Bus services
Introduction to Module 3

In the passenger transport sector, the demands on the bus driver are different to the demands upon workers in the other sectors. The bus driver has to deal with the public on a one-to-one basis and has to call upon his or her own experience, skills and knowledge to handle the variety of situations that may arise – as well as drive the bus!

This module does not aim to tackle any aspects of learning to drive a bus but rather looks at the other skills that drivers need to have in place. It can be used in conjunction with Module 1: Customer service and Module 2: The working environment.

Each bus operating company will have their own policies, procedures and ways of working, but the underpinning literacy, communication and numeracy skills needed to perform competently within the bus industry remain largely the same.

This module considers some of these underpinning literacy and numeracy skills. It includes those needed to:

- understand roles and responsibilities at work
- extract information from tables to understand schedules
- learn new routes
- complete driver checks
- run on time
- check tickets and travel passes
- give change
- cash up
- report accidents and incidents
- complete a driver report.

It is important that learners are encouraged to apply the skills and strategies developed here to the context of their own workplace setting. Content can also be adapted using the *Word* version of the materials.

Transport – Module 3: Bus services

Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Roles and responsibilities	Tr 3:1–3:2	**Passenger Carrying Vehicle Driving** Unit 1 **Providing Road Passenger Transport** Units 1, 6, 28	Rt/L1.4; Rt/L1.5; Rt/L2.1; Rt/L2.3; Rt/L2.7; Rs/L1.1; Rs/L1.2; Rw/L1.2		C1.2
Schedules	Tr 3:3–3:5	**Passenger Carrying Vehicle Driving** Unit 9 **Providing Road Passenger Transport** Units 9, 10	Rt/E3.7	HD1/L1.1	N1.1

Transport – Module 3: Bus services					
Theme	**Page reference**	**NOS/NVQ**	**Literacy**	**Numeracy**	**Key Skills**
Running on time	Tr 3:6–3:7	**Passenger Carrying Vehicle Driving** Unit 9 **Providing Road Passenger Transport** Units 9, 10		MSS1/E3.3; MSS1/L1.2	
Learning the routes	Tr 3:8–3:9		SLc/L1.3; Rt/L1.1; Rt/L1.2; Rt/L1.3		C1.2
Vehicle checks	Tr 3:10–3:13	**Passenger Carrying Vehicle Driving** Unit 4 **Providing Road Passenger Transport** Unit 11	SLlr/L1.1; SLlr/L1.2; SLlr/L1.6; Rt/L1.1; Wt/L1.2; Wt/L1.5		C1.3
Tickets and travel passes	Tr 3:14–3:16	**Passenger Carrying Vehicle Driving** Units 9, 12 **Providing Road Passenger Transport** Units 9, 12, 15	Rw/E3.1; Rw/E3.2	MSS1/L1.2	
Handling cash	Tr 3:17–3:18	**Passenger Carrying Vehicle Driving** Units 9, 12, 13 **Providing Road Passenger Transport** Units 12, 15		MSS1/E3.1	
Cashing up	Tr 3:19–3:20	**Passenger Carrying Vehicle Driving** Units 12, 13 **Providing Road Passenger Transport** Units 9–12, 15		MSS1/E3.1; N1/E3.5	
Reporting accidents and incidents	Tr 3:21–3:23	**Passenger Carrying Vehicle Driving** Units 2, 10 **Providing Road Passenger Transport** Units 2, 16	SLlr/L1.1; Rt/L1.1; Rt/L1.2; Wt/L1.2; Wt/L1.3; Wt/L1.4; Wt/L1.5; Wt/L1.6; Ww/L1.2		C1.3
Driver's reports	Tr 3:24–3:26	**Passenger Carrying Vehicle Driving** Units 2, 10 **Providing Road Passenger Transport** Units 2, 16	Wt/L1.5; Wt/L1.6; Wt/L2.1; Wt/L2.2; Wt/L2.3; Wt/L2.7; Ws/L1.2; Ws/L1.3; Ww/L1.1		C2.3

Skills checklist

As a bus driver you have the daily responsibility of dealing with the public, including any non-routine incidents that may occur, and you may need to fill in forms to report these incidents. You may also have the responsibility of handling money. At the depot you need to carry out daily vehicle checks, check the schedules and know which route to take.

You will need all of the following skills in order to be confident in your workplace. Tick all the skills you have **now**, then look again at the checklist **later** when you have used the materials.

Skills for bus services	Now	Later
Using different techniques to understand complicated documents		
Finding information in tables		
Keeping to time		
Listening to and remembering new information		
Giving change		
Cashing up		
Spotting invalid tickets		
Reporting accidents and incidents		
Completing forms		

PAGES 3:1–3:2

Roles and responsibilities

Occupational setting

Everybody working in Transport is part of a team and as such has a role to play and a person to whom he/she is responsible. Knowing what you are responsible for and ensuring that you carry out your role is part of taking responsibility within the team. This often involves reading and understanding longer pieces of text that can contain formal language. This focus develops some of the reading skills required to read and understand job descriptions and contracts of employment. Further work about detailed reading can be found in Module 1: Customer service.

Materials

Job descriptions and contracts of employment from the workplace

Job description – bus driver (0:21) and Contract of employment – bus driver (0:22) from the Source material

Dictionaries

Highlighter pens

Learning outcomes

1 To recognise command words (focus page, Task 1)

2 To use punctuation to aid understanding (focus page, Task 2)

3 To use different strategies to aid understanding (focus page, Tasks 1–3)

Suggested teaching activities

Introduction

- Discuss the different roles within a team and how an individual worker can identify his/her own responsibilities. Learners should bring their own experience of the workplace to this discussion. It might be useful to develop a flow chart showing the line management in the workplace and how different groups of people work together as part of a wider team.
- Ensure learners understand the basic facts about contracts and job descriptions, i.e.
  - the contract of employment sets out rights and responsibilities at work
  - all employees are given a written job description which *must* be read and understood before the contract is signed.
- Stress to learners the need to read a contract carefully before signing it, to ensure they understand it and are aware of their responsibilities. Discuss the impact of not doing this.
- Discuss contracts and job descriptions and any difficulties experienced in reading these. Confirm that most people find these difficult, but it is important to understand them as they affect your work and your rights.
- Ask learners to share any existing strategies that help them to read and understand demanding text. Note them on a flipchart if appropriate.

Focus page

Use the focus page information and examples to take learners through stages of interpreting the information as follows.

- **Using wording to identify instructions:**
  - Ask learners to identify the word that tells them what to do in sentences such as: 'Sit over there', 'Write your name at the top of the form'. Look at the highlighted examples on the focus page and discuss the type of word they are, i.e. verbs or action words. Make sure learners know the meaning of these words. Discuss the position of these words (at the beginning of the sentence). This is particularly important for ESOL learners as it shows a convention often used in written instructions.
  - Support learners to highlight similar words in the rest of the Job description from the Source material. Explain that these words can help you to identify the number of things you have to do.
  - Explain that sometimes you find instructions within instructions, or instructions that have several parts. Commas and the use of the word 'and' can also help you identify how

many instructions there are. Look at the highlighted examples on the focus page. Taking the first bullet point as an example, break this down into separate sentences/instructions, e.g.:
Report for duty at the designated time.
Report for duty at the designated place.
Wear correct Company uniform.
Repeat this with the last instruction on the focus page extract. Then ask learners to do the same with another of the instructions.
  - Ask learners to go through the rest of the document, putting a tick by the instructions where they are asked to do more than one thing. Go over this with them to ensure they identified the correct examples.
  - Extend the practice done so far to workplace job descriptions.
- **Introducing different techniques for reading in detail:**
  - *Reading aloud:* Model reading chunks aloud to improve understanding. Give learners practice in this with one of the short instructions that does not contain too many difficult words. Does it help their understanding if they hear it?
  - *Reading text more than once:* Talk learners through skimming to get the general idea of a text first. Model this for them using the Job description from the Source material. Talk about what you are doing, e.g. picking out headings and sub-headings to get a general impression of what the text is about. Talk about what you remember about the information at the end. Give learners the Contract of employment from the Source material to practise the same technique. Then discuss the next step you would take: re-reading each section several times to get more familiar with the detail.
  - *Reading text in chunks and checking understanding before moving on:* Model this for learners using a section from the Job description. Talk through instances where you stop to think about or check content. Give learners another section to practise the same technique.
  - *Checking the meaning of unfamiliar words and phrases:* Give learners practice in finding the meaning of some of the words shown in the focus page extracts. Model one example of how you might check that the meaning given in a dictionary or glossary makes sense in the context of the sentence by asking yourself questions such as, 'If I put this word in instead, would it still make sense?' Get learners to try this with other words.
  - *Asking for clarification:* Discuss how learners might ask a colleague or line-manager for clarification, e.g. 'Am I right in thinking that I should …?' 'Does this mean that I've got to …?' 'What does this part mean?'
  - *Re-wording difficult text:* Ask learners to try explaining sentences from the Job description to a colleague in their own words. Does this help to make it clearer?
- Compare the techniques covered and practised with the list made on the flipchart earlier. Confirm learners' awareness of existing techniques and the need to practise new ones.
- Present questions to the learners and ask them to find the answers in the Job description, e.g. *Will there be any paperwork for the bus driver to complete?* It may be more appropriate to use a suitable workplace job description for this. One possibility is to use a job description for a line manager so that the learner can see the responsibilities that he/she holds.

Curric. refs	NOS/NVQ	Key Skills
Rs/L1.1	**PCV**	C1.2
Rs/L1.2	Unit 1	
Rt/L1.4	**RPT**	
Rt/L1.5	RPT 1	
Rt/L2.1	RPT 6	
Rt/L2.3	RPT 28	
Rt/L2.7		
Rw/L1.2		

Task 1

Identify command words
Rw/L1.2

- This task can be adapted to a job description from the learners' workplace, if more appropriate.
- Make sure learners are clear that they just need to pick out the instruction words in each point. They can highlight or underline these words.

If the learner has difficulty

- Have command words written on individual cards. Ask learners to select one and order a colleague to do something using the word on the card, e.g. 'Walk over to the door.'

- Have the sentences written individually on paper and ask learners to cut off the command words.
- Go through the meaning of the command words with learners in the context of the instructions.

Extension

Ask learners to identify the verbs in a number of more complex instructions from the Job description, where they are placed within the body of the point rather than at the beginning.

Task 2

Use separators such as commas and the word 'and' to identify separate instructions

Rs/L1.2

- Remind learners of the way the instructions were split up on the focus page example using commas and the word 'and'.
- Suggest that they work out what to write on a separate piece of paper, before writing their final answers on the sheet.

If the learner has difficulty

- Learners might find it easier to identify and highlight the comma and the word 'and' first, then add the phrases that follow them onto the instruction phrase 'Make sure …' for each of the three instructions.
- Make sure learners understand how these instructions have been separated.
- Ensure vocabulary is understood.
- At the end, read back through the learners' instructions with them to ensure that they have understood.

Extension

Ask learners to re-write a more complicated point from the Job description or the Contract of employment as separate instructions. This takes the activity a step further as it requires them to interpret the instructions and reword them to some extent.

Task 3

Use reading strategies to find and read specific information

Rt/L2.7

Rt/L1.4

- Make sure learners have a copy of the Contract of employment from the Source material. If more appropriate, this task can be adapted to a contract of employment from the learners' workplace.
- Confirm with learners that it is vital to have a complete understanding of what has been read.
- Discuss with learners how knowing rights and responsibilities at work can also lead to a clearer understanding of your role in the team.
- Reading in detail is a skill that must be practised in order to gain complete understanding of important documents. Complex text may need to be read several times, sentence by sentence.
- Remind learners of the reading techniques practised in the focus page activities.

