

# apprenticeship FRAMEWORK

## Passenger Carrying Vehicle Driving (Bus and Coach) (Wales)

### IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 14 OCTOBER 2016

Modifications to SASW came into effect on 14 October 2016. These changes relate to the **Essential Skills and Employer Rights and Responsibilities** requirements of a framework and they **ONLY** apply to new Apprenticeship starts on, or after, 14th October. Apprenticeship starts before this date must continue to meet the 2013 SASW requirements for Essential Skills and Employer Rights and Responsibilities.

For more details of the changes and how they will affect new apprenticeship starts, please read the following preface page to the framework document. NB: Please check the "Revising a Framework" section for information on any additional changes that may have been made to this framework.

### Latest framework version?

For any previous versions of this framework: [www.acwcerts.co.uk/framework\\_library](http://www.acwcerts.co.uk/framework_library)

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# Passenger Carrying Vehicle Driving (Bus and Coach) (Wales)

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# Framework information

Information on the Issuing Authority for this framework:

**People 1st for GoSkills**

The Apprenticeship sector for occupations in passenger transport.

Issue number: [3]	<b>This framework includes:</b>
Framework ID: [FR03541]	Level 2 <input checked="" type="checkbox"/> Level 3 <input type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: [31/07/2017]	<b>This framework is for use in: Wales</b>

## Short description

The purpose of this framework is to train new entrants in and upskill the existing workforce to the industry recognised standard of competency for professional Bus and Coach Drivers. Foundation Apprentices at level 2 will be able to work for a large UK wide operator, municipal operator or a family business. They will learn safe and fuel efficient driving techniques and will develop customer service skills to increase customer loyalty and keep businesses running.

# Contact information

## Proposer of this framework

[This framework has been developed following demand from a number of employers including First and Arriva]

## Developer of this framework

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Your organisation [People 1st]

Your email address: [frameworkreview@people1st.co.uk]

# Revising a framework

## Why this framework is being revised

[The framework is being revised to add newly accredited qualifications.

## Summary of changes made to this framework

[The framework is being revised to add newly accredited HABC qualifications.

## Qualifications removed

[None

## Qualifications added

- [601/6633/2 - HABC Level 2 Award for a Professional Bus or Coach Driver (QCF)
- [601/6632/0 - HABC Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) (QCF)

## Qualifications that have been extended

[None

# Purpose of this framework

## Summary of the purpose of the framework

The bus and coach industries employ approximately 223,000 individuals between them. Bus and coach services are provided across the UK and play a vital part in underpinning social inclusion, tourism and local economies. Public transport is high on the political agenda and the provision of bus and coach services that offer an alternative to the private car are key ingredients in supporting the low carbon agenda.

The bus industry consists of five major companies. There are 11 remaining Municipal operators and numerous smaller, independent commercial operators active in delivering scheduled services.

There are around 4,360 companies in the coach industry. Many are SMEs and/or family companies. The bus and coach industries have been affected by the rising costs of fuel so meeting this challenge and improving profitability are major concerns for the future. Employers in the bus and coach industry have helped to design this framework and its contents to meet their current and future skills needs.

The purpose of the apprenticeship is to help the bus and coach industries improve recruitment and retention of new drivers. Although there has been less difficulty in recruiting and retaining drivers during the economic downturn, operators are concerned that drivers may move on when more opportunities become available. The industry as whole has an ageing workforce and the apprenticeship is seen as a tool for professionalising the role of the bus or coach driver and attracting new recruits.

The apprenticeship also provides the industry with a standard level of competence for bus and coach drivers. The role of a driver has changed over the past decade with operators increasingly focused on the development of customer service skills alongside safe and fuel efficient driving skills. Employers consider that IT is not an essential part of the job and it is not included in the framework.

