

Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport) (7439-21)

Qualification handbook for centres
600/1099/X



www.cityandguilds.com
May 2011
Version 1.0

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Contents

1	Introduction to the qualification	5
2	Centre requirements	8
3	Course design and delivery	9
4	Assessment	10
5	Units	12
Unit 201	Ensure health and safety in the work environment in the road passenger transport industries	13
Unit 202	Drive community transport or chauffeured vehicles safely and efficiently	16
Unit 203	Provide professional customer service in the road passenger transport industries	20
Unit 204	Deal effectively with challenging situations and passengers on a bus or coach	23
Unit 205	Deal with emergencies and incidents during a journey transporting passengers in the community transport and chauffeur industries	25
Unit 206	Provide a transport service in the community transport and chauffeur industries for passengers who require assistance	28
Unit 207	Achieve effective working relationships with colleagues in the road passenger transport industries	31
Unit 209	Operate a community transport service for children and young persons	34
Unit 210	Operate a community transport service	38
Unit 211	Transport passengers in the community transport industry who have special requirements	41
Unit 212	Implement defensive driving in the road passenger transport industry	44
Unit 214	Develop and maintain work skills and knowledge in the community transport, chauffeur and taxi and private hire vehicle industries	47
Unit 215	Clean passenger transport vehicles in a routine way	49
Unit 216	Transport parcels, luggage and other items in the community transport and chauffeur industries	51
Unit 217	Plan routes in the road passenger transport industries	54
Unit 218	Process fares in the community transport and chauffeur industries	57
Unit 220	Process telephone bookings in the road passenger transport industries	60
Unit 301	Manage and administer small businesses in the community transport, taxi or private hire industries	63
Unit 302	Support learners by coaching in the workplace	66
Unit 303	Support learners by mentoring in the workplace	68
Appendix 1	Relationships to other qualifications	70
Appendix 2	Sources of general information	71

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1 Introduction to the qualification

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

Qualification title and level	Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport)
City & Guilds qualification number	7439-21
Qualification accreditation number	600/1099/X

Area	Description
Who is the qualification for?	It meets the needs of candidates who work or want to work as drivers in the [community transport] sector
What does the qualification cover?	It allows candidates to learn, develop and practise the skills required for employment and/or career progression in the community transport sector.
What will learners be able to do?	The qualification contributes knowledge and understanding towards the related Level 2 certificate in Road Passenger Vehicle Driving, whilst containing additional skills and knowledge which go beyond the scope of the NOS.
Is the qualification part of a framework or initiative?	It serves as a competence certificate, in the road passenger vehicle driving Apprenticeship framework.
Why has the qualification been developed?	It provides valuable accreditation of skills and/or knowledge for candidates, without requiring or proving occupational competence. It replaces the City & Guilds Level 2 NVQ in Road Passenger Vehicle Driving (qualification 7339) which expired on 15/04/2011].
Who did we develop the qualification with?	It was developed in association with Go-Skills – the sector skills council for passenger transport.

The Level 2 NVQ in Road Passenger Vehicle Driving qualification gives recognition for the diverse range of skills and knowledge that are required in order to carry out the transportation of passengers effectively and safely. This qualification recognises the ever changing and diverse nature of the driver's role. It requires the candidate to demonstrate that they have the knowledge and understanding necessary for them to carry out these tasks effectively and in doing so to ensure that they are complying with relevant and current legislation.

1.1 Qualification structure

To achieve the **Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport)**, learners must achieve **27** credits from the mandatory units and a minimum of **4** credits from the optional units available. A minimum of 2 credits are required from each optional group.

Qualification	Total credits	Credits from mandatory units	Credits from optional units
Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Community Transport) (7439-21)	31	27	4 (min): 2 credits from each group
		201, 202, 203, 204, 205, 206, 207	Group 1 209, 210, 211 Group 2 212, 214, 215, 216, 217, 218, 220, 301, 302, 303

Unit accreditation number	City & Guilds unit	Unit title	Credit value
Mandatory			
H/602/5986	201	Ensure health and safety in the work environment in the road passenger transport industries	3
M/602/5988	202	Drive community transport or chauffeured vehicles safely and efficiently	4
K/602/5990	203	Provide professional customer service in the road passenger transport industries	6
D/601/9474	204	Deal effectively with challenging situations and passengers on a bus or coach	3
A/602/5993	205	Deal with emergencies and incidents during a journey transporting passengers in the community transport and chauffeur industries	3
L/602/5996	206	Provide a transport service in the community transport and chauffeur industries for passengers who require assistance	5
R/602/5997	207	Achieve effective working relationships with colleagues in the road passenger transport industries	3
Optional	Group 1		
Y/602/5998	209	Operate a community transport service for children and young persons	3
F/602/6000	210	Operate a community transport service	3
J/602/6001	211	Transport passengers in the community transport industry who have special requirements	2
Optional	Group 2		
R/602/6003	212	Implement defensive driving in the road passenger transport industry	3
K/602/6007	214	Develop and maintain work skills and knowledge in the community transport, chauffeur and taxi and private hire vehicle industries	2

Unit accreditation number	City & Guilds unit	Unit title	Credit value
K/602/6010	215	Clean passenger transport vehicles in a routine way	2
J/602/6015	216	Transport parcels, luggage and other items in the community transport and chauffeur industries	2
Y/602/6021	217	Plan routes in the road passenger transport industries	2
H/602/6023	218	Process fares in the community transport and chauffeur industries	2
A/602/6027	220	Process telephone bookings in the road passenger transport industries	2
M/602/6025	301	Manage and administer small businesses in the community transport, taxi or private hire industries	4
L/502/6118	302	Support learners by coaching in the workplace	4
R/502/6119	303	Support learners by mentoring in the workplace	3

1.2 Opportunities for progression

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Other qualifications that may be of interest:

- Level 2 NVQ in Passenger Carrying Vehicle Driving (Bus and Coach).

Progression from this qualification is normally into a level 3 management qualification which could be specific to the industry or provide the generic management skills for any industry such as those provided by the Institute of Leadership and Management (ILM). An alternative is to expand your skills at the same level with the Level 2 NVQ in Passenger Carrying Vehicle Driving (Bus and Coach).

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.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification Level 2 NVQ in Road Passenger Vehicle Driving - 7339] may apply for approval for the new Level 2 NVQ in Road Passenger Vehicle Driving - 7439 using the **fast track approval form**, available from the City & Guilds website.

Centres may apply to offer the new qualification[s] using the fast track form

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

2.1 Candidate entry requirements

Work role

This NVQ is for those working in [industry / profession] in the following roles:

- Community Transport

Entry

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold. Candidates must hold a relevant driving licence and meet the requirements of the licensing or local authority.

Age restrictions

The age restriction for most drivers is 21 and over. However this should be checked with the relevant authority or licensing authority. Whilst the qualification is approved for those of 16 years and upwards in reality some occupations e.g. Hackney Carriage are unavailable to anyone under 21.

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 qualification. 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 qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification 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.

3.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

4 Assessment

4.1 Summary of assessment methods

This guidance is based on and amplifies the assessment strategy developed for the Level 2 NVQ in Road Passenger Vehicle Driving, by GoSkills.

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.

GoSkills hosts an Awarding Body Forum which regularly reviews assessment methods and requirements.

Performance evidence requirements

Usually 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.

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 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.

Simulation

Simulation is allowed in some of the units in this qualification. Where simulation is needed this must be agreed with your external verifier to ensure validity.

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.