If the learner has difficulty

- Refer to *Skills for Life* materials for extra reading activities.
- Word decoding may need additional support.
- A clear understanding of what each question is asking is important. Work on identifying the key words in each question. Does this help to locate the correct part of the Contract of employment?
- Work with learners to identify the key words in the sub-headings within the Contract of employment. Read through the relevant sections with them and explain complex language. Ask them to then identify/underline the relevant part of the section, and ask direct questions about the information to check their understanding.

Extension

- Duplicate the activity using other workplace job descriptions.
- Learners could set questions for colleagues, based on their own job descriptions.

Theme assessment

Learners should make a list of their own job functions based on their job description, putting each point into their own words and splitting up the instructions as necessary to make it clearer. This may involve finding out the meaning of words or asking others. These will need to be checked for accuracy.

Roles and responsibilities

Focus

In transport you work as part of a team. It is important for you to know:

- what **your** duties are
- what the duties of **other** members of the team are
- who **you** should report to.

You must read your **job description** carefully before you sign your contract.

The job description says who the employee must report to.

It says what **must** be done.

It says what **must not** be done.

There may be more than one thing to do in each point.

JOB DESCRIPTION

NAME:

JOB TITLE: *BUS DRIVER*

Key objectives

Report to the Depot Manager.

Provide reliable and safe passenger service to our customers, through working with others, embracing change and being committed to providing a better service to our customers through personal effectiveness.

Key responsibilities

1 Being on time

- Report for duty at the designated time and place and wear correct Company uniform.
- Check your bus carefully, thoroughly and with strict regard for passenger safety. Leave the depot on time.
- Never run early or late for reasons other than unavoidable circumstances.
- Check the vehicle allocation sheet and depot notice board for any special instructions or change to duties.

2 Having a positive attitude to our customers

- Ensure customers are picked up and set down safely at the correct stops and time.
- Provide reliable information to customers on timetables, fares, routes and any other aspects of the service.

CONTRACT OF EMPLOYMENT
GIVEN PURSUANT TO THE EMPLOYMENT RIGHTS ACT 1996

EMPLOYER: The GR8© GROUP OF COMPANIES of 12 London Road, Winbury, WNB3 7LW (Hereafter referred to as 'the Company')

EMPLOYEE: *Josh Franklin, 2 The Barns, Stretton* JOB TITLE: *Bus driver*

1. INTRODUCTION:
Any changes in the terms of employment will be notified to the Employee in a written statement within one month of any such change.

2. COMMENCEMENT OF EMPLOYMENT:
4th December 2006

3. PROBATIONARY PERIOD:
3.1 The Employee's employment described hereunder

6. HOURS OF WORK:
This is a shift-working post including weekends and bank holidays. The Employee's hours of work will vary according to their place of work, their job role and any seasonal variations.

7. NOTICE:
Except where the Employee is on probation, if the Company wishes to terminate the employment, 4 weeks' written notice shall be given. The Employee shall give 4 weeks' written notice of termination of employment.

- Read your **contract** in detail before you sign it.
- You will probably need to read it more than once.
- Break it up into smaller chunks. Read one sentence or one point at a time.
- Find out about anything you don't understand.
- Try to guess the meaning of any unknown word from the words around it.
- Check words in a glossary, a dictionary or by asking a colleague.

Check that you understand what your responsibilities are by:

- putting what you have read into your own words
- explaining what you have read to a colleague to see if it makes sense.

Roles and responsibilities

Task

Task 1

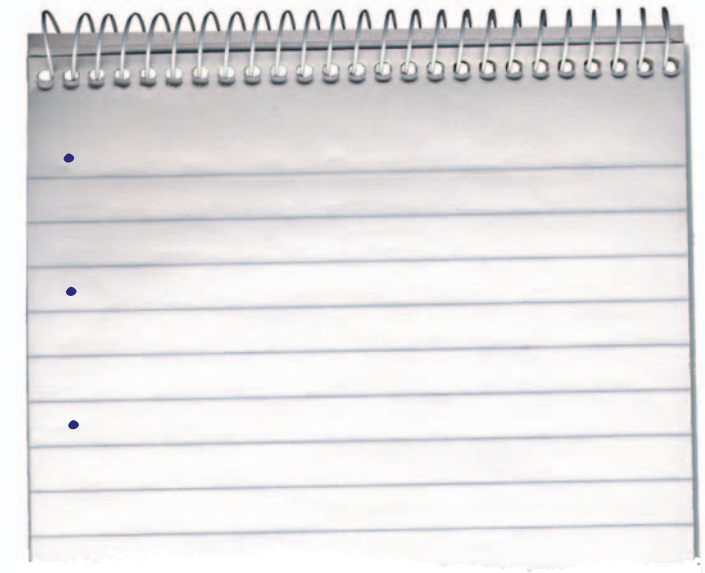
Highlight the words in this extract from the Job description that tell the driver what to do.

- Advise the emergency services and Depot Manager of any accidents.
- Record all necessary information about accidents, including the use of the camera if appropriate.
- Complete accident report forms.

Task 2

This point contains three instructions. Read it carefully, then write it out as three separate instructions.

- Ensure appropriate fares are collected, tickets are issued to the correct value and the correct change is given.



Task 3

Look at the Contract of employment from the Source material. Discuss and answer these questions.

Tip

Look for the **bold** words to help you find the parts of the contract you need to read.

1 *Do I have to read my **job description** before I sign the contract of employment?*

2 *On what day each month will I get my **pay**?*

3 *How long is my **probationary period**?*

4 *How many days **holiday** can I have each year?*

5 *Do I have to take part in **training**?*

Rw/L1.2; Rs/L1.2; Rt/L2.7; Rt/L1.4

PAGES 3:3–3:5

Schedules

Occupational setting

All transport operations depend on schedules and the exact format of these will vary from company to company. Driver and vehicle scheduling involves the preparation of the following: a duty schedule (showing which driver is assigned to which duty); a duty summary report (which gives a brief description of the duties); and a vehicle allocation sheet (showing which vehicle is assigned to which job). Drivers are responsible for reading and extracting information from each of these schedules in order to find out about their duties. This is a highly complex operation with information extracted from one schedule being used as the starting point for extracting information from the next.

There are opportunities in Module 2, 'Shifts and rosters', to practise the skills of extracting information from a simple table. It is assumed that learners have worked through this module. The theme 'Schedules' builds on and extends skills covered in Module 2.

Materials

OHTs of Duty schedule (0:23), Duty summary report (0:24), Vehicle allocation sheet (0:25), and Annotated driver's time card (0:26) from the Source material

OHTs of focus pages 3:3 and 3:4

Learning outcome

1 To extract information from tables (focus pages, Task 1)

Suggested teaching activities

Introduction

- Ask learners how driving duties are allocated at their place of work. Does the same driver always do the same route? Does the same vehicle always do the same route? How are the duties of a sick or absent driver covered? Ask learners to describe how they find out about their work duties and which vehicle to drive. How many schedules do they need to look at?
- Highlight that driver and vehicle scheduling is quite complex, involving the preparation of the following:
  - a duty schedule (showing which driver does a particular duty on a particular day)
  - a duty summary report (giving a brief description of the driver's duties)
  - a vehicle allocation sheet (showing which vehicle is assigned to which running card).
- Show OHTs of the Duty schedule, Duty summary report and the Vehicle allocation sheet from the Source material. How can learners tell what each one is about? (by reading the title and the column and row headings) Stress that knowing where and how to access information is an important skill. As a group, go through the different schedules. Encourage learners to give answers to the questions below and to demonstrate to others how they find their way around these tables. Check that all learners are confident in extracting and interpreting information from the following:
  - **Duty schedule**: Make sure learners understand that John Clewes is the relief driver on Saturday and Sunday and is on duty 2510 on Monday. Get learners to describe other drivers' duties for given days. Point out to learners that individual companies may have a different name for their Duty schedule. Encourage learners to share these names with the rest of the group.
  - **Duty summary report:** Make sure learners understand that duty 2510 involves signing on at Westby Garage at 15:30, travelling as a passenger at 15:40 from Westby Bus Station to Tifton Bus Station and starting to drive at 16:08 using running card 15. Get learners to summarise the rest of duty 2510 as well as other duty numbers. (Note: some duties require the driver to travel as a passenger at the end of a shift as opposed to the start of a shift.) Point out to learners that individual companies may have a different name for their Duty summary report and the terms that are used on it. Encourage learners to share these with the rest of the group.

– **Vehicle allocation sheet**: Make sure learners understand that running card 15 is on bus number 2730. This vehicle leaves the garage at 07:00 and is returned at 00:25. (Each successive driver follows the instructions on the running card that remains with the vehicle.) Get learners to give summaries for other vehicles. Point out to learners that individual companies may have a different name for their Vehicle allocation sheet and the terms that are used on it. Encourage learners to share these names with the rest of the group.

Be aware of any learners who appear to be struggling with this activity. Discuss strategies to help them to interpret several pieces of information, e.g. reading row and column headings; using a finger to track across rows and up and down columns.

Focus pages

- Present the two focus pages side by side (if possible as OHTs), working through the example and discussing the links between the Driver's Time Card and the schedules. Point out:
  – the links between the column headings on the Driver's Time Card and the row and column headings on the schedules. Read them carefully to locate the information that you need.
  – that only selected information is extracted from the schedules and recorded on the Driver's Time Card (e.g. the sign on time, the sign off time and the spread length shown on the Duty Summary Report are not required on the Driver's Time Card). Again, careful reading is required.
  – that the Driver's Time Card is completed systematically from left to right. This is because information extracted from the first schedule (i.e. the duty number) is used as the starting point for extracting information from the second, and some information extracted from the second schedule (i.e. the running card number) is used as the starting point for extracting information from the third. Point out to learners that individual companies may have a different name for their Driver's Time Card and the terms that are used on it. Encourage learners to share these names with the rest of the group.

It is important to establish a system for finding all the information that learners require. These methods may vary from learner to learner, but all effective systems should be valued.

Curric. refs	NOS/NVQ	Key Skills
HD1/L1.1 Rt/E3.7	**PCV** Unit 9 **RPT** RPT 9 RPT 10	N1.1

Task 1

Extract and interpret information from a series of schedules
HD1/L1.1
Rt/E3.7

- Explain the task and ensure learners are able to locate the correct schedules from the Source material. If possible, attach these to the wall as they would be seen in the learners' workplace.
- Remind learners of the strategies discussed earlier to extract and interpret information in tables.
- Remind them that the Driver's Time Card must be completed systematically.

If the learner has difficulty

- Observe learners tackling the task and identify the type of difficulty the learner is experiencing. This may be in knowing what information to look for, locating the correct schedule, locating information on the table, or it may be with recording information.
- Solutions will vary from learner to learner, depending on the difficulty experienced, e.g.:
  – *Knowing what information to look for:* Dyslexic learners and those with learning difficulties may benefit from paired reading and from using the Annotated driver's time card from the Source material.
  – *Locating the correct schedule:* Learners may benefit from having the schedules numbered or the titles highlighted. (If the Annotated driver's time card is being used, highlights could be colour-coded to match that.) Draw out the importance of making the title the first point of reference when looking at the tables of information.

  - *Locating information on the table:* Some learners may have difficulty tracking across complex tables. If the schedules are on the wall, using a finger or other object to track across rows and up and down columns is a strategy proficient learners will use. Encourage this approach to help with tracking. Learners could also use an L-shaped card to locate the information.
  - *Recording information:* Check that the structure of the Driver's Time Card is understood. Some learners may experience 'information overload' – if so, cover each section as it is completed.
- Dyslexic learners may be overwhelmed by the complexity of these tasks and will need to have the activity reduced to smaller chunks. They may also have problems tracking across such large tables.
- Some learners may prefer to work in pairs or small groups, discussing the activity, before feeding back suggestions for the successful completion of the task to the whole group.
- Photocopying the schedules onto tinted paper would make them easier for some learners to read.