This Apprenticeship builds on the success of the previous apprenticeship and contributes to meeting the skills priorities for Wales as follows:

- Incorporating Essential Skills Wales thereby improving the levels of basic literacy and numeracy skills in the workforce;
- Providing qualifications for competence and knowledge, approved by employers to meet the skills mix they require
- Incorporating employee responsibilities and rights, recommending a minimum number of hours for induction and mentoring to develop employability and learning skills
- Building on the existing quality learning provision for the bus and coach industry in Wales
- Providing a progression pathway from level 2 to intermediate and higher - level skills and a route to higher level qualifications within the bus and coach industry

## Aims and objectives of this framework (Wales)

The aim of this framework is to train new entrants in and upskill the existing workforce to the industry recognised standard of competency for professional Bus and Coach Drivers. The objectives of this level 2 Foundation Apprenticeship framework are to:

- provide a holistic programme of training for drivers in the Bus and Coach industry
- attract new recruits to the role of professional bus or coach driver
- achieve consistency and act as a standard of quality training for the industry
- increase retention and motivation in the workforce
- form the basis of a progression ladder for those wanting to develop their careers in the industry. Further progression in the industry from the role of bus or coach driver could be team leader/scheduler/supervisor and further management team leading.

# Entry conditions for this framework

Employers are looking to attract applicants who have a keen interest in working in the bus or coach industries, the willingness to work shifts and understand the importance of customer service.

Apprentices will need basic literacy and numeracy skills on which this Apprenticeship will build. The idea is not to cut off any options so that applicants rule themselves out at the start. Applicants will be a mix of age and experience. As a guide, applicants may come from a range of routes including:

- work or work experience
- training and/or experience which could include a portfolio showing what they have done
- achieved foundation learning at level 1
- achieved any of the Essential Skills Wales
- successfully completed a Young Apprenticeship
- any of the (14-19) Diplomas or Welsh Baccalaureate
- vocational or academic qualification(s) such as one or more GCSEs

There is no need to have a driving licence upon entry to the Apprenticeship though it would be expected that it would be obtained during the Apprenticeship. However, to be granted a provisional Passenger Carrying Vehicle (PCV) driving licence an individual will have to meet the medical standards required of a PCV driver as set down by DVLA.

Drivers cannot train for the PCV licence and Driver CPC until they are 18 or older. At the age of 18, PCV drivers cannot drive all routes and must usually wait till the age of 21 to be allowed to drive on major bus or coach routes.

## RULES TO AVOID REPEATING QUALIFICATIONS

Processes exist to make sure that applicants with prior knowledge, qualifications and experience are not disadvantaged by having to repeat learning. Training providers and awarding organisations will be able to advise on the current rules for accrediting prior learning and recognising prior experience. Refer to the on and off the job training section for guidance about prior attainment and achievement. In the meantime, this is a short summary:

The SASW does not specify any relaxations or proxies for any qualifications included in a framework, however, providers are encouraged to identify additional on-the-job training programmes that customise the learning to the new workplace if they have the following qualifications and/or experience:



## 1. Essential Skills Wales.

- If applicants already have GCSEs in English, Maths and/or Information and Communications Technology (ICT) they still have to do the Essential Skills Wales at the relevant level as these are new qualifications and proxies do not exist.
- Up to the 31 August 2011, if applicants already have achieved Key Skills at the relevant level, they will not have to do the relevant Essential Skills Wales (ESW), however, apprentices can be encouraged to complete ESW at a higher level if appropriate.

2. Knowledge qualifications. If applicants already have one of the Level 2 KNOWLEDGE qualifications before they started their Apprenticeship, they can count this and do not have to redo the qualification, providing that they have achieved this qualification within five years of applying for the apprenticeship certificate. For example they may have already achieved the KNOWLEDGE element as part of the Welsh Baccalaureate. The hours they spent gaining this qualification will also count towards the minimum hours required for this framework.

3. Competence qualifications. If applicants already have the Level 2 COMPETENCE qualification for the Apprenticeship they do not have to repeat this qualification, however, this qualification must have been achieved within five years of applying for the apprenticeship certificate and they will still have to demonstrate competence in the workplace.

