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Qualification Specification

Highfield Level 2 Award in Knowledge for a Professional Bus or Coach Driver (RQF)

Qualification Number: 601/6633/2

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Highfield Level 2 Award in Knowledge for a Professional Bus or Coach Driver (RQF)

Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager

Qualification regulation and support

The Highfield Level 2 Award in Knowledge for a Professional Bus or Coach Driver (RQF) is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is an English qualification framework regulated by Ofqual. It is also suitable for delivery in Wales and Northern Ireland and is regulated by Qualifications Wales and CCEA Regulation respectively.

The qualification is also supported by People 1st the Sector Skills Council (SSC) for hospitality, passenger transport, travel and tourism in the UK.

Key facts

Qualification number:	601/6633/2
Learning aim reference:	60166332
Credit value:	10
Assessment method:	Portfolio of evidence
Guided learning hours (GLH):	97
Total qualification time (TQT):	100

Qualification overview and objective

The objective of this qualification is to prepare learners for employment within the transport industry as a bus or coach driver. This qualification is designed for those learners wishing to gain a nationally recognised qualification that provides underpinning knowledge and understanding of the role of a professional bus or coach driver.

This qualification maps to the National Occupational Standards (NOS) for Road Passenger Vehicle Driving and forms the knowledge component of the Apprenticeship in Passenger Carrying Vehicle Driving (Bus and Coach).

Entry requirements

In order to register on to this qualification, learners are required to meet the following entry requirements:

- 16 years of age or above
 - It is advised that learners have a minimum of Level 1 in both literacy and numeracy, or equivalent
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Guidance on delivery

The total qualification time for this qualification is 100 hours and of this 97 are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Guidance on assessment

The units contained within the qualification are assessed through completion of an open-response Learner Pack provided by Highfield (and available to download from the Member's Area of the Highfield Qualifications website). This method of assessment is an ongoing assessment of learner knowledge throughout the duration of the course. This assessment model requires learners to provide a short response to prescribed questions. Successful learners will have to demonstrate knowledge and understanding across the breadth of the qualification syllabus. The assessment is supported and assessed by the nominated assessor and records must be maintained and held at the centre for quality assurance purposes.

There is a requirement for internal quality assurance of the Learner Pack to take place. For more information on this method of assessment, including quality assurance processes, please see the Tutor, Assessor and Internal Quality Assurance Support Pack which is available to download from the Member's Area of the Highfield website.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Guidance on quality assurance

Highfield requires centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Highfield will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

Tutor requirements

Highfield recommends nominated tutors for this qualification meet the following requirements:

- be occupationally competent and knowledgeable in the subject area
 - have the necessary and sufficient experience of the role for which they intend to undertake delivery and actual experience of the functions described by the occupational standards that comprise the qualification
 - hold or be working towards a suitable teaching/training qualification, or experience, such as:
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- Highfield Level 3 Award in Education and Training (RQF), or above
 - Level 3 or 4 Award in PTLLS
 - Diploma or Certificate in Education
 - Bachelors or Masters Degree in Education
 - Level 3 or 4 NVQ in Training and/or Development
 - proof of at least 30 hours of training experience in the subject area
 - maintain appropriate continued professional development for the subject area
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Assessor requirements

Highfield requires nominated assessors for this qualification to:

- hold or be working towards a relevant assessor qualification, such as:
 - Highfield Level 3 Award in Assessing Competence in the Work Environment (RQF)
 - Highfield Level 3 Certificate in Assessing Vocational Achievement (RQF)
 - A1 Assess Learner Performance Using a Range of Methods; or
 - D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence
 - be occupationally competent and knowledgeable in the subject area
 - have the necessary and sufficient experience of the role for which they intend to undertake assessments and actual experience of the functions described by the occupational standards that comprise the qualification
 - maintain appropriate continued professional development for the subject area
-

Internal quality assurance (IQA) requirements

Internal Quality Assurance staff for this qualification are required to:

- have the necessary and sufficient experience of the role for which they intend to verify assessments. This experience will have provided potential verifiers with detailed knowledge of the functions described by the occupational standards that comprise the qualification
 - hold or be working towards a relevant IQA qualification, such as:
 - Highfield Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (RQF)
 - Highfield Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (RQF); or
 - D34 or V1 Verifier Awards.
 - maintain appropriate continued professional development for the subject area
-

Recognition of Prior Learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment. For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the Highfield Qualifications website. This policy should be read in conjunction with this specification and all other relevant Highfield Qualifications documentation.