Extension

Find further information about Rajinder Singh's duties on Tuesday 8th November – e.g. the times when he will sign on and off and how he will travel back to Westby Garage at the end of his shift.

Theme assessment

- Learners can fill in a Driver's Time Card for a driver of their choice.
- Learners can check a completed Driver's Time Card for accuracy of completion.
- Ask learners to bring in a copy of the driver and vehicle schedules used in their own workplace and demonstrate how information about driving duties can be extracted from them.

Schedules

Focus

You will need to use schedules and other tables to find out about your work duties.

I report for duty each day at Westby Garage.
*I use **three** different tables to find out about my duties.*
I have to write my duties down on my Driver's Time Card.

1 *I use the **Duty schedule** to find my duty number for the day.*

2 *I use the **Duty summary report** to find:*
- *which running card I'll be using*
- *my start and finish times*
- *where I start from and the place I finish*
- *how many hours and minutes I'll be driving*
- *how much time I'll get paid for.*

3 *I use the **Vehicle allocation sheet** to find out which bus I'll be driving.*

1 2 3

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Driver's Time Card

Day: Monday Date: 7th November Garage: Westby

Name: Donna Jones Driver's Number: 482

Duty no	Running card	From		To		Driving time		Bus no	Known defects?
		Time	Place	Time	Place	Hours	Mins		
2508	18	14:38	TBS	19:07	S Gar	4	29	2731	Yes/Nil
	18	19:47	S Gar	23:55	W Gar	4	08	2731	Yes/Nil
									Yes/Nil
									Yes/Nil
PAID TIME (From sign on to sign off, less breaks)						9	18	Accidents in service?	
Office use								Yes* / No	

Note known defects for reporting at depot:

*An Accident report form must be completed after an accident

I need to be able to:
- *read information on tables*
- *understand abbreviations*
- *fill in forms.*

Schedules

These are the tables I use.
It's a case of tracking across the correct rows → and up or down the correct columns ↓.

Focus

1

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Duty Schedule

Week ending 11th November

Route 481	05-Nov	06-Nov	07-Nov	08-Nov	09-Nov	10-Nov	11-Nov
Driver	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
John Clewes	RD	RD	2510	2508	2510	2511	2508
Joseph Tsang	2508	RD	2501	2503	RD	2505	2502
Shirley James	2500	402	2507	2506	RD	RD	2504
Anne Groves	2507	RD	2506	2501	RD	2504	2505
Samir Rashid	2502	405	L	2507	2511	RD	RD
Donna Jones	RD	RD	2508	2510	2509	2510	2510
Jeff Adams	2511	RD	RD	2504	2503	2502	2501

2

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Duty Summary Report

Days: Monday to Friday **Commencing 5th September** Schedule: A TD SEPT

TBS = Tifton Bus Station S Gar = Southerton Garage Pk = Tifton Park
WBS = Westby Bus Station W Gar = Westby Garage **NB: Sign on at Westby Garage**

Duty No	Running card	Sign on	Start time	Start place	Finish time	Finish place	Sign off	Driving length	Spread length	Paid time
2506	Passenger on service 44 from WBS at 09:10 to TBS arrive 09:33									
	20	09:00	09:38	TBS	12:38	TBS	12:38	3 hr		
	15	13:08	13:08	TBS	16:08	TBS	16:08	3 hr		
	17	17:08	17:08	TBS	20:23	TBS	20:26	3 hr 15	11 hr 26	10 hr 26
2507	Passenger on service 44 from WBS at 09:10 to TBS arrive 09:33									
	15	09:30	10:08	TBS	13:08	TBS	13:08	3 hr		
	19	15:08	15:08	TBS	20:17	WGar	20:20	5 hr 09	10 hr 50	9 hr 50
2508	Passenger on service 44 from WBS at 14:10 to TBS arrive 14:33									
	18	14:00	14:38	TBS	19:07	S Gar	19:07	4 hr 29		
	18	19:47	19:47	S Gar	23:55	WGar	23:58	4 hr 08	9 hr 58	9 hr 18

3

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Vehicle allocation sheet

Westby Garage

Vehicle locations: GAR = Garage BP = Back patch SP = Side patch

Ruraline 481 (Branded)

Running card	Time out	Time in	Vehicle Type	Route	Garage Layover	Bus No	Location
16	05:57	00:55	B6/DAV	481	19:25–0:07	2736	GAR
17	06:07	22:17	B6/DAV	481	0	2735	BP
18	06:10	23:55	B6/DAV	481	0	2731	SP
19	06:40	20:17	B6/DAV	481	0	2732	GAR
20	06:40	18:53	B6/DAV	481	0	2733	BP
15	07:00	00:25	B6/DAV	481	0	2730	GAR

Schedules

Task

Task 1

You will need the following from the Source material:

- Duty schedule
- Duty summary report
- Vehicle allocation sheet.

Use the information to fill in the Driver's Time Card below.

Remember!

- Use the ***Duty schedule*** to find the **duty number**.
- Use the ***Duty summary report*** to find the:
  - running card
  - times and places to drive from and to
  - driving time (in hours and minutes)
  - paid time (in hours and minutes).
- Use the ***Vehicle allocation sheet*** to find the bus number.

THE GR8 BUS © GROUP

Driver's Time Card

Day: Tuesday Date: 8th November Garage: Westby

Name: Rajinder Singh Driver's Number: 118

Duty no	Running card	From		To		Time worked		Bus no	Known defects?
		Time	Place	Time	Place	Hours	Mins		
									Yes/Nil
									Yes/Nil
									Yes/Nil
									Yes/Nil
PAID TIME (From sign on to sign off, less breaks)								Accidents in service?	
Office use								Yes* / No	
Note known defects for reporting at depot:									
*An Accident report form must be completed after an accident									

PAGES 3:6–3:7

Running on time

Occupational setting

Keeping operations running on time is at the heart of the public transport sector. Life revolves around a 24-hour working day. Setting out on time and making duty reports involves reading and recording time. As the 24-hour clock is used throughout the transport sector, reading and understanding the 24-hour clock and making the link with the 12-hour clock, which is often used on clocks and watches, is important.

Materials

Analogue clocks and/or analogue watches

Learning outcomes

1 To read time using the 12-hour and 24-hour clock (focus page, Tasks 1 and 2)

2 To convert from the 24-hour clock to the 12-hour clock (focus page, Task 1)

3 To convert from the 12-hour clock to the 24-hour clock (focus page, Task 2)

4 To record time in the 24-hour clock (Task 2)

Suggested teaching activities

Introduction

- Go round the group and ask what sort of watch they are each wearing. Discuss the difference between analogue and digital, taking care to ensure that ESOL learners are comfortable with the terms. *Why have you chosen to wear a digital watch? If you have to catch a train/bus or have to be somewhere by a certain time, which watch would you find the easiest to use when planning your time?*
- Ask any learners with a 24-hour digital watch/clock to explain how they work out what time they must leave if they are to get to their appointment.
- Ask those with an analogue watch to do the same. It may emerge that it is quite difficult to calculate time from a 24-hour clock's digital display because you cannot see the 'passage of time' as you can on an analogue clock. It may however be easier to read the time instantly using a digital display.
- Open up the discussion into where and when in their workplace they have to be concerned with time. Record group contributions on the board. Establish that time is a very important part of their working life.

Focus page

- Look first at the sections of a running card shown on the page and ask learners to find the recorded times. Ask them why they know that they are looking at times and not just codes. Ask what the abbreviations 'DPT' and 'ARR' next to a time might stand for. (depart and arrive) Relate these to 'arrival' and 'departure'.
- Point out that in the 24-hour clock, we always use four digits to record time. However, a time written as 09:35 would generally be spoken as 'nine thirty-five'. Give learners some oral 24-hour clock times (some before and some after 12:00) to write down.
- Read through the information boxes on the right of the page, discussing the points made. Ensure learners understand 'am' and 'pm'.
- Ask learners to wind the hands of analogue clocks or watches to show various 'am' times. Check that learners understand that 06:15 is the same as quarter past six and that 06:55 is the same as five to seven. Pay particular attention to times 'to' the hour, including times that are not in increments of five minutes, such as 06:37. This is a good opportunity to check that learners can tell the time. Learners having difficulty will need additional support. Use *Skills for Life* materials if required – Numeracy Entry 3, Unit 3.
- Refer to the clock graphics at the bottom of the page, reading and discussing the points made. Demonstrate and practise converting from 24-hour to 12-hour clock and vice versa.
- Ask learners to wind the hands of analogue clocks/watches to show various 'pm' times (e.g. 14:20, 17:40, 19:37). Supporting materials for converting between the 12-hour and 24-hour

clock are available in *Skills for Life* materials, Numeracy Level 1, Unit 3.

Curric. refs	NOS/NVQ	Key Skills
MSS1/E3.3	**PCV**	n/a
MSS1/L1.2	Unit 9	
	RPT	
	RPT 9	
	RPT 10	

Task 1

Understanding time in the 12-hour and 24-hour clock
MSS1/L1.2

- Run through the scenario: the running card shows route times, and the driver is using an analogue watch to make sure that he/she leaves the bus station at the correct time.
- Remind learners how to convert 24-hour times to 12-hour times.

If the learner has difficulty

- Observe learners tackling the task and identify the type of difficulty the learner is experiencing. This may involve reading and understanding the task, converting 24-hour times to 12-hour times or using an analogue clock. Strategies and approaches will vary from learner to learner and may include the following:
  - *Reading and understanding the tasks:* Read through the problem with the learner and talk it through. Check that the structure and language of the running card is understood and that learners know that they need to draw the hands on the clock to make it show the time the driver will see as he leaves the bus station.
  - *Converting 24-hour times to 12-hour times:* This concept may need further explanation and practice. Do learners understand that the first two digits show the hours and the second two show the minutes? Are they able to subtract 12 hours? Use games such as matching cards to give additional practice or use quick quizzes.
  - *Using the analogue clock:* Check learners know that there are 60 minutes in one hour and that they understand that digital times show the minutes past the hour, in contrast to analogue clocks that are read as minutes past and then minutes to the hour. Discuss how the minutes past the hour shown on a digital clock can be translated into a number of minutes to the next hour by finding how many minutes need to pass before the hour is complete, e.g. 16:52 = 8 minutes to 17:00 = 8 minutes to 5 pm.
- Check that the learner is comfortable counting in 5s – a skill necessary for counting minutes around an analogue clock – and then adding on any 'extra minutes'. If necessary, give practice of converting 24-hour times that end in an increment of 5 minutes (e.g. 17:05, 21:10).
- Set up some scenarios for learners to investigate in pairs or small groups and then feed back their findings to the rest of the group.
- ESOL learners may need help with expressing the times in words.
- There are more opportunities for skills development in the *Skills for Life* materials, e.g. Entry 3, Unit 3; Level 1, Unit 3.

Extension

Ask learners to calculate the durations between various times shown on the running card, e.g. the length of time from the start to the finish of a run; the length of time between runs, etc.

Task 2

Understanding time in the 12-hour and 24-hour clock
MSS1/L1.2

- Run through the scenario that the relief driver is using an analogue watch from which to record duty times.
- Refer to the 'Remember!' box shown with the task and give examples to further illustrate the points, as necessary.