4. Prior experience. Applicants already working in the sector will be able to have their prior experience recognised by the Awarding Organisation and this will count towards the competence and the knowledge qualifications in this framework.

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# Level 2

Title for this framework at level 2

## Foundation Apprenticeship in Passenger Carrying Vehicle Driving (Bus and Coach)

Pathways for the framework at level 2:

Pathway 1: Passenger Carrying Vehicle Driving (Bus and Coach)

# Level 2, Pathway 1: Passenger Carrying Vehicle Driving (Bus and Coach)

## Description of this pathway

Passenger Carrying Vehicle Driving (Bus and Coach)

The total number of credits for this pathway is 59.

## Entry requirements for this pathway in addition to the framework entry requirements

There are no further entry requirements over and above those previously stated.

Job title(s)	Job role(s)
Bus or Coach Driver	Drive a category D vehicle to transport passengers on a scheduled or contracted route

# Qualifications

## Competence qualifications available to this pathway

### C1 – Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	501/0991/1	Edexcel	37	207	N/A
C1b	501/1101/2	City and Guilds	37	207	N/A
C1c	501/0955/8	EDI	37	206	N/A
C1d	600/0671/7	SQA	37	207	N/A
C1e	601/4046/X	ICQ	37	207	N/A
C1f	601/6632/0	HABC	37	207-210	N/A

## Knowledge qualifications available to this pathway

### K1 – Level 2 Award in Knowledge for a Professional Bus or Coach Driver

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/9297/2	Edexcel	10	97	N/A
K1b	600/0597/X	EDI	10	97	N/A
K1c	601/3992/4	ICQ	10	97	N/A
K1d	601/6633/2	HABC	10	97	N/A

## Combined qualifications available to this pathway

N/A

## Relationship between competence and knowledge qualifications

[K1 provides the underpinning knowledge and understanding for C1.]

# Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

## Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

**Does this framework require Communication achievement above the minimum SASW requirement?** YES  NO

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

[Enter alternative grade/level requirements and reasons here.]

## Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

**Does this framework require Application of Number achievement above the minimum SASW requirement?** YES  NO

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

[Enter alternative grade/level requirements and reasons here.]

## Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework? **YES**  **NO**

# Progression routes into and from this pathway

## Progression into this pathway

As a guide learners commencing this Level 2 framework may have progressed from a range of routes including:

- work or work experience training and/or experience which could include a portfolio showing what they have done
- vocational qualifications or academic qualification(s) such as the Welsh Baccalaureate or one or more GCSEs

## Progression from this pathway

On completion of the level 2 Foundation Apprenticeship in PCV Driving (Bus and Coach) successful apprentices will be qualified to work as bus or coach drivers.

The apprenticeship forms the basis of a progression ladder for those wanting to develop their careers in the industry. Further progression in the industry from the role of bus or coach driver could be to

- team leader
- scheduler
- supervisor
- driving instructor.

Successful apprentices might progress on to the Level 3 NVQ Diploma in Passenger Carrying Vehicle Driving Instruction or to team leading or management qualifications. There is currently no level 3 Apprenticeship in this area however the industry is considering whether there is demand for such a framework. Further progression beyond level 3 could be to management roles within the bus and coach industries or management qualifications at level 4 and above.

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### **UCAS points for this pathway:**

[Framework Developer to complete with relevant info]



# Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES**  **NO**

## Delivery and assessment

### DELIVERY AND ASSESSMENT OF ERR

There are nine national outcomes/standards for ERR as set out in the SASW. The SASW specifies that the course of training in ERR must be designed so that the apprentice:

- knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Disability Discrimination Act, other relevant equalities legislation and Health & Safety, together with the responsibilities and duties of employers;
- knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme; knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme;
- understands the role played by their occupation within their organisation and industry; has an informed view of the types of career pathways that are open to them;
- knows the types of representative bodies and understands their relevance to their industry and organisation, and their main roles and responsibilities
- knows where and how to get information and advice on their industry, occupation, training and career;
- can describe and work within their organisation's principles and codes of practice; recognises and can form a view on issues of public concern that affect their organisation and industry.

