, and hand in promptly, all documents relating to duty
8. complete tachograph procedures.

## **Outcome 8 Know how to complete driving duty**

The learner can:

1. describe how to park and hand over the vehicle
2. describe how to deal with lost property
3. describe how to deal with suspect packages
4. describe how to inspect for, and report, damage and defects to vehicles
5. describe how to present vehicles for refuelling, cleaning and servicing
6. describe how to fill in the documents related to finishing duty
7. describe end of duty requirements for the use of tachographs.

## **Outcome 9 Be able to deal with checks by the police or border officials**

The learner can:

1. recognise the authority of the official (or officials) asking for the vehicle to stop
2. make sure the action taken meets that country's statutory requirements and is within organisational guidelines
3. maintain the morale of passengers in line with organisational guidelines
4. get guidance from the correct person in situations outside own personal authority
5. maintain and process accurate records of the incident in line with organisational procedures.

## **Outcome 10 Know how to deal with checks by the police or border officials**

The learner can:

1. identify incidents that might have to be dealt with
2. describe the action that can be taken and they are authorised to take
3. identify the relevant local legislation covering actions by the police and border officials in the country in which they are driving
4. identify at what point, how and where they should get help when needed.

## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

***Centre Guide – Delivering International Qualifications*** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- the centre and qualification approval process and forms
- assessment, verification and examination roles at the centre
- registration and certification of candidates
- non-compliance
- complaints and appeals
- equal opportunities
- data protection
- frequently asked questions.

***Centre Manual - Supporting Customer Excellence*** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

***Access to Assessment & Qualifications*** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line

- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for GOLLA/e-volve assessments.

## Useful contacts

### UK learners

General qualification information

T: +44 (0)844 543 0033

E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)

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### International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)

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### Centres

Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)

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### Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)

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### International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)

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### Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: [business@cityandguilds.com](mailto:business@cityandguilds.com)

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### Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)

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