If the learner has difficulty

- Strategies and approaches will vary from learner to learner and may include the following:
  - *Using the analogue clock:* Check learners understand that analogue clocks can be read as a number of minutes past the hour, e.g. 'half past' = 30 minutes past the hour; 'a quarter to' = 45 minutes past the hour, etc. Check that the learner is comfortable counting in 5s – a skill necessary for counting minutes around an analogue clock. Give plenty of practice in converting

analogue times into 12-hour digital times. Use matching cards or quick quizzes. Check that ESOL learners are comfortable with terminology such as 'half past', 'quarter to', etc.
  - *Converting 12-hour times to 24-hour times:* Do learners understand that the first two digits show the hours and the second two show the minutes? Are they able to add twelve hours to 12-hour digital times? Give practice in converting 12-hour digital times to 24-hour digital times.
- Get learners to approach the task in two separate steps:
  - *Step 1:* recording the analogue time as 12-hour digital time.
  - *Step 2:* converting 12-hour digital time to 24-hour digital time.
- Encourage learners to make a cue card of conversions from 12- to 24-hour time.

Extension

Develop a quiz based on 12-hour and 24-hour clock times.

Theme assessment

Learners can write out a personal timetable in both 12-hour and 24-hour clock (or convert an existing one).

Running on time

Focus

Buses operate at all times of day: morning, afternoon and evening. To avoid confusion, running times are recorded using the 24-hour clock.

Take a look at these sections from a running card.

Oakton Garage Bus Working

Running card **40** Depart garage at **05:15**

Vehicle type	**GR8 BUS**	Mon
Double deck	Start date 31/08/04	to Fri

Daily	Oakton Garage	DPT 05:15
	PRIVATE to	
38	Journey: 2	
	Drayton, High St	05:32
	Drayton, Beaufort Rd	05:35
	Drayton, Deepdale Ln	05:36
	DRAYTON HIGH ST	05:38
	Randolph Road	05:47
	OAKTON, Bus Station	06:05
37	Journey: 6	
	Drayton, High St	11:50
	Drayton, Deepdale Ln	11:52
	DRAYTON HIGH ST	11:54
	Oaklands Avenue, The Acorn	12:00
	Caverston	12:08
	OAKTON, Bus Station	12:23
39	Journey: 117	
	OAKTON, Bus Station ..(Bay 3/4)	16:52
	Oakton, The Pound	16:57
	Randolph Road	17:05
	Drayton, High St	17:15
	OAKTON, Bus Station	17:30
39	Journey: 144	
	OAKTON, Bus Station	17:37
	Oakton, The Pound	17:42
	Randolph Road	17:50
	Drayton, High St	18:00
	OAKTON, Bus Station	18:05
37	Journey: 122	
	Drayton, High St	22:50
	Drayton, Deepdale Ln	22:52
	DRAYTON HIGH ST	22:54
	Oaklands Avenue, The Acorn	23:00
	Caverston	23:08
	OAKTON, Bus Station	23:23
	PRIVATE to	
	Oakton Garage	ARR 00:00

You can recognise **morning times** (am) because the first two digits are from **01 to 12**.

05:15 is quarter past five in the **morning**.

06:05 is five minutes past six in the **morning**.

12:00 is **midday**.

You can recognise **afternoon** and **evening times** (pm) because the first two digits are **greater than 12**.

17:15 is quarter past five in the **evening**.

18:05 is five minutes past six in the **evening**.

00:00 is midnight.

- To convert 24-hour times to 12-hour times, subtract 12 hours.
- To convert 12-hour times to 24-hour times, add on 12 hours.

Running on time

Task

Task 1

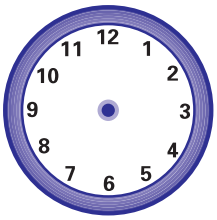
Show on the clocks the times that the driver leaves the bus station.

Remember!
To convert 24-hour times to 12-hour times, take away 12 hours.

1

39

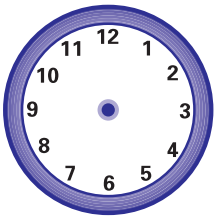
Journey: 122
OAKTON, Bus Station 15:17
Oakton, The Pound 15:22
Randolph Road 16:30
Drayton, High St 16:40
OAKTON, Bus Station 16:45



2

39

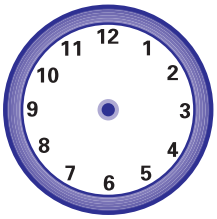
Journey: 117
OAKTON, Bus Station . .(Bay 3/4) . 16:52
Oakton, The Pound 16:57
Randolph Road 17:05
Drayton, High St 17:15
OAKTON, Bus Station 17:30



3

39

Journey: 144
OAKTON, Bus Station 19:37
Oakton, The Pound 19:42
Randolph Road 19:50
Drayton, High St 20:00
OAKTON, Bus Station 20:05



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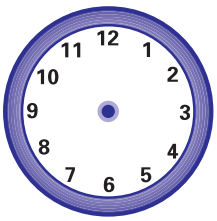
39

Journey: 124
OAKTON, Bus Station 22:43
Oakton, The Pound 22:48
Randolph Road 22:56
Drayton, High St 23:06
OAKTON, Bus Station 23:11

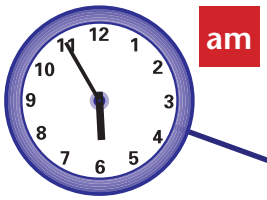


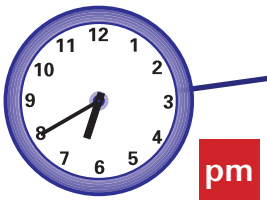
Remember!

- **am** = morning; **pm** = afternoon or evening.
- 24-hour times have **4 digits**.
- To convert 12-hour times to 24-hour times, add on **12 hours**.

Task 2

Complete the Relief Driver's Duty Report using the **24-hour clock** system.



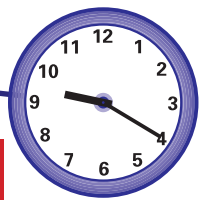


THE GR8 BUS © GROUP

Relief Driver's Duty Report

Drivers Name: John Small Pay no: 156 Date: 5th Sept

Card no	Bus no	From		To		Duty hours	
		Time	Place	Time	Place	Hours	Mins
41	23		Depot		Depot	4	40
44	19		Depot		Depot	2	40
						TOTAL	7 20



PAGES 3:8–3:9

Learning the routes

Occupational setting

New drivers have to learn the routes they are going to work on, but so do experienced drivers who may be filling in for a sick colleague or driving a route they have not worked on for some time. It is quite different being shown a route as a passenger and driving it yourself. Each person will have different ways of remembering it. This focus looks at different strategies for learning and remembering the route to take.

Materials

Pairs of small sections of road map

Felt pens

Route maps for the area the learners work in and their accompanying instructions

Appropriate training material such as videos and DVDs

Map 1 from the Source material (0:27) – four copies per learner if possible: two for Task 1, two for Task 2

Map 2 from the Source material (0:28)

Directions from the Source material (0:29)

Jog your memory sheet from the Source material (0:30)

Learning outcome

1 To investigate ways of learning and remembering information (focus page, Tasks 1 and 2)

Suggested teaching activities

Introduction

- Using a local route map, model describing the route. Use as much directional language as possible (left, right, first, second, third exit from the roundabout/island, straight ahead, bearing left/right, inside lane, etc.).
- In pairs, ask learners to sit back to back. Each learner should have a small section from a road map that matches that of their partner. One learner describes a short route from a certain starting point to an end point and marks it in his/her map (or has it already marked on the map). The other learner marks the route on his/her copy of the map as he/she listens to the instructions. When finished they compare versions. Learners can then swop roles with a different pair of maps.
- Bring learners together to discuss and address the difficulties arising from this exercise.
- Ask for a volunteer to describe a route that has just been described to him/her. Repeat with as many volunteers as are willing to come forward. Ask each successful volunteer how he/she remembered the route. Begin a list of techniques on the board/flipchart. Have the other learners got their own techniques to add to the list? Assure learners that it is not surprising if they cannot remember the route. They only saw it once and did not know they had to remember it.

Focus page

- Learning anything new involves engaging with the subject matter. Assure learners that as long as they are motivated to learn the route, they will.
- Discuss Map 1 from the Source material (an enlarged version of the map that appears on the focus page). What techniques do learners have for following maps? (e.g. turning the map in the direction of travel, etc.) Can learners spot the features of the map? (e.g. roads, river, railway line, pubs, etc.)
- Discuss the Directions from the Source material. Ask learners to highlight the landmarks in the Directions, then relate these to the landmarks on the map.
- Starting from the bus depot, read out the route given on the focus page for the learners to trace on the map, to make sure their knowledge of directional language is secure. If preferred, learners can have the already-marked route (see Map 2 from the Source material) and talk through this first before trying to have a go themselves, either with the same or a different set of directions.

- If learners seem to be reading the map well, ask them to try using Map 2 to give the reverse directions (bus stop to bus depot) to a partner.
- In small groups, give learners a couple of the Jog your memory cards from the Source material and ask them to discuss how effective they think these ideas might be in helping them to remember directions. Learners can have a go at practising any that can be practised in the classroom. Ask learners to add any of their own ideas, too.
- As a whole group, discuss all the ideas including learners' ideas and those written on the cards and on the focus page. Compare the list with the list learners made in the introductory activity.
- Learners can copy down, tick or record in any other way any ideas that they want to try.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.1 Rt/L1.2 Rt/L1.3 SLc/L1.3	n/a	C1.2

Task 1

Follow directions on a map
Rt/L1.1
Rt/L1.2
Rt/L1.3

- Make sure learners have a copy of Map 1 from the Source material.
- Advise learners to mark their maps in pencil in case they change their minds.
- Remind learners of the 'normal' route as worked on for the focus page.
- Ensure learners understand the task.

If the learner has difficulty

- Remind learners to turn the map in the direction of travel.
- Ask learners to devise a way of remembering right from left (e.g. if right handed, 'Remember that while you're writing with your right hand, your left hand is left out').
- Take one instruction at a time and question learners about the route it describes.
- Ask learners to work on the task in pairs.
- Give plenty of further practice.
- For question 2, make sure learners understand where the directions are the same as the directions on the focus page (the 'normal' route). If necessary, scribe and add the first and final parts of the directions to the existing ones for question 2.

Extension

- Ask learners to describe the reverse route from the hospital to the bus depot using their choice of diversion routes described in questions 1 and 2.
- Ask learners to write these directions down for another learner to follow/notate on a blank version of the map.

Task 2

Use a map to give spoken directions
Rt/L1.1
Rt/L1.2
Rt/L1.3
SLc/L1.3

- Make sure learners have two blank copies of Map 1 from the Source material each. Both will need to draw on it twice each (when working out a route to give spoken directions to a partner, and when marking a route from a partner's spoken directions).
- Advise learners to mark their maps in pencil in case they change their minds.
- Ensure learners understand the task.
- Ask learners to work in pairs.
- Ensure learners take turns in describing and following directions.

If the learner has difficulty

- Ensure learners have sufficient directional vocabulary to deal with the task. If not, learners will require further support and practice.
- Learners might find following the spoken directions difficult. Make sure the person giving the directions does so slowly and a bit at a time, allowing the other learner to check directions and draw on the map. Learners might want to write the directions down.

Extension

Ask learners to describe the reverse route of each other's directions, using the map they have drawn on to guide them.