4.2 Recording forms

Candidates and centres may decide to use a paper-based or electronic method of recording evidence. City & Guilds endorses several ePortfolio systems. Further details are available at: **www.cityandguilds.com/eportfolios**.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *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 candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

5 Units

Availability of units

The following units can be obtained from The Register of Regulated Qualifications:
<http://register.ofqual.gov.uk/Unit>

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
- unit aim
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria

Unit 201

Ensure health and safety in the work environment in the road passenger transport industries

Level: 2
Credit value: 3
UAN: H/602/5986

Unit aim

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

Learning outcomes

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

1. Be able to identify hazards and assess risks to health and safety
2. Know how to identify hazards and assess risks to health and safety
3. Be able to limit risk of injury or harm to people and property
4. Know how to limit risk of injury or harm to people and property

Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Go Skills.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 201 Ensure health and safety in the work environment in the road passenger transport industries

Assessment Criteria

Outcome 1 Be able to identify hazards and assess risks to health and safety

The learner can:

1. identify own personal statutory duties and liabilities relating to health and safety
2. identify hazards and the level of actual and possible risk to health and safety in the normal workplace
3. decide on the level of risk, and who may be affected by that risk
4. get help from an appropriate person when the level of the risk is not certain
5. identify preventative action that reduces the risk and any possible effects of the risk
6. record enough details of the risks so that appropriate future action can be taken
7. report full and accurate details of risks to the appropriate person.

Outcome 2 Know how to identify hazards and assess risks to health and safety

The learner can:

1. describe what a hazard and a risk is
2. outline personal duty to ensure personal health and safety and that of others
3. list the typical hazards and risks in the normal workplace including those on the road
4. describe the potential financial costs and personal effects of injury
5. describe how to assess risks to health and safety
6. describe how to decide on the level of risks, who may be at risk and the level of preventative action required
7. list the details that should be recorded and /or reported relating to risks
8. describe the preventative actions that can be taken to reduce the levels of risk to an acceptable level
9. outline the guidelines in relation to dealing with risks
10. describe where and how to get help when necessary
11. describe how to prevent physical risks as a result of manual handling, movements and postures
12. describe the importance of physical fitness
13. describe how to protect themselves from substances that may be harmful.

Outcome 3 Be able to limit risk of injury or harm to people and property

The learner can:

1. take immediate action to limit risk without increasing the personal risk or threat to themselves or others
2. take action that is within own personal limits of authority and ability
3. follow instructions or guidelines for limiting risk
4. get immediate help if the risk cannot be dealt with effectively
5. give clear information or instructions to others to allow them to take action
6. record and/or report details of the risk in line with organisational procedures
7. report any difficulties in keeping to organisational health and safety policies or procedures, giving full and accurate details.

Outcome 4 Know how to limit risk of injury or harm to people and property

The learner can:

1. describe when it is safe and appropriate to take immediate action without putting themselves or others in danger
2. list what action can be taken, within own personal authority, to limit the risk of injury or harm
3. describe organisational procedures relating to dealing with and reporting dangerous situations
4. describe how to use appropriate equipment and alarm systems to limit danger
5. describe the methods of effective and appropriate communication to let others know about the risks
6. describe where and how to get help in dealing with dangerous situations.

Unit 202

Drive community transport or chauffeured vehicles safely and efficiently

Level: 2
Credit value: 4
UAN: M/602/5988

Unit aim

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

Learning outcomes

There are **eight** 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

Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Go Skills

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 202 Drive community transport or chauffeured vehicles safely and efficiently

Assessment Criteria

Outcome 1 Be able to prepare to drive the vehicle

The learner can:

1. demonstrate they meet the legal and medical requirements to drive the vehicle
2. demonstrate they hold the appropriate current and valid driving licences to drive the vehicle and provide the service
3. confirm that the vehicle's documents meet current legislation
4. get all the information needed relating to starting duty and confirm that it is complete
5. carry out the normal pre-drive checks to the vehicle in line with organisational procedures
6. report faults or problems with the vehicle in line with organisational procedures
7. make sure passengers can be carried safely in line with relevant regulations.

Outcome 2 Know how to prepare to drive the vehicle

The learner can:

1. outline the current legislation about medical fitness requirements to drive passenger carrying vehicles
2. explain the importance of being physically and mentally fit
3. describe how alcohol, drugs or any other substances are likely to affect behaviour
4. describe the effects of tiredness and stress and the importance of rest periods
5. outline the current driver licensing requirements for the vehicles driven
6. outline current legislation about the vehicle documents needed
7. list the requirements of pre-drive checks to the vehicle
8. describe organisational procedures for reporting defects or problems
9. outline the relevant national and local legislation, by-laws and current practice covering the service
10. outline the relevant regulations for carrying passengers
11. describe who the regulatory authorities are and outline their powers.

Outcome 3 Be able to drive the vehicle

The learner can:

1. use the driver's seatbelt correctly
2. make visual checks around the vehicle to decide on the safety of the immediate environment
3. move off while considering other road users and the passengers
4. drive the vehicle in a way that does not put other road users at risk
5. respond to the anticipated actions of other road users in a safe way
6. give timely and clear signals if a change in direction or the position of the vehicle is planned
7. maintain the speed and position of the vehicle in a way that is appropriate to the current road and traffic conditions
8. demonstrate they meet all relevant legal requirements and relevant codes of practice relating to driving passenger carrying vehicles safely and efficiently.

Outcome 4 Know how to drive the vehicle

The learner can:

1. outline the relevant legislation relating to the use of seatbelts
2. describe why it is important to consider the passengers while driving
3. describe how to make sure passengers are comfortable and safe at all times
4. describe how personal driving style affects other road users
5. describe how to adapt personal driving style to different road and traffic conditions including:
 - good or poor visibility
 - wet, dry, slippery road surfaces
 - overhanging trees or buildings
 - heavy traffic
 - slow-moving and high-speed vehicles
6. describe how personal driving style effects how efficiently the vehicle runs and how it contributes to protecting the environment
7. describe the requirements of relevant laws and codes of practice relating to driving, including:
 - speed
 - position
 - signalling
 - parking
 - reversing
 - considering other road users
8. describe the technical characteristics and operation of the safety controls and how to use them to:
 - control the vehicle
 - minimise wear and tear
 - prevent them from failing to work.

Outcome 5 Be able to pick up and set down passengers

The learner can:

1. make sure the passengers use seatbelts correctly
2. make stops where practical and possible
3. keep to regulations, signs and directions relating to stopping and waiting
4. take account of the safety and comfort of passengers, pedestrians and other road users
5. avoid possible dangerous situations caused by other vehicles and obstacles
6. pick up and set down passengers in line with organisational procedures
7. recognise when it is not appropriate to pick up passengers and communicate this information in line with organisational procedures
8. keep to current legislation, regulations and codes of practice relating to carrying passengers
9. keep a record of journey details in line with organisational procedures
10. search for and deal with lost property, including suspect packages, in line with organisational procedures.

Outcome 6 Know how to pick up and set down passengers

The learner can:

1. outline the relevant legislation relating to passengers using seatbelts
2. outline the relevant legislation and regulations relating to stopping and waiting on the highway
3. outline the relevant legislation and regulations relating to carrying passengers
4. describe how to recognise and adapt to possibly dangerous situations related to moving off or stopping
5. describe how to deal with possible problems in situations where passengers cannot be accepted
6. describe how to load the vehicle while taking account of safety rules and procedures for using the vehicle properly
7. describe organisational procedures for dealing with lost property, including suspect packages.

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 drivers area/seat in a clean condition and free from personal property
3. inspect for, and report, damage or defects to the vehicle in line with organisational procedures
4. arrange for the vehicle to be cleaned, refuelled or serviced in line with organisational procedures
5. fill in clearly and promptly all documents relating to the duty and file or hand them in as appropriate in line with organisational procedures.