ERR is covered by completion of the Employee Rights and Responsibilities unit contained as an additional unit within the knowledge qualification: Level 2 Award for a Professional Bus or Coach Driver.

### **EVIDENCE OF ACHIEVEMENT OF ERR**

ERR will be evidenced at certification by the achievement of the knowledge qualification, along with a completed and signed copy of the Universal Employee Rights and Responsibilities Form (ERR).

It is also a requirement, at certification, to submit a signed copy of an Apprenticeship Certificate Claim Form.

These forms can be downloaded at: <https://acwcerts.co.uk/web/forms-documentation> ]

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*The remaining sections apply to all levels and pathways within this framework.*

# How equality and diversity will be met

The *GoSkills* Employers Survey 2009 showed that the Bus and Coach industries are made up of approximately 70% male and 30% female. A key barrier to entry into the industry for women is the perception that the role of the bus or coach driver is only suitable for men. In reality there is no reason why women cannot work as drivers and the introduction of more part-time/flexible working should help make the industry more attractive to women. Other solutions to this issue have arisen from the Diversity Solutions Project, supported by *GoSkills*, where employers have developed effective ways of promoting recruitment and retention of women workers in passenger transport.

These included:

- Advertising in the womens' supplement of the local paper and including a testimonial from a recent female recruit in the advertisement
- Advertising on radio targeting retail workers with customer care skills, using a female voice
- Attending jobs fairs with female members of staff
- Improving the website to include more current staff testimonials for underrepresented groups
- Creating a 'Try out Day' for potential recruits
- Holding an annual open day

Apprenticeships are seen as a vital route to encourage, and facilitate, a greater diversity of individuals into the industry, therefore entry conditions to this framework are flexible. Training providers and employers MUST comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to and promotion within, the Industry, using the 8 protected characteristics of :

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership

5. Pregnancy and maternity

6. Race

7. Religion or Belief

8. Sex or sexual orientation

Download the guidance on the Equality Act here:

[www.equalityhumanrights.com/legal-and-policy/legislation/equality-act-2010/equality-act-codes-practice-and-technical-guidance](http://www.equalityhumanrights.com/legal-and-policy/legislation/equality-act-2010/equality-act-codes-practice-and-technical-guidance) |

# On and off the job training

## Summary of on- and off-the-job training

[The total on and off the job training for this level 2 Foundation Apprenticeship is 423 hours. ]

## Off-the-job training

[ Off the job training is defined as time for learning activities away from normal work duties. For this framework the amount of off the job training is 217 hours.

## How this requirement will be met

Training hours delivered under an apprenticeship agreement may vary depending on the previous experience and attainment of the apprentice.

The amount of off-the-job training required to complete the apprenticeship under the apprenticeship agreement may then be reduced accordingly, provided the total number of off-the-job hours for this framework can be verified for apprenticeship certification.

### Previous attainment

Where a learner enters an apprenticeship agreement having previously attained parts or all of the relevant qualifications, this prior learning needs to be recognised using either QCF credit transfer for achievements within the QCF. For apprentices who have already achieved the relevant qualifications, they must have been certificated within 5 years of applying for the Foundation Apprenticeship Certificate.

### Previous experience

Where a learner enters an apprenticeship agreement with previous work-related experience, this prior learning needs to be recognised [see QCF Guidance on Claiming Credit for further details]. To count towards apprenticeship certification, previous experience must be recorded using the appropriate Awarding Organisation's QCF 'Recognition of Prior Learning' procedures and the hours recorded may then count towards the off-the-job hours required to complete the apprenticeship.

For apprentices with prior uncertificated learning experience, the off-the-job learning must have been acquired within 5 years of application for the Foundation Apprenticeship Certificate or have been continuously employed in the relevant job role in the industry for 12 months duration for the level 2 Foundation Apprenticeship.