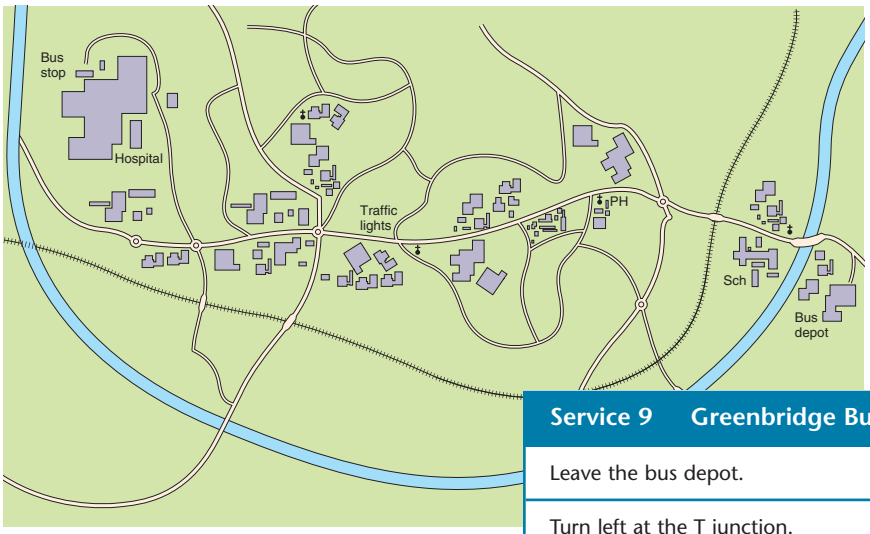
Theme assessment

Ask learners to describe a route they are familiar with from a map, or mark a route on a real and more complicated map from written directions.

Learning the routes

Focus

How could you remember the route that the Number 9 bus takes from the bus depot to the hospital so that you could drive it yourself?



Service 9 Greenbridge Bus Depot to Greenbridge Hospital
Leave the bus depot.
Turn left at the T junction.
Cross the river at Green Bridge.
Cross the railway line.
At the first roundabout, take the second exit.
Drive straight ahead at traffic lights crossroads with Church Road.
Continue to the next roundabout.
Take the second exit.
Continue to the following roundabout.
Take the third exit.
Travel towards the hospital. Follow road round to the bus stop.
Reverse the instructions for return journey.

Tips

To remember parts of the route that you find particularly difficult, you could:

- write out the directions until you have fixed them in your mind
- associate that part of the route with a particular colour
- draw it in the air with your finger.

Perhaps you have your own method. It doesn't matter what method you use, as long as it works!

Learning the routes

Task

Task 1

1 Mark this route onto Map 1 from the Source material.

10/11/06 Service 9 Alteration to the route
Would all drivers please note that because of road works from November 14th to 18th inclusive, the route for Service 9 has been altered.
Leave the bus depot.
Turn left at the T junction.
Cross the river at Green Bridge.
Cross the railway line.
At first roundabout, take third exit.
Take first left along Church Road.
At traffic lights at the crossroads turn right.
Continue to the next roundabout.
Take the second exit.
Continue to the following roundabout.
Take the third exit.
Travel towards the hospital. Follow road round to bus stop.
Reverse the instructions for return journey.

2 Mark this new route on another copy of Map 1 from the Source material.

25/11/06 Service 9 Alteration to the route
Would all drivers please note that, because of road works from November 30th to December 5th inclusive, the route for Service 9 will be altered.
Operate normal route from bus depot to crossroads with Church Road.
Drive straight ahead at traffic lights.
At next roundabout, take fourth exit.
Take second left.
At first T-junction turn right.
At next T-junction turn right.
Take first left.
At T-junction turn right.
Operate normal route to hospital.
Reverse the instructions for return journey.

Task 2

On another copy of Map 1, mark a route from the hospital to the bus depot. Explain your route to a friend for them to mark on a map.

Tip

Use landmarks to help you describe the route.

Find your route on a map.

Rt/L1.1; Rt/L1.2; Rt/L1.3; SLc/L1.3

PAGES 3:10–3:13

Vehicle checks

Occupational setting

It is always the driver's responsibility to ensure that a vehicle is in a roadworthy condition before it is used on the road. Drivers must be aware of their legal responsibilities and of the procedure for reporting defects. In addition to checking each vehicle before they drive it, a driver should monitor the roadworthiness of their vehicle whilst it is being driven, and should be alert to any indication that the vehicle is developing a fault. Drivers will receive training in making daily checks as well as in completing checklists and defect/nil defect reports. This focus aims to support the listening skills required when listening to training (as covered in Module 2, 'Training') and also to give practice in completing checklists. (Other information about completing forms can be found in Module 3, 'Reporting accidents and incidents' and 'Driver's reports'.) Some learners may have to take a test on the defect procedure that will involve multiple choice questions. To explain how these can be completed, some have been included in the tasks.

Materials

Examples of driver's daily walk-round check cards from the workplace

Examples of driver's vehicle defect reports from the workplace

Board/flipchart

Examples of multiple choice questions linked to the inspection training

Driver's vehicle defect report from the Source material (0:31) or the workplace made on OHT

Learning outcomes

1 To develop techniques for listening effectively and remembering what is heard (focus page 3:10, Task 1)

2 To practise completing multiple choice test questions (Tasks 2 and 3)

3 To practise completing checklists (focus page 3:11, Task 3)

Suggested teaching activities

Introduction

- What is the pre-shift vehicle check called in the learners' workplace? (topside check, walk-round check, first inspection, etc.) Whatever it is called, it must be completed correctly. Discuss the implications of not doing so for both the learner and the company. What may be the consequences? What penalties may be involved for the learner if something is not spotted?
- Discuss the Driver's vehicle defect report from the Source material. What is it called in the learners' workplace? What is the value of completing it every time a bus is taken on the road? Why is it necessary to complete it, even if no defects are found?
- There is a lot to listen to during training in this subject, whether by DVD, video, face-to-face or on-line, as the training has to include all the checks. Do learners have any existing strategies for listening effectively? If learners have not previously completed Module 2, 'Training', this may be an opportunity to talk about the things mentioned on focus page 2:7: listening for key words to pick out what should and should not be done, recognising key order words in instructions, knowing how to clarify and confirm understanding, etc.
- Play the audio clip of the trainer explaining to a trainee how to begin a pre-shift check. How much can learners remember of what they heard?
- There are a lot of things to be checked and therefore a lot of things to remember. Do learners have any existing strategies for remembering lists? Ask learners to share any strategies they have and discuss each one. Play the audio again, but this time, ask learners to employ one of the strategies suggested by another learner that they think might be useful to them. Discuss any differences in the amount they can remember. Stress that any new strategy will need practice.

Focus page 3:10 12

- Go through the points on the focus page. If not already mentioned, include ideas to aid memory such as:
  - visualising a familiar journey and mentally attaching a check that must be done to each landmark along the route
  - counting items off on the fingers
  - making up mnemonics for each part of the check
  - linking items with the reason for doing them
  - always tackling checks in a particular order, e.g. working from nearside front round the back to off-side front.

  For each suggestion, provide an example or ask learners to contribute a suggestion.
- If appropriate, get learners to listen to the audio clip again while employing a memory-aid method that is new to them, then test each other on what they can remember.
- Check ESOL learners understand colloquial terms, e.g. 'spend a couple of minutes', 'when you come to completing', 'once you've found out'.
- If appropriate at this stage, show/read out to learners an example of a multiple choice question associated with this part of the inspection. How can learners tackle this kind of test question? Stress that there may be more than one correct answer to each question. Some learners may prefer to listen to the options rather than read them. Is there provision for this in the testing system?
- If appropriate, learners might also play a version of 'My grandmother went to market …' ('I went to do my topside check …') to test out ways of remembering long lists.
- Emphasise that driving is a practical skill and learners may well 'learn by doing'. If possible, link the focus with a practical experience of completing a similar check.

Focus page 3:11

- Go through the points on the page. Provide examples of each point. Explain any difficult vocabulary such as 'rectified'.
- What other difficulties do learners experience when completing a defect report? Address any additional problems raised, e.g. difficulty in reading instructions printed in capital letters, where there is little differentiation between letters.
- Ask learners for examples of typical defects. How would each one be recorded in the 'Report defects here' space? List each suggestion on the board/flipchart in plain English, using words that will be understood in the maintenance department, e.g. 'Front off-side headlight not working, fuel cap missing.' Give learners an opportunity to copy the suggestions onto a crib sheet that they can use later when completing forms for themselves. Alternatively, make a word-processed version of the suggestions for learners to use. It may also be useful for learners to keep a list of useful words such as 'nearside', 'off-side', 'panel', 'light', 'wheel nut', etc. in a personal dictionary.
- Using the Driver's vehicle defect report from the Source material, or one from the workplace made into an OHT, model completing the form for a nil defect. What information needs to be included? What instructions must be followed?
- Support learners to complete a Nil defect report using a copy of the Driver's vehicle defect report from the Source material/workplace, and filling in their own particulars. Discuss and feed back any difficulties and provide extra practice where necessary.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.1	**PCV**	C1.3
SLlr/L1.2	Unit 4	
SLlr/L1.6	**RPT**	
Wt/L1.2	RPT 11	
Wt/L1.5		
Rt/L1.1		

Task 1 13

Listen to some training and answer some questions about it
SLlr/L1.1
SLlr/L1.2
SLlr/L1.6
Wt/L1.5

- Remind learners of the techniques for listening and remembering discussed on focus page 3:10.
- Set the scene for the audio clip.
- Play the audio clip, or read the script aloud.
- Conduct the questions orally.
- Replay the audio clip for confirmation.
- Ask learners to write down their answers to the questions.

If the learner has difficulty

- If the difficulty is with spelling, remind learners of the value of keeping a personal dictionary.
- If the difficulty is with remembering, support learners to conduct the checks in a practical way before attempting the task again.
- Encourage the learner to read the questions before listening to the audio clip.
- Point out time markers within the audio clip, such as '*When* you've sorted …' and '*While* you're at it …', and explain their meaning.

Extension

Ask learners to compose some oral questions concerning another part of the check to try out on other learners.

Tasks 2 and 3

Answer some multiple choice questions
Wt/L1.5
Rt/L1.1

- Before learners tackle Task 2, talk them through the technical aspects of what to listen for when testing air-brakes.
- Remind learners of the nature of multiple choice questions and how to approach them.
- Before learners tackle Task 3, ensure they understand the role of wheel nut pointers.
- Tasks 3 and 4 are linked, so if appropriate, have learners work on both tasks at the same time.

If the learner has difficulty

- Conduct the exercises orally.
- Discuss each choice and its implications.
- If necessary, help ESOL learners with vocabulary.

Extension

Complete suitable multiple choice questions on line or in the format used at the learners' workplace.

Task 4 14

Listen to a driver's check and complete the appropriate documentation
SLlr/L1.1
SLlr/L1.2
SLlr/L1.6
Wt/L1.2
Wt/L1.5
Rt/L1.1

- Ensure learners have completed Task 3 correctly.
- Set the scene by telling learners that the audio clip is of somebody 'thinking aloud' as they complete their pre-start vehicle checks.
- Ensure each learner has a copy of the Driver's vehicle defect report from the Source material or, if preferred, a similar workplace document. Learners can 'make up' personal details, etc. for the top part of the form.
- Play the audio clip once for gist.
- Point out the tips.
- Play the audio clip again so that learners can pick out any details they need, then ask learners to record them on the form.

If the learner has difficulty

- Replay the audio clip or read out the audio script at a slower pace or in smaller chunks.
- Ask learners to copy the words from the tip onto sticky notes and arrange them until they have a satisfactory phrase to write on the form.
- Repeat this with different words and phrases suitable for the form.

Extension

- Construct further sentences/phrases for defect reports and compile a list of common faults for use by other learners.
- Provide directions to where the defect forms should be taken after they have been completed.

Theme assessment

Learners should be observed conducting a pre-shift inspection and completing a defect report independently.