Outcome 8 Know how to complete driving duty

The learner can:

1. describe organisational procedures for:
 - parking and/or handing over the vehicle
 - arranging for vehicles to be refuelled, cleaned and serviced
 - filling in, file or handing in the documents related to ending their duty, including tachograph charts where fitted
2. describe how to inspect for, and report, damage and defects to vehicles.

Unit 203

Provide professional customer service in the road passenger transport industries

Level: 2
Credit value: 6
UAN: K/602/5990

Unit aim

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

Learning outcomes

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

1. Be able to follow dress and behaviour codes
2. Know how to follow dress and behaviour codes
3. Be able to develop professional relationships with customers
4. Know how to develop professional relationships with customers
5. Be able to communicate effectively with customers
6. Know how to communicate effectively 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.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Go Skills

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 203 Provide professional customer service in the road passenger transport industries

Assessment Criteria

Outcome 1 Be able to follow dress and behaviour codes

The learner can:

1. behave towards customers in a professional way in line with organisational procedures
2. follow the relevant code of dress and personal appearance
3. carry out work in a way that reduces inconvenience to customers.

Outcome 2 Know how to follow dress and behaviour codes

The learner can:

1. describe the importance for the organisation of the standards of service provided
2. describe the relevant codes of dress, appearance and behaviour
3. explain why it is important to have and follow codes of dress, appearance and behaviour
4. explain how to deal with difficulties in meeting codes of dress and behaviour
5. describe how to recognise opportunities to improve the service given to customers.

Outcome 3 Be able to develop professional relationships with customers

The learner can:

1. acknowledge customers in line with organisational guidelines
2. give customers information that is within own personal limits of authority
3. promote customer service in line with organisational guidelines
4. refer customers to other appropriate people if the problem is outside personal responsibility or knowledge
5. accurately and fully record information from customers that relates to the organisation
6. identify and report, to the appropriate person, possible difficulties that could affect customers.

Outcome 4 Know how to develop professional relationships with customers

The learner can:

1. describe organisational procedures for:
 - promoting customer service
 - referring or reporting customer service issues to other appropriate people in the organisation
2. describe the limits of own personal authority, knowledge and responsibility in matters relating 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. explain why it is important to make sure everyone is treated equally when providing the service.

Outcome 5 Be able to communicate effectively with customers

The learner can:

1. communicate with customers in a way that is appropriate to their needs
2. agree an appropriate route or plan with customers
3. respond to customers' requests for information in line with organisational procedures
4. confirm with customers that the information given meets their needs
5. deal with communication problems in line with organisational procedures.

Outcome 6 Know how to communicate effectively with customers

The learner can:

1. describe different forms of verbal and non-verbal communication and how to interpret them
2. describe organisational procedures for keeping customers informed
3. describe where to get help from to deal with communication difficulties
4. describe how to use equipment and technology related to customer service.

Unit 204

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, coaches or community transport vehicles.

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.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Go Skills

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 204 Deal effectively with challenging situations and passengers on a bus or coach

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 205

Deal with emergencies and incidents during a journey transporting passengers in the community transport and chauffeur industries

Level: 2
Credit value: 3
UAN: A/602/5993

Unit aim

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

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 deal with roadside checks by the police or other roadside authorities
4. Know how to deal with roadside checks by the police or other roadside authorities
5. Be able 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 **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Go Skills

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 205

Deal with emergencies and incidents during a journey transporting passengers in the community transport and chauffeur industries

Assessment Criteria

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

The learner can:

1. promptly recognise hazards, emergencies or incidents
2. prioritise the action to take, in line with organisational procedures
3. plan action which meets organisational procedures
4. demonstrate that the needs of passengers have been considered when deciding what action to take
5. deal with passengers in line with organisational procedures
6. get help from the appropriate person in situations that are outside own personal authority or ability.

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

The learner can:

1. list the possible emergencies and incidents that might have to be dealt with
2. describe when and how to communicate with other drivers about hazards, emergencies or incidents
3. describe how to assess emergency situations and take appropriate action
4. describe how to consider the safety of all passengers in all situations within the limits of own personal authority
5. describe organisational procedures and guidelines for dealing with and recording emergencies and incidents
6. explain the organisational and relevant legal responsibilities when dealing with emergencies and incidents
7. describe the things that affect passengers' morale and goodwill in emergencies or incidents
8. describe how and at what point help should be sought from others.

Outcome 3 Be able to deal with roadside checks by the police or other roadside authorities

The learner can:

1. recognise the authority of those people who have powers to ask them to stop and ask for information
2. take action that keeps to the relevant statutory requirements and is within organisational guidelines
3. deal with passengers in line with organisational procedures to maintain their morale and goodwill
4. get guidance from the appropriate person in situations outside own personal authority
5. maintain and process accurate records of the incident in line with organisational procedures.

Outcome 4 Know how to deal with roadside checks by the police or other roadside authorities

The learner can:

1. list the possible incidents that might have to be dealt with when stopped by the police or other authorities
2. describe the action that can be taken within own personal authority when stopped by the police or other authorities
3. outline the relevant legislation relating to roadside checks and the minimum information and assistance the driver must give by law
4. describe the limits of authority of a police officer or official from another relevant authority
5. describe the things that affect passengers' morale and goodwill in such incidents
6. describe at what point and how help should be sought when dealing with roadside checks by the police or other roadside authorities.

Outcome 5 Be able to deal with emergencies and incidents

The learner can:

1. deal with emergencies and incidents in line with organisational procedures
2. take action if a passenger is injured or becomes ill in line with organisational procedures
3. take action that reduces inconvenience to passengers
4. inform passengers whose journey or service cannot continue in a way that promotes positive customer service, in line with organisational procedures
5. maintain and process accurate records of emergencies or incidents in line with organisational procedures
6. tell all the relevant and appropriate people about changes made to journeys or services in line with organisational procedures
7. get help from the appropriate sources in situations that are outside own personal authority or ability
8. make arrangements in line with organisational procedures for parking the vehicle if they cannot continue to drive.

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

The learner can:

1. describe the action the driver can take and is authorised to take when dealing with emergencies and incidents
2. describe how to take action to deal with emergencies and incidents
3. describe how to reduce any possible dangers in typical travel-related emergencies and incidents
4. describe organisational procedures and guidelines for dealing with and reporting emergencies and incidents
5. describe the organisational and relevant legal responsibilities the driver has when dealing with emergencies and incidents
6. describe the things that affect customer service in emergencies or incidents
7. describe how and at what point help should be sought from others
8. describe organisational procedures for:
 - dealing with passengers who are injured or become ill during a journey
 - parking the vehicle if the driver cannot continue to drive

Unit 206

Provide a transport service in the community transport and chauffeur industries for passengers who require assistance

Level: 2
Credit value: 5
UAN: L/602/5996

Unit aim

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

Learning outcomes

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

1. Be able to recognise when passengers need assistance and provide appropriate assistance
2. Know how to recognise when passengers need assistance and provide appropriate assistance
3. Be able to prepare for journeys with passengers who require assistance
4. Know how to prepare for journeys with passengers who require assistance
5. Be able to provide the service for passengers who require assistance
6. Know how to provide the service for passengers who require assistance

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Go Skills

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 206 Provide a transport service in the community transport and chauffeur industries for passengers who require assistance

Assessment Criteria

Outcome 1 Be able to recognise when passengers need assistance and provide appropriate assistance

The learner can:

1. identify when someone may need assistance
2. ask if the person requires assistance
3. ask what assistance they require
4. offer assistance promptly and in a way that is polite and considerate and respects the dignity of passengers in line with organisational procedures
5. decide on what assistance is required, which should be within own personal ability and responsibility
6. assess whether the assistance required will cause any risk to themselves or others
7. take action when the assistance required cannot be provided
8. keep to relevant legislation and codes of practice when deciding on the assistance to be given
9. identify if the person does not want assistance.