### Off-the-job training needs to:

- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;
- allow access as and when required by the apprentice either to a tutor, teacher, mentor or

manager;

- be delivered during contracted working hours;
- be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching; mentoring, feedback and assessment; collaborative/networked learning with peers, guided study and induction.

Off-the-job training must be formally recorded, either in a diary, workbook, portfolio, or be verified by attendance records. This evidence needs to be checked and signed by the assessor and employer.

People 1st will require a copy of the knowledge qualification as evidence that the off the job training requirement has been met, along with a completed and signed copy of the Apprenticeship Certificate Claim Form which can be downloaded at <https://acwcerts.co.uk/web/form s-documentation>

## **On-the-job training**

On the job training is defined as skills, knowledge and competence gained within normal work duties. For this framework the amount of on the job training is 206 hours.

## **How this requirement will be met**

These hours may vary depending on previous experience and attainment of the apprentice. Where a learner enters an apprenticeship agreement having previously attained or acquired the appropriate competencies or knowledge, this prior learning needs to be recognised and documented using the relevant QCF credit transfer, QCF exemption or Recognition of Prior Learning (RPL) procedures (as off-the-job above). The amount of on-the-job training required to complete the apprenticeship under the apprenticeship agreement may then be reduced accordingly, provided the total number of on-the-job hours for this framework can be verified for apprenticeship certification.

Apprentices who commence training under a new apprenticeship agreement with a new employer may bring a range of prior experience with them. When an apprentice can claim towards the on-the-job framework total through prior learning acquired from previous full-time education, employment or other vocational programmes, then the apprentice's learning programme should include 'customisation'. Training providers are encouraged to identify additional on-the-job training programmes that customise the learning to the new workplace. Customisation programmes may include selecting appropriate additional Unit(s) from QCF qualifications, or relevant units recognised as Quality Assured Lifelong Learning [QALL] through a CQFW recognised body, or follow Essential Skills at a level higher than that specified in the framework, include one or more Wider Key Skills or other competency-based qualifications/units relevant to the workplace.

For apprentices who have already achieved the relevant qualifications, they must have been certificated within 5 years from the date of application for the Foundation Apprenticeship Certificate or have been continuously employed in the industry for 12 months.

Bus and coach drivers require a thorough level of technical competence and knowledge, which will be undertaken through work-based training, practice and experience.

On-the-job learning must be formally recorded, either in a diary, workbook, portfolio, or be verified by attendance records. This evidence needs to be checked and signed by the appropriate individual who can be satisfied that the records are accurate and valid e.g. the assessor, employer, mentor, training provider or other. These records of hours may need to be submitted to People 1st when applying for an apprenticeship completion certificate.

When applying for the apprenticeship completion certificate, it is also a requirement to complete, sign and submit a copy of the Apprenticeship Certificate Claim Form. This form can be downloaded at:

<https://acwcerts.co.uk/web/forms-documentation> ]

# Wider key skills assessment and recognition

While Wider Key Skills are not a **mandatory** part of the framework, training providers are encouraged to provide apprentices the opportunity to achieve them.

For this framework, there are natural opportunities for Wider Key Skills to be embedded within the mandatory units of the following qualifications:

[Enter Qualification Names]
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## Improving own learning and performance

[The Wider Key Skill for Improving Own Learning and Performance is not specifically included in the framework however it is considered that the requirements of this wider key skill are, in general, covered by the qualifications within the framework. ]

## Working with others

[The Wider Key Skill for Working With Others is not specifically included in the framework however it is considered that the requirements of this wider key skill are, in general, covered by the qualifications within the framework. ]

## Problem solving

[The Wider Key Skill for Problem Solving is not specifically included in the framework however it is considered that the requirements of this wider key skill are, in general, covered by the qualifications within the framework. ]



# apprenticeship FRAMEWORK

For more information visit-  
[www.acwcerts.co.uk/framework\\_library](http://www.acwcerts.co.uk/framework_library)