Vehicle checks

Focus

It is important that you do a vehicle check before taking a vehicle out on the road.

You have a legal responsibility for the vehicle you are driving when it is used on the road. If it is not roadworthy, you could have to pay a fine, and you might end up with penalty points on your driving licence or even risk losing your licence ... and your job.

12

Before you take a vehicle out on the road, you should spend a couple of minutes checking it over. If you always do the same checks in the same order, you won't forget anything. Then, when you come to completing your inspection record, you can be sure that you haven't missed anything out.
Once you've found out which vehicle you're driving, give it a good look over as you walk towards it to examine its general condition. Are there any obvious signs of damage? Is it leaning? If it is, you'll know straight away that something might be wrong!

Make a **mental picture** of what you have to do. Visualise (picture) yourself going through the routine.

Think about the **order** you are told to do things in. Listen out for words and phrases, such as 'then', 'after that', 'next', 'afterwards', 'followed by'.

Think about **things that go together**. Listen out for words such as 'and', 'also', 'plus', 'in addition to', 'as well as', 'with', 'along with'.

Keep a count of how many things there are to do.

Think about the **reasons** for doing things. Link the reason with the action. Listen out for phrases such as 'so that', 'because', 'since', 'as', 'in order that', 'for the reason that'.

Ask yourself whether you are **looking, listening, feeling** or **smelling** for a fault.

Vehicle checks

Focus

The vehicle check is vital for the safety of yourself, your colleagues and your passengers. Once you have done your checks, you must complete a Driver's vehicle defect report – even if you don't find any defects.

Driver's vehicle defect report

(PASSENGER VEHICLES)

Date:	Driver's name:
Vehicle No:	Fleet / Serial No:
Odometer reading:	

Daily or shift check (tick or cross)					
Fuel / oil / waste leaks		Wipers		Mirrors	
Battery (if easily accessible)		Washers		Steering	
Tyres and wheel fixing		Horn		Heating / ventilation	
Brakes		Glass		Lights	
Doors and exits		Reflectors		Body interior	
Indicators		Body exterior		Excessive engine exhaust smoke	
Fire extinguisher		First-aid kit		Emergency exit hammer	

Report defects here:	Rectified:

Write NIL here if no defects found	Driver's signature

Defects rectified by:	
Signature:	
Date:	

Make sure you fill in the right form – look at the title.

Make sure you know what information is needed for each space.

What's an odometer?

Make sure you follow the instructions correctly.

✓ or ✗

There may be spaces for you to enter information. Somebody else will have to read what you write – so make sure it's clear.

You may not get much space to write in. You have to be brief and to the point.

Only fill in the parts of the form that are meant for you.

By signing the form you are saying that what you have written is true.

Vehicle checks

Task

Task 1

13

Listen to the trainer describing some of the checks that should be made in the driver's cab. Answer the questions that she asked the trainee.

1 *What else can you check while you're checking that the windscreen is clean and isn't obstructed?*

- _____
- _____
- _____

2 *What two things do you need to listen out for?*

- _____
- _____

3 *How can you test the brake lights?*

- _____
- _____

Tips

Use some of the techniques from focus page 3:10 to help you remember what you have heard.

- **Count** the instructions.
- Link them with the **reason** for doing them.
- Remember the **order** they should be done in.

Task 2

When carrying out an inspection, you depress the brake pedal and hear a continuous release of air. What do you do? Tick your choice.

- ☐ Report it using the Driver's vehicle defect report.
- ☐ Take no action as this is normal in an air-brake system.
- ☐ Release the handbrake and take your foot off the pedal to see if the noise stops.
- ☐ Drive the vehicle for a short distance to see if the braking is affected.

Listen to training and complete forms correctly.

SLlr/L1.6; Rt/L1.1; SLlr/L1.1; SLlr/L1.2; Wt/L1.2; Wt/L1.5

Vehicle checks

Task

Task 3

You notice that one wheel nut position indicator is misaligned but the nut looks tight. What do you do? Tick your choice.

- ☐ As the nut looks tight, reset the pointer to the correct alignment.
- ☐ Check the nut by hand; if it is tight, proceed into service.
- ☐ Assume the nut is loose and report it using the Driver's vehicle defect report.
- ☐ Proceed into service, as the pointer is probably set wrongly.

Task 4

14

Listen to a trainee bus driver going through part of his inspection before he takes a vehicle out on the road.

Complete the Driver's vehicle defect report from the Source material with the things he needs to report.

Tip

Use some of these words to help you.

- wheel
- side
- position
- aligned
- not
- near
- nut
- indicator
- rear

Try out what you plan to write on the form here:

Tips

- Keep a mini-glossary of words you need to write often.
- Say what you plan to write to yourself before you start writing.
- Try out what you want to write before you write the final version on the form.

Listen to training and complete forms correctly.

SLlr/L1.6; Rt/L1.1; SLlr/L1.1; SLlr/L1.2; Wt/L1.2; Wt/L1.5

PAGES 3:14–3:16

Tickets and travel passes

Occupational setting

Tickets and travel passes can be pre-purchased at a wide variety of outlets including ticket agents, rail and bus stations. Many passengers take advantage of these tickets and cards as a handy way of saving on travel costs and to avoid the hassle of paying each day. Other passengers such as pensioners or full-time students living beyond a certain distance from their place of education may be entitled to free travel from their local authority. Depending on the type of card or ticket held, a passenger may be allowed unrestricted transport within a town or city. Alternatively, journeys may be restricted to particular areas (red, blue, etc.) or may be valid only on certain routes. Journey time restrictions may also apply. Checking the validity of a diverse range of travel passes and tickets requires particularly good observational skills.

Materials

OHTs or enlarged photocopies of a selection of tickets and travel passes

Learning outcomes

1 To read and understand information shown on travel passes and tickets (focus page, Task 1)

2 To understand the purpose of checking travel passes and tickets (focus page, Task 1)

3 To identify travel passes and tickets that are not valid (Task 2)

Suggested teaching activities

Introduction

- As a group, discuss methods of paying for journeys that do not involve the daily handling of cash. Encourage learners to think broadly about this: they may know of methods that are *not* used by their particular bus company.
- Discuss and make a list of all the different cards and travel passes that they have come across. Do any of the cards come with restrictions? Check that learners understand the difference between restricted and unrestricted travel. (Point out that passengers such as pensioners or full-time students living beyond a certain distance from their place of education may be entitled to free travel, but this does not mean the same as unrestricted travel.)
- Ask learners to consider tickets where cash handed over on the outward journey includes an additional amount for the return journey. How is this shown on the ticket? What happens to the ticket?
- Discuss the advantages to the passengers and to the bus company of prepaid tickets and travel passes. Are there any disadvantages? Try to get responses such as 'may get presented on non-valid journeys' and other 'genuine mistakes' as well as 'potential for fraudulent use'. In areas where pre-paid tickets are compulsory (e.g. central London) discuss any particular advantages to the bus company and possible disadvantages to customers (e.g. they may not have the correct change for ticket machines, or tourists may not know of the requirement beforehand). Discuss appropriate ways to advise a customer that the ticket or pass they have presented is not valid for a particular journey. (Learners may need to consider appropriate questions to ask.) Discuss any ticket/travel pass 'scams' drivers should be on the look out for (e.g. on school/college runs).
- Consider the vocabulary associated with checking tickets (e.g. 'single', 'return', 'concession', etc.) and travel passes (e.g. 'logo', 'hologram', 'valid from'/'start date', 'expiry date', 'travel times', 'travel restrictions', 'travel zones', 'route number'). It is important that learners understand what all of these mean. They may find it useful to make a personal glossary that includes these terms.

Focus page

- Discuss the necessity of and the purpose of a driver checking tickets and travel cards presented to him/her.
- Read through the examples on the focus page, ensuring that all the words and phrases in bold are understood.

- Discuss the fact that travel passes and tickets come in a wide range of formats. The type of information shown varies and there is no set place for locating particular types of information. However, the key features on the focus page can be found on all tickets and travel cards.
- Give out a range of photocopied tickets and travel cards (or use an OHP). Ask learners to confirm the location of particular items, e.g. the company logo, expiry date, route, etc.
- Refer back to the ticket on the focus page. Ask how learners can tell which part is the date. Discuss the fact that dates come in various formats: 09/11/06, 9 NOV 06 and 9-11-06 are different ways of writing the same date. Check that learners know the UK convention for date formats (day/month/year when written in digits; first three letters of the month when abbreviated). Get learners to write out each date shown on the focus page and/or the photocopied tickets in a different format.
- Point out that some tickets/passes may only be used on the date of purchase whereas others are valid between given hours and/or a given range of dates. Certain days within a range of dates may be excluded (e.g. weekends). Show the photocopied tickets and travel cards again and this time ask if each example would be valid at a particular time or on a particular date.
- Distribute the photocopied tickets and travel cards to pairs or small groups and ask learners to discuss whether the tickets are valid for a particular time, date, ticket holder, etc. Learners can feed back their findings to the whole group.
- Refer any learners who are struggling with the concept of time or are unsure of the order of the months of the year to the *Skills for Life* Numeracy materials, Entry 2, Unit 3. Module 2, 'Shifts and rosters' and Module 3, 'Timetables' also include further practice in using dates and time.

Curric. refs	NOS/NVQ	Key Skills
Rw/E3.1	**PCV**	n/a
Rw/E3.2	Unit 9	
MSS1/L1.2	Unit 12	
	RPT	
	RPT 9	
	RPT 12	
	RPT 15	

Task 1

Understand the purpose of checking travel passes and tickets and how to locate relevant information
Rw/E3.1
Rw/E3.2

- All the information required for this task is on the focus page and the task page.
- Skills of identifying and reading key words and recognising date formats are essential here.
- Encourage learners to read for accuracy rather than speed.

If the learner has difficulty

- Read each part of the task to the learner, reviewing key words as necessary. It might be worth examining root words (e.g. expiry/expire) and any confusion around negatives (in date = valid = not expired; not in date = invalid = expired).
- Dyslexic learners may find it difficult to locate information on travel passes because there is no clear visual route. They may wish to focus on the expiry date alone to start off with. Give plenty of practice of focussing on just one type of pass (e.g. school bus pass). Dyslexic learners may find it useful to develop a visual route around a familiar travel pass so that checking it becomes semi-automatic. Make sure you use the agreed 'route' in discussions and when giving examples.

Extension

Use a selection of different travel passes in a 'dominoes' style activity, where cards that are valid during the same time period may be placed on the board. (This will allow learners to practise locating dates as well as interpreting dates within a range.)

Task 2

To identify travel passes and tickets that are not valid
Rw/E3.1
Rw/E3.2
MSS1/L1.2

- Explain the activity.
- Emphasise how easy it is to overlook something when checking travel passes. Encourage learners to read for accuracy rather than speed.

If the learner has difficulty

- Cut out the travel passes and the 'facts'. Present the learner with one fact at a time, e.g. *You're driving on the Yellow Line on route number 44. Is travel pass 1 valid for this route? Is travel pass 2 valid for this route? Is travel pass 3 valid for this route?*
- Repeat the activity using another of the 'route facts' asking the same question about the validity of travel passes 1, 2 and 3.
- Repeat the activity, this time using one 'date fact' and then repeat using one 'time fact.'
- As learners gain confidence scanning for information, progress to scanning for two 'facts' per travel pass.

Extension

- Ask learners to consider what they would say to each of the passengers.
- Suggest that they should consider that the passengers may not understand why their pass or ticket is invalid.