Outcome 2 Know how to recognise when passengers need assistance and provide appropriate assistance

The learner can:

1. describe how to recognise and interact with passengers who may need assistance
2. describe the importance of providing assistance to passengers when needed
3. describe the requirements of relevant legislation and codes of practice when providing assistance
4. describe the limits of own personal ability and responsibility when providing assistance to passengers
5. describe how to assess personal risk and risks to other people
6. describe how to communicate with passengers who need assistance
7. describe how to make sure passengers are safe and comfortable.

Outcome 3 Be able to prepare for journeys with passengers who require assistance

The learner can:

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

Outcome 4 Know how to prepare for journeys with passengers who require assistance

The learner can:

1. explain the importance of having relevant details of the passengers to be carried
2. describe the importance of having the relevant details of the journey including:
 - seating plans
 - destinations
 - routes
 - timings
3. describe the relevant legal requirements and codes of practice for transporting passengers who use wheelchairs
4. describe how to use the different types of equipment for seating and securing passengers and wheelchairs to ensure their safety
5. explain how to carry out approved safety checks on equipment for seating and securing passengers and wheelchairs
6. describe the relevant parts of the Equalities Act and codes of practice and how they apply to the role of the driver in transporting passengers.

Outcome 5 Be able to provide the service for passengers who require assistance

The learner can:

1. keep to running schedules as far as conditions allow
2. park the vehicle in a way that protects the safety of the passengers as they get in and out of it
3. help passengers onto and off the vehicle in line with relevant legislation and codes of practice
4. use passenger lifts and equipment in line with organisational procedures
5. make sure the seatbelts are used correctly in the vehicle
6. drive the vehicle in a way that makes sure the passengers are safe and comfortable
7. take action in line with organisational procedures if any passenger is not at their agreed pick-up point
8. take action in line with organisational procedures if planned timings or pick-ups cannot be met
9. fill in all the necessary documents relating to journeys and pass them to the appropriate person.

Outcome 6 Know how to provide the service for passengers who require assistance

The learner can:

1. describe appropriate methods of offering and giving help to passengers
2. list and describe the hazards and risks of inappropriate parking whilst picking up and setting down passengers
3. describe the equal opportunities and the rights of disabled passengers to travel safely and comfortably
4. explain the requirements and importance of using passenger lifts and equipment
5. describe the relevant legislation relating to using seatbelts.
6. describe approved procedures for dealing with defective passenger-safety equipment
7. describe the action that can be taken to deal with situations where schedules cannot be met, or where passengers are not at their agreed pick-up points
8. describe the relevant parts of the Equalities Act and how the act applies to the role of the driver in transporting passengers.

Unit 207

Achieve effective working relationships with colleagues in the road passenger transport industries

Level: 2
Credit value: 3
UAN: R/602/5997

Unit aim

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

Learning outcomes

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

1. Be able to achieve effective working relationships with colleagues
2. Know how to achieve effective working relationships with colleagues
3. Be able to achieve effective communications with colleagues
4. Know how to achieve effective communications with colleagues
5. Be able to promote equality and diversity in the workplace
6. Know how to promote equality and diversity in the workplace

Guided learning hours

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Go Skills

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 207

Achieve effective working relationships with colleagues in the road passenger transport industries

Assessment Criteria

Outcome 1 Be able to achieve effective working relationships with colleagues

The learner can:

1. behave towards colleagues in line with organisational procedures
2. respond to requests from colleagues promptly and willingly
3. meet any undertakings given to colleagues within the agreed way and timescale
4. provide information colleagues ask for that is accurate, clear and given promptly
5. take part in discussions about working relationships
6. support colleagues who are learning, to help develop their skills and knowledge
7. discuss problems with the appropriate person if there are difficulties in working relationships, or work practices
8. identify potential areas of conflict with colleagues
9. negotiate with colleagues to sort out conflict situations.

Outcome 2 Know how to achieve effective working relationships with colleagues

The learner can:

1. describe the need for effective working relationships in the workplace
2. describe organisational procedures relating to behaviour in the workplace
3. describe how to balance giving help to colleagues with own personal workload
4. describe the limits of own personal and colleagues responsibilities
5. describe the learning needs of colleagues who are being trained
6. describe organisational procedures for;
 - dealing with and discussing difficulties in working relationships
 - dealing with conflict within the workplace
7. describe the skills that could be used to sort out conflicts and deal with aggressive behaviour in the workplace.

Outcome 3 Be able to achieve effective communications with colleagues

The learner can:

1. obtain information required from colleagues in line with organisational procedures
2. give information to colleagues that is relevant and will meet their needs
3. communicate information in a format that is appropriate
4. confirm personal authorisation to give the information provided
5. get help in cases where there are difficulties in communicating effectively with colleagues
6. identify weaknesses with own personal communication skills.

Outcome 4 Know how to achieve effective communications with colleagues

The learner can:

1. describe the need for accurate and relevant information to be communicated within the workplace
2. describe the methods of getting and giving information between colleagues
3. describe the limits of own personal authority relating to providing information
4. describe the different formats in which information can be communicated and their uses
5. describe the need for providing, and ways to provide, colleagues with opportunities to communicate freely and openly
6. describe organisational procedures for dealing with and reporting difficulties in communicating freely and openly
7. describe how to identify and deal with weaknesses with own personal communication skills.

Outcome 5 Be able to promote equality and diversity in the workplace

The learner can:

1. make sure that personal behaviour, words and actions promote equality and diversity in the workplace
2. identify own personal responsibilities and liabilities under equality legislation and relevant codes of practice
3. identify prejudice, discrimination and bullying in the workplace
4. deal with incidents of prejudice, discrimination and bullying in the workplace within the limits of own personal authority and organisational procedures.

Outcome 6 Know how to promote equality and diversity in the workplace

The learner can:

1. explain why equality and diversity in the workplace is important
2. describe what can cause prejudice and discrimination in the workplace
3. describe the organisational policy on equality and diversity
4. describe relevant legislation and codes of conduct aimed at achieving equality and diversity
5. describe personal responsibility regarding equality and diversity in the workplace.

Unit 209

Operate a community transport service for children and young persons

Level: 2
Credit value: 3
UAN: Y/602/5998

Unit aim

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

Learning outcomes

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

1. Be able to prepare to transport children and young persons
2. Know how to recognise personal duty and obligations when transporting children and young persons
3. Be able to confirm schedules
4. Know how to confirm schedules
5. Be able to pick up and set down children and young persons
6. Know how to pick up and set down children and young persons
7. Be able to deal with incidents during a journey
8. Know how to deal with incidents during a journey

Guided learning hours

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Go Skills

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 209

Operate a community transport service for children and young persons

Assessment Criteria

Outcome 1 Be able to prepare to transport children and young persons

The learner can:

1. correctly fit and secure a child seat or child restraint in compliance with relevant regulations
2. provide assistance where needed for securing a seat belt or child restraint in an appropriate way
3. communicate effectively and clearly with children or young persons
4. organise time to make sure that they are at the collection or destination point at the time required
5. deal with children and young persons in a friendly and helpful way in line with organisational procedures
6. get help from the appropriate person in situations that are outside own personal authority or ability to deal with.