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) (RQF)
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Useful websites

- People 1st <http://www.people1st.co.uk>
 - DVSA <https://www.gov.uk/government/organisations/driver-and-vehicle-standards-agency>
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Additional support/training

The National Counter Terrorism Security Office (NaCTSO) is a police unit that works alongside the Home Office to support the 'protect and prepare' areas of the government's counterterrorism strategy. One of their aims is to encourage the public to recognise and report suspicious activity and behaviour. You can find information, advice and guidance on recognising, acting on and reporting suspicious behaviour on the following website:

<https://www.gov.uk/government/organisations/national-counter-terrorism-security-office>

As an apprentice you can access the free NaCTSO Action Counters Terrorism (ACT) Awareness e-learning course. This award-winning and invaluable training tool will help you to understand your role in recognising and reporting suspected terrorism and what to do in the event of a terrorist attack.

To access the course:

- follow the link: <http://ct.highfieldelearning.com/org/TheHighfieldGroup>
- answer the questions
- click start

Appendix 1: Qualification structure

In order to complete the **Highfield Level 2 Award in Knowledge for a Professional Bus or Coach Driver (RQF)** learners must achieve a minimum of **10 credits** overall, which includes:

- **All units** in Mandatory Group A totaling **10 credits**
- If learners are undertaking this qualification as part of the **SASE Apprenticeship in Passenger Carrying Vehicle Driving (Bus and Coach)**, then the additional unit with a **minimum of 3 credits** from Optional Group B **must** also be chosen.

Mandatory Group A

Learners **must** achieve **all units** in this group

Unit reference	Unit Title	Level	Credit
F/601/7393	Customer Service for bus or coach	2	3
Y/601/7397	Safe bus or coach services	2	4
M/601/7387	Bus or coach operations	2	3

Optional group B

Learners must achieve a minimum **3 credits** from this group **if undertaking the Apprenticeship in Passenger Carrying Vehicle Driving (Bus and Coach)**.

Unit reference	Unit Title	Level	Credit
L/602/5934	Employment Rights and Responsibilities in the Passenger Transport Sector	2	3

Appendix 2: All Units

Unit 1: Customer Services for Bus or Coach

Unit number: F/601/7393

Credit: 3

GLH: 30

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand the aims of customer service for bus or coach services	1.1. Explain the benefits of customer service for a bus or coach service 1.2. Discuss how a bus or coach service can meet the expectations of customers 1.3. Explain ways a bus or coach service can meet the needs of customers
2. Understand the principles of communication for bus or coach service customer service	2.1. Explain why communication is important for bus or coach service customer service 2.2. Describe ways to communicate to meet customer needs and expectations 2.3. Compare ways to communicate accurate information to customers
3. Know how to provide an inclusive bus or coach service	3.1. Describe barriers to using bus or coach services experienced by individuals 3.2. Describe attitudes and behaviours which support delivery of an inclusive bus or coach service 3.3. Identify ways support can be provided to enable customers to access bus or coach services
4. Know how to provide bus or coach services for priority users	4.1. Describe priority users in bus or coach services 4.2. Identify procedures that enable wheelchair users to access bus or coach services 4.3. Describe when to operate equipment for priority users 4.4. State procedures to follow if the wheelchair ramp fails in service

Additional assessment guidance/requirements

No specific guidance or requirements

Unit 2: Safe Bus or Coach Services
 Unit number: Y/601/7397
 Credit: 4
 GLH: 37
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand requirements for health and safety for bus or coach services	1.1. Explain the health and safety responsibilities of those involved in bus or coach operations in respect of the: <ul style="list-style-type: none"> • bus or coach company • driver • passengers 1.2. Describe hazards and associated risks when using bus or coach services 1.3. Explain how risks can be minimised in bus or coach operations
2. Know routine safety checks prior to use of bus or coach vehicles	2.1. Describe routine safety checks required for bus or coach vehicles 2.2. Describe the actions to take when faults are identified by checks on buses or coaches 2.3. Explain what can happen if routine maintenance and safety checks on buses or coaches are not carried out and reported