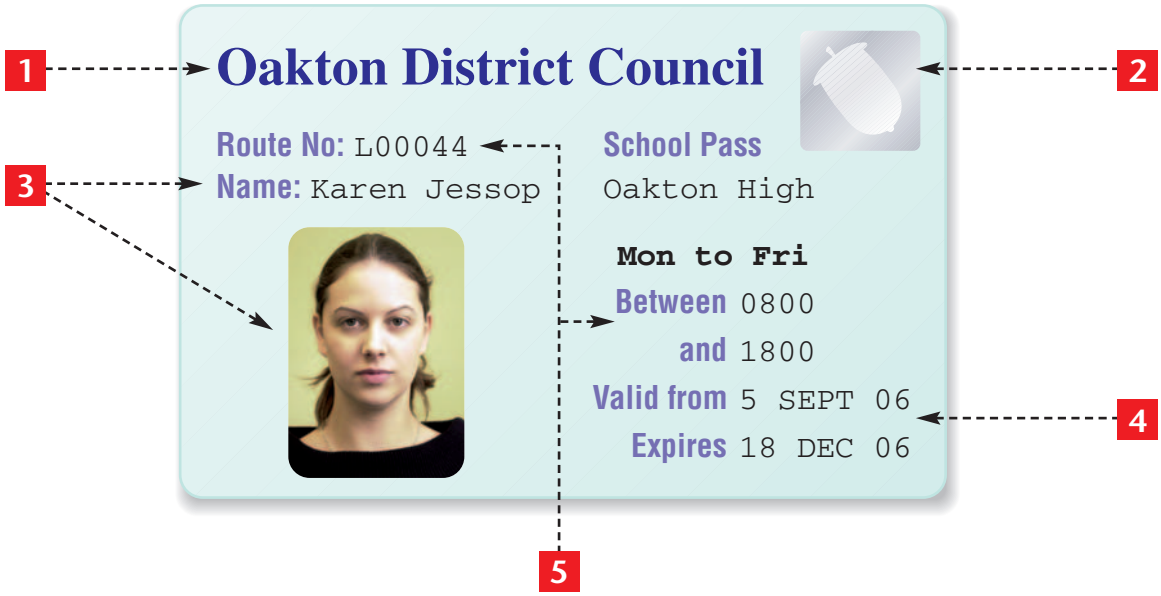
Theme assessment

- Ask learners to find out about the procedures for checking travel passes and tickets in their own place of work and to practise with a range of those most commonly used.
- Role-play a situation in which a passenger presents a travel card that has the photograph of a person who looks very different from the passenger. Ask learners to think about how they will deal with this situation within the guidelines set by their own organisation.

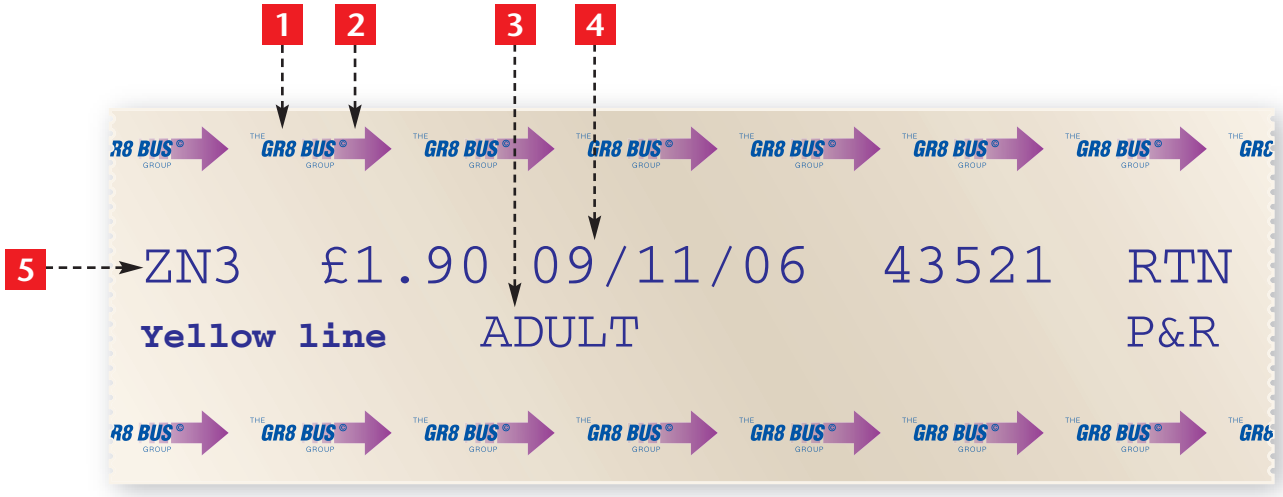
Tickets and travel passes

Focus

When a passenger presents you with a travel pass or pre-paid ticket, there are some key things you need to check.



1. **The company or council who issued it** – is it valid for your bus company?
2. **Hologram** or **logo** – does it look real?
3. **Passenger details** – does the photo or the concession type match the passenger?
4. **The date** – is it valid?
5. **The ticket type** – are there restrictions on ***where*** or ***when*** it can be used?

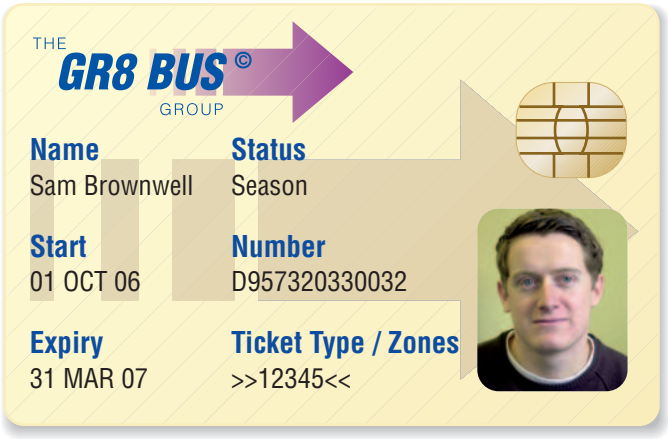


Tickets and travel passes

Task

Task 1

This travel pass has been presented to you.



1 Write '**1**' next to the part you will check to see if the card is valid with your bus company.

2 Write '**2**' next to the part you will check to see if the travel pass is real.

3 Write '**3**' next to the part you will check to see if the card belongs to this passenger.

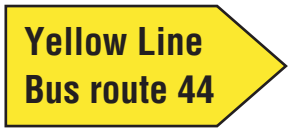
4 Write '**4**' next to the part you will check to see if the card is in date.

5 Write '**5**' next to the part you will check to see where the passenger can travel.

Task 2

1 This travel pass is presented by this person.

You are driving on



The date is

The time is

a Is the travel pass valid for this journey? _____

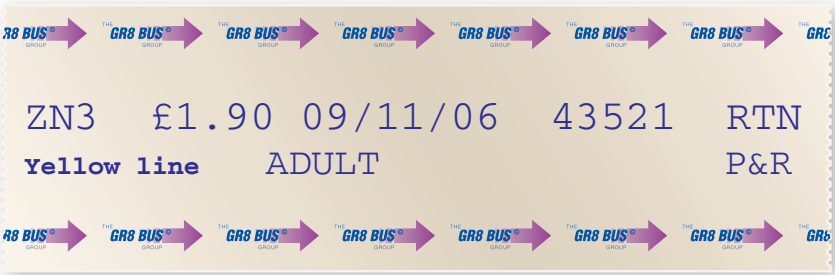
b Explain your answer. _____

Tickets and travel passes

Task

Task 2 continued

2 This ticket is presented by this person.

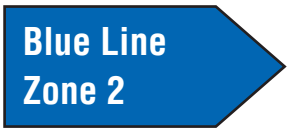


I'm glad you're on time. I thought I was going to get frost bite!

The time is

The date is

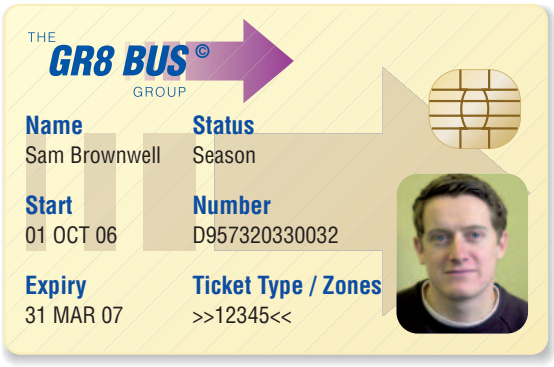
You are driving on



a Is the ticket valid for this journey? _____

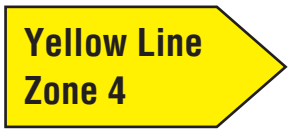
b Explain your answer. _____

3 This travel pass is presented by this person.



Cheers, mate!

You are driving on



The date is

The time is

a Is the travel pass valid for this journey? _____

b Explain your answer. _____

PAGES 3:17–3:18

Handling cash

Occupational setting

Handling cash is an essential and daily business for many staff working in the bus transport industry. They must be able to count amounts of cash and calculate correct change. It is essential that they can confirm to the passenger the amount due, handle and count in the money given to them and count out the correct change if needed. They must also deal with situations where the amounts given are not routine, such as when a passenger offers extra coins.

Whilst it is understood that most drivers will only be dealing with relatively small amounts of cash from individual passengers, they will need to be confident with counting up larger quantities when cashing up at the end of the day and recording totals.

Materials

A supply of money – all denominations

A set of prepared cards with tickets and their prices

Learning outcomes

1 To count and record money received for purchases (focus page)

2 To count change back to the passenger (focus page)

3 To round sums of money to accommodate the 'helpful' passenger (focus page, Task 1)

Suggested teaching activities

Introduction

- Discuss with learners the difficulties faced when accepting money from passengers and giving change. Is there a workplace procedure that should be followed? How does this impact on what they do?
- Practise some money-handling skills. A set of cards with appropriate tickets and their prices would be useful for role-play. This could lead to considering a range of realistic amounts with which passengers are likely to pay and how those amounts might be composed, then to a discussion of change-giving.
- Give learners practise in reading amounts of money and saying them in words. Discuss different ways of stating amounts. *How could you say £12.99?* Correct responses are, 'twelve ninety-nine' **or** 'twelve pounds ninety-nine' **or** 'twelve pounds and ninety-nine pence'.
- Remind learners of the importance of the decimal point in money when keying in, recording and reading amounts of money. Give each learner a piece of paper with four amounts of money recorded, all without the decimal point. Read out each amount and ask learners to put in the decimal point, e.g. 'two hundred and twenty-two pounds and fifty pence': £22250 becomes £222.50.
- Repeat the exercise with amounts that require zeros (£20.05, £20.50, £2.05, £2.50).
- Give learners practice in:
  - *totalling amounts of cash mentally:* what is the most efficient way of doing this quickly? Ask learners to share methods they find successful.
  - *counting on from the amount owed to the amount given* – for use where the ticket machine does not show the amount of change to be given, e.g. 'That's £2.90 please. £10, thanks. £7.90 [giving £5], £8.90 [giving £1], £9.90 [giving £1], and 10p makes £10.00 [giving 10p coin].'
  - *making amounts of change in the least number of coins possible:* include scenarios where a particular coin is not in the till. ESOL learners may need additional work on understanding and applying the word 'least'. It may be better to ask them to make the amount needed in as many different ways as possible, then draw their attention to the amounts that are made up of the least number (or smallest number) of coins.
  - *giving change when a passenger has offered the odd number of pence:* e.g. 'That's £5.55 please. £10 and 5p, thanks. So that's £5.50, £9.50 [giving 4 × £1 coins] and fifty makes £10.00 [giving a 50p].' Ask learners to share ways of doing this that they find successful.