Outcome 2 Know how to recognise personal duty and obligations when transporting children and young persons

The learner can:

1. describe relevant regulations and requirements for transporting children and young persons including Criminal Record Bureau (CRB) /Scottish Criminal Records Office (SCRO) checks
2. describe personal duties, responsibilities and liabilities when transporting children and young persons
3. describe the relevant legal requirements relating to fitting and using appropriate child seats, booster cushions, restraints and seat belts
4. describe the responsibilities of a child escort
5. describe how to communicate with children or young persons to get or give information
6. describe how to identify if a child or young person is distressed, lost or not sure about their appointed pick-up point
7. describe the appropriate way to behave when a child or young person is in the vehicle
8. describe the responsibility of the driver towards transporting children and young people safely
9. explain the importance of good timekeeping when transporting children and young persons.

Outcome 3 Be able to confirm schedules

The learner can:

1. report for duty at the correct time and place
2. get information on routes and schedules
3. get advice on alternative journeys from the appropriate person if planned routes and schedules are affected
4. promptly tell the appropriate person concerned about any disruption or change to planned routes or schedules.

Outcome 4 Know how to confirm schedules

The learner can:

1. describe how to get information needed about routes and schedules
2. describe how to assess the information needed related to routes and schedules
3. explain why it is important to keep to planned routes and schedules
4. describe organisational procedures for changing routes or schedules
5. describe how to communicate to the appropriate person(s) and passengers when planned journeys need to be changed.

Outcome 5 Be able to pick up and set down children and young persons

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 children and young persons in the vehicle, pedestrians and other road users
4. avoid possible dangerous situations caused by other vehicles and obstacles
5. pick up and set down children and young persons in a safe way in line with organisational procedures
6. keep to current legislation, regulations and codes of practice relating to carrying children and young persons
7. keep a record of journey details as necessary in line with organisational procedures.

Outcome 6 Know how to pick up and set down children and young persons

The learner can:

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

Outcome 7 Be able to deal with incidents during a journey

The learner can:

1. respond promptly to children and young persons in the vehicle who let them know about unexpected incidents
2. take action in line with organisational procedures if a child or young person is injured or becomes ill
3. make arrangements for the vehicle to be parked safely, if they cannot continue to drive, in line with organisational procedures
4. reduce inconvenience or concern to the child or young person, particularly if they need to be transferred
5. let the appropriate person know if the service, or other services, could be affected by the incident.
6. get help from the appropriate person if they cannot deal effectively with the incident
7. respond positively, within relevant legislation and organisational procedures, to inappropriate behaviour by children and young persons on the journey
8. maintain and process accurate records of the incident in line with organisational procedures
9. inform the organisation about any concerns relating to child protection in line with organisational procedures.

Outcome 8 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 including:
 - breakdowns
 - accidents
 - injuries or illness
 - bad road conditions
 - weather conditions
 - unacceptable passenger behaviour
2. describe how to assess and consider the options within own personal ability and responsibility when dealing with incidents during a journey
3. describe organisational procedures for dealing with injury or illness and incidents where a driver cannot continue to drive and have to transfer children or young persons from the vehicle
4. describe organisational procedures for dealing with unaccompanied children
5. describe how to put children and young persons at ease and reduce their concerns
6. describe the limits of own personal authority when dealing with inappropriate behaviour from children and young persons on the vehicle
7. describe the issues relating to child protection and organisational procedures for reporting incidents.

Level: 2
Credit value: 3
UAN: F/602/6000

Unit aim

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

Learning outcomes

There are **six** 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 on the vehicle
4. Know how to manage the passenger comfort systems on the vehicle
5. Be able to operate the service
6. Know how to operate the service

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Go Skills

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 210 Operate a community transport service

Assessment Criteria

Outcome 1 Be able to prepare to operate the service

The learner can:

1. report for duty at the correct time and place
2. get information on routes and schedules
3. deal with any foreseeable 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 appropriate person if planned routes and schedules are affected
6. let passengers know promptly about any disruption or alteration to the service in line with organisational procedures.

Outcome 2 Know how to prepare to operate the service

The learner can:

1. describe how to get, and confirm as being complete, the information needed to run the service
2. describe sources of information required for running the service
3. describe why it is important to keep to the official route and schedules
4. describe organisational procedures for altering routes or schedules
5. describe how to assess possible difficulties in running the service
6. describe how to communicate to passengers when and why a route needs to be changed
7. describe how to operate passenger-information systems.

Outcome 3 Be able to manage the passenger comfort systems on the vehicle

The learner can:

1. confirm the passenger comfort systems are in approved working order before starting to run the service
2. operate the passenger-comfort systems in line with operating instructions and approved guidelines
3. operate the comfort systems to meet the needs of passengers and adjust them to take account of changing conditions
4. deal with any problems with operating passenger-comfort systems in line with organisational procedures.

Outcome 4 Know how to manage the passenger comfort systems on the vehicle

The learner can:

1. describe how to control passenger-comfort systems to benefit passengers
2. describe the organisational procedures for operating passenger-comfort systems
3. describe how to communicate with passengers about the comfort systems on the vehicle in line with organisational procedures
4. describe organisational procedures for dealing 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 schedules as far as current conditions allow
3. get updates of information that help to operate the service
4. get advice on alternatives to the service from the appropriate person when necessary
5. give passengers details of any disruption, delays or changes to the service in line with organisational guidelines, and use internal documents when necessary.

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
2. describe how to keep passengers informed about relevant service information
3. describe how to maintain customer service when operating the service
4. describe organisational procedures for changing planned services
5. describe how to use organisational internal forms and documents.

Unit 211

Transport passengers in the community transport industry who have special requirements

Level: 2
Credit value: 2
UAN: J/602/6001

Unit aim

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

Learning outcomes

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

1. Be able to prepare for the movement of passengers
2. Know how to prepare for the movement of passengers
3. Be able to move and transport passengers
4. Know how to move and transport passengers

Guided learning hours

It is recommended that 14 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Go Skills

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 211 Transport passengers in the community transport industry who have special requirements

Assessment Criteria

Outcome 1 Be able to prepare for the movement of passengers

The learner can:

1. check that the resources to move the passengers are available
2. confirm that the correct type and amount of equipment for seating and securing passengers and/or wheelchairs, stretchers or trolleys is available before starting the journey
3. carry out approved safety checks on the equipment available to seat and secure passengers
4. communicate clearly with passengers and, where relevant, with their carer(s)
5. clearly explain to the passengers, and where relevant their carer(s) the procedures for moving them
6. treat the passengers with dignity at all times
7. check that any necessary accompanying documents are available
8. check that all the equipment for moving the passenger is safe and working correctly
9. co-operate with other carers involved to move the passenger as safely and comfortably as possible
10. take action where problems arise that may affect how passengers are transported
11. keep to relevant legislation and codes of practice when deciding on the help that can be given.

Outcome 2 Know how to prepare for the movement of passengers

The learner can:

1. explain the importance of providing help to passengers and, where relevant, their carer(s)
2. outline the requirements of relevant legislation and codes of practice relating to providing help
3. describe how to check that the passenger's support equipment can be moved safely
4. describe the limits of own personal ability and responsibility when providing help to passengers
5. describe how to communicate with passengers and carers who need help
6. describe how to use different types of equipment for safely seating and securing passengers and wheelchairs, stretchers or trolleys.

Outcome 3 Be able to move and transport passengers

The learner can:

1. assist the passengers and relevant carers to get in the vehicle at the start of the journey
2. give help to passengers during transportation in line with their needs
3. communicate effectively with passengers and, where relevant, their carers
4. treat the passengers with dignity at all times
5. make sure the passengers are safe and secure throughout the move
6. select the most suitable route for the passengers
7. co-operate with other carers involved to move the passengers as safely and comfortably as possible
8. assist the passenger and relevant carers to leave the vehicle at the end of the journey
9. make sure the passengers are receiving the appropriate level of support at the end of the journey
10. keep to relevant legislation and codes of practice throughout the journey.