Additional assessment guidance/requirements
No specific guidance or requirements

Unit 3: Bus or Coach Operations

Unit number: M/601/7387

Credit: 3

GLH: 30

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Know how bus or coach services are operated	1.1. Outline the structure and aims of a bus or coach company operating in your own locality
2. Know procedures for operating bus or coach services	2.1. Outline how to operate a bus route or plan a coach route 2.2. Describe procedures for the carriage of passengers 2.3. State procedures for responding to collisions and incidents when operating a bus or coach
3. Understand how on-board equipment supports bus or coach operations	3.1. Explain how on-board equipment supports bus or coach operations 3.2. Explain how communication systems support bus or coach operations 3.3. Explain the role of security systems in bus or coach operations

Additional assessment guidance/requirements

No specific guidance or requirements

Unit 4: Employment Rights and Responsibilities in the Passenger Transport Sector
 Unit number: L/602/5934
 Credit: 3
 GLH: 18
 Level: 2

Unit Introduction

If a learner is undertaking this qualification as part of the Apprenticeship in Passenger Carrying Vehicle Driving (Bus and Coach), this unit is mandatory.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Know employment rights and responsibilities of the employee and employer	1.1. Identify the main points of legislation affecting employers and employees and their purpose relevant to own role, organisation and within own industry 1.2. Identify where to find information and advice on employment rights and responsibilities both internally in own organisation and externally 1.3. Identify sources of information and advice on own industry, occupation, training and own career pathway 1.4. Identify sources of information on the different types of representative bodies related to own industry and their main roles and responsibilities 1.5. Identify any issues of public concern that may affect own organisation and own industry
2. Understand employment rights and responsibilities and how these affect organisations	2.1. Describe organisational procedures, policies and codes of practice used by own organisation on employment rights and responsibilities 2.2. Explain the purpose of following health, safety and other procedures and the effect on own organisation if they are not followed 2.3. Describe employer and employee responsibilities for equality and diversity within own organisation 2.4. Explain the benefits of making sure equality and diversity procedures are followed 2.5. Describe the career pathways available within own organisation and own industry

Additional assessment guidance/requirements

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

Appendix 3: Sample assessment material

Assessment/Action Plan Sheet

Learner Name			Assessor Name			
Target set Learning Outcome/ Assessment Criteria	Agreed activity/evidence	Target date	Assessment Method	Target Achieved	Completed (assessor signature)	
Learner Signature		Date		Planned next visit:		
Assessor Signature		Date				

Assessment Record Sheet

Learner		Assessor	
Date		Location	
Assessment Method			
EV Ref	Details of the type of evidence and assessment criteria covered		
Assessor Signature: _____			
Learner/Witness Signature: _____			

Assessment method key:					
Obs	Observation	Sim	Simulation/assignment	O	Other
Pe	Product evidence	Wt	Witness testimony	PD	Professional Discussion
Q	Questioning	R	RPL		

Evidence Tracking Sheet

Learner Name				
Centre Name				
Unit name:		Unit no:		
Assessment Criteria				
Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference	Date
1.	1.1			
	1.2			
	1.3			
	1.4			
	1.5			
	1.6			
	1.7			
	1.8			
2.	2.1			
	2.2			
	2.3			
	2.4			
	2.5			
	2.6			
	2.7			
	2.8			
3.	3.1			
	3.2			
	3.3			

Assessment method key:

Obs Observation
 Pe Product evidence
 Q Questioning
 Sim Simulation/assignment

Wt Witness testimony
 R RPL
 O Other
 PD Professional Discussion

Learner Signature _____ Date: _____

Assessor Signature _____ Date: _____

IQA Signature (if sampled) _____ Date: _____

EQS Signature (if sampled) _____ Date: _____