Outcome 4 Know how to move and transport passengers

The learner can:

1. describe how to recognise the differences in passengers' special requirements
2. describe the road conditions in the area and the effect these conditions have on passengers with special requirements
3. describe how to transport passengers safely and the special equipment and systems needed by passengers with special requirements
4. describe how to communicate with passengers and carers while giving help and making them feel at ease during the journey
5. describe the equal opportunities and the rights of passengers to travel safely and comfortably and with dignity
6. list the types of problems likely to arise when moving and transporting passengers and describe how to handle them when additional assistance is needed.

Unit 212

Implement defensive driving in the road passenger transport industry

Level: 2
Credit value: 3
UAN: R/602/6003

Unit aim

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

Learning outcomes

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

1. Be able to drive defensively
2. Be able to recognise the benefits of defensive driving and the factors that affect driving
3. Know how to drive defensively

Guided learning hours

It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Go Skills

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 212 Implement defensive driving in the road passenger transport industry

Assessment Criteria

Outcome 1 Be able to drive defensively

The learner can:

1. identify the functions and facilities of the vehicle which are important to driving defensively
2. check the vehicle before starting the journey
3. manoeuvre the vehicle to mitigate risk during a hazardous situation
4. drive defensively in different road conditions
5. drive defensively on different roads avoiding features and hazards that may affect driving
6. be aware of road users and how they should be considered when driving
7. drive in different weather conditions
8. anticipate and react to the actions of other road users.

Outcome 2 Be able to recognise the benefits of defensive driving and the factors that affect driving

The learner can:

1. identify the personal benefits of defensive driving and the benefits to other road users and the organisation
2. identify the main characteristics of the vehicle that should be considered when driving
3. identify the things to consider when transporting goods or passengers
4. describe how defensive driving reduces risk and accidents
5. describe the benefits of defensive driving including:
 - risk reduction
 - reducing stress
 - to fuel economy
 - financial
6. describe organisational procedures for reporting defects or problems
7. outline the relevant national and local legislation, by-laws and current practice covering the service
8. outline the relevant regulations for carrying passengers
9. describe how factors such as size, blind spots and manoeuvrability impact on defensive driving
10. describe how to take account of the characteristics of the vehicle when driving
11. describe how to manoeuvre the vehicle under various road conditions
12. describe the considerations concerning the picking up, driving and dropping off passengers and goods
13. describe how to make sure that the vehicle is safe and roadworthy
14. describe how the road condition of the vehicle can affect defensive driving.

Outcome 3 Know how to drive defensively

The learner can:

1. describe the functions of the vehicle facilities
2. describe how to approach and handle different hazards
3. describe how to drive off, stop and manoeuvre the vehicle
4. describe how to reverse the vehicle safely
5. describe how to handle the different types of road features and the hazards they present
6. describe how to be aware of other road users and others within the environment
7. describe the different hazards caused by the weather conditions and how these should be taken into account when driving
8. describe how to anticipate and react to the actions of other road users.

Unit 214

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

Level: 2
Credit value: 2
UAN: K/602/6007

Unit aim

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

Learning outcomes

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

1. Be able to develop and maintain work skills and knowledge
2. Know how to develop and maintain work skills and knowledge

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Go Skills

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 214 Develop and maintain work skills and knowledge in the community transport, chauffeur and taxi and private hire vehicle industries

Assessment Criteria

Outcome 1 Be able to develop and maintain work skills and knowledge

The learner can:

1. carry out activities to develop personal skills
2. balance personal needs and the needs of the organisation
3. discuss and agree with the appropriate person in the organisation how personal development needs will be met and get feedback
4. take action if progress is below the necessary standard.

Outcome 2 Know how to develop and maintain work skills and knowledge

The learner can:

1. identify and describe the standards of skills and knowledge needed in the role
2. describe how to measure current skills and identify areas needing development
3. describe process within the organisation for discussing and agreeing personal development plans and getting feedback
4. describe how to monitor progress against personal development plans
5. identify the main providers of passenger transport related to the role
6. describe the make up of the passenger transport industry at national and local level.

Unit 215

Clean passenger transport vehicles in a routine way

Level: 2
Credit value: 2
UAN: K/602/6010

Unit aim

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

Learning outcomes

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

1. Be able to clean the vehicle safely and to the required organisational standard
2. Know how to clean the vehicle in line with organisational standards
3. Be able to clean the vehicle safely
4. Know how to clean the vehicle safely

Guided learning hours

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Go Skills

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 215

Clean passenger transport vehicles in a routine way

Assessment Criteria

Outcome 1 Be able to clean the vehicle safely and to the required organisational standard

The learner can:

1. demonstrate how to clean the vehicle to the required organisational standard
2. demonstrate how to make effective use of cleaning materials and working methods
3. inspect electrical and mechanical equipment used for cleaning the vehicle
4. demonstrate safe working practices when cleaning the vehicle.

Outcome 2 Know how to clean the vehicle in line with organisational standards

The learner can:

1. explain the importance of having a clean vehicle
2. describe how to prepare the vehicle for cleaning
3. describe the process for removing excess dirt, salt and debris from the vehicle
4. describe the cleaning materials available for different body parts and finishes
5. describe the methods for removing substances left by passengers
6. describe how to clean the vehicle to organisational standards.

Outcome 3 Be able to clean the vehicle safely

The learner can:

1. demonstrate how to use, handle and store, correctly and safely, substances used for cleaning.

Outcome 4 Know how to clean the vehicle safely

The learner can:

1. describe how to use, handle and store correctly and safely substances used for cleaning
2. describe the health and safety risks when cleaning a vehicle
3. describe which materials and substances may cause injury or harm
4. describe how to eliminate or reduce the risk of injury or harm
5. describe the importance of personal hygiene
6. describe how to safely use, handle and store substances that are hazardous
7. describe how to use electrical appliances safely
8. describe safe working practices when cleaning the vehicle
9. describe the approved way for getting rid of substances and dangerous objects including knowledge of relevant legislation.

Unit 216

Transport parcels, luggage and other items in the community transport and chauffeur industries

Level: 2
Credit value: 2
UAN: J/602/6015

Unit aim

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

Learning outcomes

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

1. Be able to accept and load parcels, luggage and other items for transporting
2. Know how to accept and load parcels, luggage and other items for transporting
3. Be able to unload and hand over parcels, luggage and other items
4. Know how to unload and hand over parcels, luggage and other items.

Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Go Skills

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 216 Transport parcels, luggage and other items in the community transport and chauffeur industries

Assessment Criteria

Outcome 1 Be able to accept and load parcels, luggage and other items for transporting

The learner can:

1. confirm that items meet the necessary standard for transportation
2. let customers or passengers know if items cannot be accepted and transported in line with organisational procedures
3. let customers or passengers know about damaged or problem items, before loading
4. load and secure items by using the approved methods and safe practices
5. distribute the items within the vehicle to keep to safe practice
6. transport any item in line with relevant regulations or guidelines
7. use appropriate lifting techniques to lift baggage
8. identify the contents of any unaccompanied item and assess whether it is appropriate to be carried in the vehicle.

Outcome 2 Know how to accept and load parcels, luggage and other items for transporting

The learner can:

1. describe how to deal with damaged or problem items
2. describe the relevant safe practices for loading items on to vehicles including safely lifting and handling items
3. describe relevant safe practices for distributing items
4. outline the relevant regulations/guidelines, including those for:
manual handling related to transporting items
5. describe the organisational customer service procedures for dealing with different items
6. describe own personal responsibilities for correctly loading the vehicle and keeping the items secure
7. describe the results of handling baggage inappropriately
8. describe how to deal with different types of baggage including:
 - regular baggage
 - overweight or heavy baggage
 - oversize baggage
 - irregular items such as skis and prams
9. describe the risks associated with the handling and transporting of items
10. outline the legislation and codes of practice relating to the carrying of substances that may be hazardous to health.

Outcome 3 Be able to unload and hand over parcels, luggage and other items

The learner can:

1. avoid damaging items during unloading
2. unload items by using the approved methods and safe practices
3. ask others for help if necessary
4. confirm that each parcel or piece of luggage is handed over to the right person
5. get a receipt for parcels or baggage in line with organisational procedures
6. re-distribute and re-secure part-loads in line with safe practice
7. confirm that the vehicle and immediate area around it are clear of items that are to be unloaded
8. use appropriate lifting methods to lift baggage
9. record and deal with damaged baggage in line with organisational procedures.

Outcome 4 Know how to unload and hand over parcels, luggage and other items.

The learner can:

1. describe the relevant safe practices for unloading items from vehicles
2. describe organisational procedures for:
 - dealing with items which are damaged while being transported
 - asking for help from others when dealing with items

Unit 217

Plan routes in the road passenger transport industries

Level: 2
Credit value: 2
UAN: Y/602/6021

Unit aim

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

Learning outcomes

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

1. Be able to prepare for a journey
2. Know how to prepare for a journey
3. Be able to communicate with passengers about routes
4. Know how to communicate with passengers about routes

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Go Skills

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 217 Plan routes in the road passenger transport industries

Assessment Criteria

Outcome 1 Be able to prepare for a journey

The learner can:

1. read a road map using the index and grid reference system
2. read a road map or street map and find a defined place or destination
3. plan a journey between two or more locations
4. plan a journey by identifying the shortest or most convenient route
5. identify an alternative route if there is a delay due to road works, accidents or any other incidents
6. summarise directions using information such as road numbers, landmarks and distances
7. work out the distance and an estimated time of travel between two or more locations
8. work out, where appropriate, rest breaks that may be needed to comply with regulations and passengers' needs
9. work out the amount of fuel needed for the journey.

Outcome 2 Know how to prepare for a journey

The learner can:

1. list the types and sources of maps and describe the appropriate ones to use
2. list the location and direction of main cities, airports, landmarks, motorways and trunk roads in relation to a defined place in the local area
3. list the names of main motorways, trunk roads and landmarks in the local area
4. explain how to identify from map symbols information about class of roads, transport systems and land features
5. describe the relevant regulations relating to the boundaries and limits to which the service is allowed to travel or run
6. list and describe the road markings, tourist information and landmark abbreviations
7. describe how in-vehicle navigation systems work.

Outcome 3 Be able to communicate with passengers about routes

The learner can:

1. communicate effectively with a passenger to make sure that they give correct information on the destination
2. tell the passenger which route is going to be taken
3. tell the passenger about diversions that need to be taken from the agreed route and the reason why
4. give the passenger an estimate on any change to the journey time as a result of a diversion or delay
5. get information on travel news.

Outcome 4 Know how to communicate with passengers about routes

The learner can:

1. describe the importance of keeping the passenger informed on the progress of the journey and any diversions from the agreed route
2. outline the relevant regulations and restrictions on where a passenger may be dropped off
3. explain the importance of taking account of any possible delays or needs of the passenger when planning a journey
4. describe how to access travel news available on road works, train times, flight arrivals and departures.

Unit 218

Process fares in the community transport and chauffeur industries

Level: 2
Credit value: 2
UAN: H/602/6023

Unit aim

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

Learning outcomes

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

1. Be able to receive fares and issue receipts
2. Know how to receive fares and issue receipts
3. Be able to account for fares and payments
4. Know how to account for fares and payments

Guided learning hours

It is recommended that **9** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Go Skills

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 218 Process fares in the community transport and chauffeur industries

Assessment Criteria

Outcome 1 Be able to receive fares and issue receipts

The learner can:

1. collect fares and payments correctly in line with organisational procedures
2. tell passengers clearly what the total payment is and the appropriate payment methods they can choose in line with organisational procedures
3. accept and acknowledge payments from passengers in line with organisational procedures
4. confirm that payment amounts are correct, and identify and deal with problems in line with organisational procedures
5. give the correct change to passengers with a valid receipt
6. store all payments in a secure place
7. use prepaid systems as appropriate in line with organisational procedures.

Outcome 2 Know how to receive fares and issue receipts

The learner can:

1. describe organisational procedures for paying fares, and how to follow them, including methods of payment
2. explain the need to give passengers correct information about fares and payments
3. describe the different ways passengers can pay fares
4. describe own personal authority for dealing with problems relating to paying fares
5. describe the security requirements for storing payments
6. outline regulations and policies relating to concessionary fares
7. describe how to use prepaid systems such as dockets
8. describe the different types of fare systems available
9. describe how to deal with problems with fares.

Outcome 3 Be able to account for fares and payments

The learner can:

1. promptly pay in the collected fares in line with organisational procedures
2. account for non-payments and mistakes with fares and passes in line with organisational procedures
3. carry out suitable security checks to make sure they are safe before moving money from the vehicle
4. fill in organisational documents accurately and clearly
5. accurately match the fares collected with organisational documents
6. provide extra information relating to fares, payments and passengers in line with organisational procedures.

Outcome 4 Know how to account for fares and payments

The learner can:

1. describe organisational procedures for accounting for fares
2. explain the importance of security and personal safety checks inside and outside the vehicle and when depositing money
3. explain how to carry out security and personal safety checks inside and outside the vehicle and when depositing money in line with organisational procedures
4. describe organisational procedures to check the fares received, particularly if there are any problems.

Unit 220

Process telephone bookings in the road passenger transport industries

Level: 2
Credit value: 2
UAN: A/602/6027

Unit aim

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

Learning outcomes

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

1. Be able to identify the prospective passenger's transport requirements
2. Know how to identify the prospective passenger's transport requirements
3. Be able to communicate changes to transport arrangements
4. Know how to communicate changes to transport arrangements

Guided learning hours

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Go Skills

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 220 Process telephone bookings in the road passenger transport industries

Assessment Criteria

Outcome 1 Be able to identify the prospective passenger's transport requirements

The learner can:

1. use the telephone and any associated IT equipment
2. accurately identify the prospective passenger's transport needs including any particular needs that would need to be accommodated
3. check whether the prospective passenger's needs can be met, where relevant clearly confirming the agreed transport arrangements, and confirming/checking their understanding of them
4. give clear explanations and suggestions to the prospective passenger about alternative transport arrangements if their requirements cannot be met and give the caller enough time to seek clarification of these alternatives
5. confirm clearly to the prospective passenger the agreed alternatives and check that they understand and agree them
6. identify, within the limits of own personal responsibility, when a caller needs help beyond that provided by the organisation and take appropriate action in agreement with the caller
7. make a correct record of all telephone conversations, in particular the agreed transport arrangements, or other help offered, in line with organisational procedures.

Outcome 2 Know how to identify the prospective passenger's transport requirements

The learner can:

1. describe how to use the telephone and any associated IT equipment
2. list the transport services offered by the organisation and contact points in other support organisations
3. explain how to listen effectively and question prospective passengers in a way that is seen as supportive and helpful
4. explain the importance of tone of voice and giving a good impression of the organisation
5. explain how to communicate with callers who have speech or hearing difficulties or language/dialect differences to their own
6. describe how to check that a prospective passengers understands the agreed transport arrangements
7. describe how to identify and communicate with callers who need assistance over and above arranging transport.

Outcome 3 Be able to communicate changes to transport arrangements

The learner can:

1. call prospective passengers if previously agreed transport arrangements cannot be met in line with organisational procedures
2. make sure that the prospective passenger is aware of the change of plan to the transport arrangements
3. identify any problems likely to arise to the prospective passenger as a result of the change of transport arrangements
4. give clear suggestions about alternative transport arrangements and give the prospective passenger enough time to seek clarification of these alternatives
5. confirm clearly to the prospective passenger the agreed alternatives and check that they understand them
6. contact as appropriate, in line with organisational procedures, other staff to help ensure agreed transport arrangements with the prospective passenger are taken forward
7. make a correct record of all telephone conversations, in particular the agreed transport arrangements, or other help offered, in line with organisational procedures.

Outcome 4 Know how to communicate changes to transport arrangements

The learner can:

1. describe organisational operational activity and implications for pre-booked passenger journeys
2. describe the action that should be taken if prospective passengers cannot be contacted by telephone
3. describe how to summarise operational difficulties in an understandable way and the various alternatives that might apply
4. explain how to listen effectively and question prospective passengers in a way that is seen as supportive and helpful
5. explain the importance of tone of voice and giving a good impression of the organisation
6. explain how to communicate with callers who have speech or hearing difficulties or who speak a language or dialect different to their own
7. describe how to check a prospective passenger's understanding of the revised transport arrangements
8. describe organisational arrangements for recording the telephone contact and progressing agreed arrangements.

Unit 301

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

Level: 3
Credit value: 4
UAN: M/602/6025

Unit aim

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

Learning outcomes

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

1. Be able to plan and operate a small business
2. Know how to plan and operate a small business
3. Be able to manage accounting and administration functions
4. Know how to manage accounting and administration functions

Guided learning hours

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Go Skills

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 301

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

Assessment Criteria

Outcome 1 Be able to plan and operate a small business

The learner can:

1. develop a basic plan for setting up and running the business
2. identify the demand for the business, and estimate the potential levels of income
3. identify how and when the business will operate to achieve those levels of income
4. estimate the costs of running the business
5. prepare a financial forecast showing costs, earnings, wages etc. by week and month
6. identify the appropriate sources for loans and grants
7. identify strengths, weaknesses, opportunities and threats for the business
8. identify opportunities for development of the business.

Outcome 2 Know how to plan and operate a small business

The learner can:

1. describe the differences between the following:
 - sole traders
 - partnerships
 - limited companies
 - franchises
 - co-operatives
2. describe the responsibilities and duties of running a business
3. describe the responsibilities and duties of the various regulatory bodies
4. describe the terms and conditions of trading and managing contracts
5. describe the costs and overheads associated with running the business
6. list the sources of finance and advice for small businesses
7. describe the outside influences that may affect the business and personal earnings
8. describe how to identify and bid for contract work.

Outcome 3 Be able to manage accounting and administration functions

The learner can:

1. maintain financial records for the business
2. make NI, TAX and VAT payments in accordance with statutory requirements and procedures
3. identify the type and level of appropriate insurances for the business
4. maintain and process customer information that complies with legislative requirements.

Outcome 4 Know how to manage accounting and administration functions

The learner can:

1. describe the importance and legal obligations of keeping and maintaining financial records for the business
2. describe the different methods by which book-keeping can be done
3. explain how to work out earnings, costs, cash-flow and profit
4. outline the requirements concerning payment of NI, Tax, and VAT and other statutory payments
5. explain the importance of the Data Protection Act
6. explain the role of the banks, different bank accounts, bank interest and charges
7. describe the levels of protection provided by different insurance policies.

Unit 302

Support learners by coaching in the workplace

Level: 3
Credit value: 4
UAN: L/502/6118

Unit aim

This unit is about making sure the nature of coaching in the workplace is properly understood and that an appropriate environment is created in which this function can take place. It covers the skills and competences required to give learners information and guidance on their work roles. In particular it covers the provision of job-related coaching. Applying relevant safe working practices will be a key issue throughout.

Learning outcomes

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

1. Be able to support learners by coaching in the workplace
2. Know how to support learners by coaching in the workplace

Guided learning hours

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Go Skills

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Outcome 1 Be able to support learners by coaching in the workplace

The learner can:

1. take action to identify learners' needs and the resources and facilities required, including IT based resources, to undertake the coaching role to help them meet these needs
2. identify what sources of information and support there are to help perform the role of coach
3. take action to agree how progress and any problems will be reviewed during the coaching process
4. within limits of own responsibility plan and maintain the coaching process.

Outcome 2 Know how to support learners by coaching in the workplace

The learner can:

1. describe the role of a coach
2. explain the coaching process, in particular how to:
 - provide appropriate coaching activities for particular situations including it based programmes
 - provide opportunities in the workplace for learners to develop skills and increase confidence
 - plan and monitor coaching activity
 - support structures available to learners
3. explain the different techniques of coaching, including how to:
 - set goals and targets
 - analyse task
 - develop a plan
 - instruct by sharing knowledge and skills
 - communicate to learners in the most effective way, for example face-to-face, small groups
 - obtain and give feedback
 - analyse learners' strengths and weaknesses and help them to correct defects
4. describe the personal attributes of effective coaches
5. explain the benefits that can be gained from coaching
6. explain the factors that can inhibit learning
7. describe the different problems that can be experienced by all new entrants
8. explain the extent of own responsibility and who problems that cannot be solved should be reported to.

Unit 303

Support learners by mentoring in the workplace

Level: 3
Credit value: 3
UAN: R/502/6119

Unit aim

This unit is about making sure that the nature of mentoring in the workplace is properly understood and that an appropriate environment is created in which this function can take place. It covers the skills and competences required to give learners information, advice and guidance on their work roles and expectations together with giving them encouragement and support to stay motivated. In particular it covers planning the mentoring process, setting up and maintaining the mentoring relationship, and giving mentoring support. Applying relevant safe working practices will be a key theme throughout.

Learning outcomes

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

1. Be able to support learners by mentoring in the workplace
2. Know and understand how to support learners by mentoring in the workplace

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Go Skills

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 303

Support learners by mentoring in the workplace

Assessment Criteria

Outcome 1 Be able to support learners by mentoring in the workplace

The learner can:

1. take action to identify learners' needs and the resources and facilities required to undertake the mentoring role to help them meet these needs
2. identify what sources of information and support there are to help perform the role of mentor
3. Take action to agree how progress and any problems will be reviewed during the mentoring process
4. within limits of own responsibility plan and maintain the mentoring process.

Outcome 2 Know and understand how to support learners by mentoring in the workplace

The learner can:

1. explain relevant health and safety legislation, regulations and working procedures relevant to the workplace
2. describe the role of a mentor
3. explain the mentoring procedures to include rules on confidentiality and their role in the training policy
4. explain the mentoring process, including how to:
 - identify the benefits of a mentoring programme
 - provide opportunities in the workplace for learners to reflect on their performance, develop skills and increase confidence
 - plan and monitor mentoring activity
5. describe the personal attributes of effective mentors
6. describe the different problems that can be experienced by all new entrants
7. explain the extent of own responsibility and who problems that cannot be solved should be reported to.

Appendix 1 Relationships to other qualifications

Links to other qualifications

Other qualifications that may be of interest:

- Level 2 NVQ in Passenger Carrying Vehicle Driving (Bus and Coach).

Progression from this qualification is normally into a level 3 management qualification which could be specific to the industry or provide the generic management skills for any industry such as those provided by the Institute of Leadership and Management (ILM). An alternative is to expand your skills at the same level with the Level 2 NVQ in Passenger Carrying Vehicle Driving (Bus and Coach)

Appendix 2 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.

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:** information on how to register for GOLA/e-volve assessments.

City & Guilds

Skills for a brighter future



www.cityandguilds.com

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

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

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

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

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

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business@cityandguilds.com

Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

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