  - *dealing with disagreements:* e.g. what to do when a passenger is given change for £5 and he/she insists that he/she handed over £10. (To avoid confusion, keep the note the passenger has offered separate from the rest of the money until the transaction is completed.)
- If any learner finds handling money difficult, they should be referred for extra support. The *Skills for Life* materials offer practice of a variety of money-handling skills.

Focus page

- Go through the page discussing each point and filling in the spaces as appropriate. If company procedure dictates a different way of handling cash and giving change, adapt the page using the Word versions of the materials.
- How would learners say the amount of money show in the photograph? Does their company operate a system that requires this to be keyed in? If so, how would they key it into the ticket machine?
- How would learners make up the £3.85 needed as change? What coins would they use? How would they say the amounts of money as they counted them out to the passenger?
- Learners may apply a range of strategies to this situation. All effective strategies should be valued and shared.

Curric. refs	NOS/NVQ	Key Skills
MSS1/E3.1	**PCV** Unit 9 Unit 12 Unit 13 **RPT** RPT 12 RPT 15	n/a

Task 1

Give the correct change
MSS1/E3.1

- Discuss the situations represented:
  - You tell the passenger the amount to pay.
  - They hand you an amount of cash.
  - The passenger then offers the 'odd pence'.

  You need to work out the change based on this new amount.
- Has this ever happened to learners? What did they do? Share strategies for dealing with this situation. These may include subtracting the additional money given from the fare, e.g. if the passenger then offers 'the odd 5p', £3.55 becomes £3.50 which is an easier sum to handle in larger coins. Ask learners to demonstrate their own methods, using real coins and counting out change.
- Role-play similar situations, getting learners to practise calculating and giving the correct change using the least number of coins.

If the learner has difficulty

- Provide a range of opportunities for money-handling and counting out change.
- Practise using the fewest number of coins, using the Task 1 scenarios.
- Reassure an anxious learner that it is not essential to accept additional amounts from the passenger. It is in order to say something like, 'I have plenty of change, thank you,' and pay out the amount shown on the display if there is one.
- ESOL learners may need practise asking for the money.

Extension

Ask learners to consider appropriate 'extra' amounts that drivers might request of passengers in order to reduce the number of coins needed to be paid out as change. Include the way the learner might ask for the money, e.g. 'Have you got the extra/spare 5p?'

Theme assessment

Supply, or ask learners to supply, a list of fares from their workplace. Put learners into pairs in order to role-play asking for the correct 'extra' amount in order to reduce the number of coins needed to be paid out as change.

Handling cash

Focus

Taking money from the passenger

- **Count any notes first.** Work from the highest value notes to the lowest value notes.
- **Next count the coins.** Work from the highest value coins to the lowest value coins.
- **Tell the passenger** the amount you have counted.
- **Accurately key in** the amount of cash.

How much cash has this passenger handed over?

Write it in words.

_____

_____

Key in the correct amount.

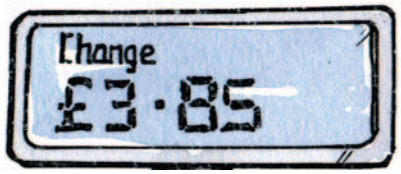
		•		

Giving change to the passenger

- Always try to use the **least** number of notes or coins.
- **Count the notes first**. Work from the highest value notes to the lowest value notes.
- **Then count the coins**. Work from the highest value coins to the lowest value coins.
- **Tell the passenger** the amount of change you have given them.

Which coins will you give to this passenger?

_____



What do you do if the passenger gives you the odd amount of cash?

What about if you have already keyed in the amount?

Handling cash

Task

Task 1

1

How much does the passenger give the driver?

2

a How much change does this passenger need? _____

b What is the least number of coins you can use? _____

3

a How much change does this passenger need? _____

b How would you give the change? _____

PAGES 3:19–3:20
Cashing up

Occupational setting

The ability to handle money is an essential aspect of the driver's role, as he/she is responsible for making sure that everything balances at the end of the shift. All bus companies have their own methods for cashing up. Some operate manual cashing up systems, whilst others use electronic weighing machines. In the event of mechanical failure, the ability to cash up manually is an important skill to have. This theme focuses on cashing up.

Materials

Sheets similar to that on task page

Blank cashing-up slips, from the learners' workplace

Learning outcomes

1 To record details on cashing-up slips (focus page, Task 1)

2 To count in batches for cashing up cash box 'takings' (focus page, Task 1)

3 To add up amounts of varying denominations (focus page, Task 1)

Suggested teaching activities

Introduction

- Being responsible for cash and floats can cause anxiety for employees. A range of skills is involved and this focus looks at those required for the completion of a cashing-up slip. Ask learners for their experience of cashing up. What are the problems? Why is it important to be accurate? What might cause the cash and ticket sales to not balance at the end of a shift? (e.g. driver forgot to void a fare; driver gave an incorrect amount of change, etc.) Emphasise the importance of double-checking balances that do not reconcile.
- It is important learners realise the great part that daily cashing-up plays in the balancing of a business's finances. It is also important that learners understand their responsibilities for handling cash and the possible consequences of getting it wrong.

Focus page

- Ask learners to talk about any involvement they have had with cashing-up records and the format of any forms. Ask them to explain their approaches to this aspect of their work.
- Look at the information at the top of the focus page. Ask learners to look at the section on 'Filling in the cashing up slip' and draw their attention to the 'Remember!' and 'Tips' boxes. Read through the text together, ensuring learners understand all the details, then link the process outlined to the sample cashing-up slip. Point out to learners that individual companies may have a different name for their cashing-up slips. Encourage learners to share these names with the rest of the group.
- Ask learners to look at the example of counting and recording cash. Ensure they understand that the amounts shown on the slip are cash totals arrived at by counting batches of the denomination shown on each line, e.g. the £50 total on the cashing-up slip consists of 5 × £10 notes (*not* 50 × £10 notes).
- Ask learners to say how many items of other denomination notes and coins would make the amounts shown on the slip, e.g. 11 × £5 = £55, 22 × £2 coins = £44, 90 × £1 coins = £90. Ask learners how they would go about counting large numbers of coins, e.g. stack them in piles of, say, 10 coins; add all the complete piles together, then add on any 'spare' coins.
- Draw attention to the section that describes adding the amounts on the cashing-up slip. Although calculations can be done by the learner's preferred method, this is a useful opportunity to focus on the skills required for entering amounts of money into a calculator, i.e.:
  - remembering to key in the decimal place
  - remembering that, for example, 90p is keyed in as 0.90 (no pounds, nine tens and no pennies)

  - knowing that sometimes a calculator will remove the final zero(s) from an amount (e.g. it might show £28.00 as 28, or £28.50 as 28.5).
- Point out to learners that, to save time, 90p can be entered as 0.90, 0.9 or .9. Encourage them to experiment to see what happens when they enter the amounts in these ways.
- Discuss the purpose of the float. Stress the importance of checking that the stated float amount is correct as this will impact on the total amount in the cash box at the end of the work shift.
- Draw learners' attention to the text on calculating the cash takings (Cash takings = total cash – float). Ensure learners understand that at the end of the shift, the total amount of cash consists of the initial float plus money taken from passengers. Ask learners to say how much float they receive at the start of a shift. Give practice in calculating cash takings by subtracting a float from the total cash.
- Ask learners to check the calculations on the sample cashing-up slip using calculators. Encourage learners to estimate the answers before calculating to minimise risk of error, e.g. through entering incorrect digits or numbers. Emphasise the importance of checking their answers at each stage.
- Create some more cashing-up slips with a stated float amount. Ask learners to calculate batches of notes and coins and to clearly and neatly write the totals on the relevant lines. Remind them that other people will be reading their written figures and that confusion can easily be caused by badly-written numbers. Remember to watch out for dyslexic learners who may make mistakes in writing down numbers in the correct order.
- Stress the importance of the accuracy of other details – name, date, etc. – on the slip.

Curric. refs	NOS/NVQ	Key Skills
MSS1/E3.1	**PCV**	n/a
N1/E3.5	Unit 12	
	Unit 13	
	RPT	
	RPT 9	
	RPT 10	
	RPT 11	
	RPT 12	
	RPT 15	

Task 1

Count in batches to total the 'takings' and complete the cashing-up slip
MSS1/E3.1

- Give learners time to look at the stages of this task.
- What do learners notice about the coins? They are stacked in piles to make them easier to count. Remind learners about counting 'whole batches' and adding on the 'singles from incomplete batches', e.g. four piles of 2p coins with ten coins in each pile, and one pile of 2p coins with three coins in the pile would be counted, '20 … 40 … 60 … 80 … 82 … 84 … 86'.
- Remind learners of the previous batching activity. Encourage learners to work on higher denominations first. This will allow them to record systematically down the slip.
- Suggest that learners check each calculation before moving on to the next. It is easier to do this than to try to identify an error later on.
- Discuss checking methods for the calculator work. Use the two checking methods mentioned in the 'Tip' box, plus any other checking methods that learners suggest. Discuss what is meant by 'inverse methods' (i.e. checking the subtraction by using addition).

If the learner has difficulty

- Ask the learner to match each denomination to the relevant line on the slip. Number them from highest to lowest denominations. Encourage learners to work on one denomination and one line of the slip at a time: cover up the denominations that are not being used to cut down on distractions on the page.

- This task is much better done with real coins, if possible. It is a good idea to practise counting large numbers of the same denomination coins. Encourage learners to look for ways of grouping coins to make counting easier.
- Support the learner to use a calculator if preferred. Ensure learners are familiar with the conventions of entering and interpreting amounts of money on a calculator. Encourage learners to estimate their answer before performing the calculation, to minimise the risk of error.
- Ask the learner to say the total amount. Ask the learner to identify the relevant line on the slip and support him/her to clearly record the amount on this line.
- Some learners will 'just count' the total number of coins as they feel it is a safe method. Although not the best approach they could be encouraged to write the number of notes/coins in front of the first column of the cashing-up slip, then multiply to find the cash amount.

Extension

- Using the completed cashing-up slip on the focus page, ask learners to break down each line into the number of notes or coins that will make up that line total.
- Ask them to identify the mathematical skill required for this. Elicit that it requires the skill of division. £44 ÷ the denomination of £2 = 22, so £44 is made up of 22 × £2 coins.

Theme assessment

- Create a sheet similar to that on the task page with (a) denominations and the number of each coin (e.g. '15 × 5p') stated in boxes and (b) a blank cashing-up slip. Ask learners to calculate the amount in each box and record it on the cashing-up slip.
- Ask learners to list things that may have gone wrong if cash takings and ticket sales do not reconcile.

Cashing up

Focus

Handling money is a huge responsibility. You must take great care to make sure that the money is correct at the end of your shift.

Filling in the cashing-up slip

1 **Count** how much money there is for **each type of note or coin**.

2 **Write the amount** in the columns on the cashing-up slip.

Example:

= £50

3 Once you have written in all the amounts, **add them** to find the **total amount** of money in the cash box. You can use a calculator to help you.

Remember!

Column headings show where to write the pounds **(£)** and the pence **(p)**.

You ***do not write*** the **decimal point**.

Tips

- Write numbers clearly. It helps prevent mistakes when you add the numbers up.
- If there are no pounds, write **0** in the pounds column. If there are no pence, write **00** in the pence column.

Cashing-up slip

Date: _____

Bus no: _____

Duty hours: _____

Driver: _____

	£	p
Notes £10 +	50	00
Notes £5	55	00
£2	44	00
£1	90	00
50p	28	50
20p	7	20
10p	16	70
5p	4	35
2p	0	90
1p	0	30
TOTAL	296	95
Less float	**20**	**00**
CASH TAKINGS	276	95

The float is a sum of money provided at the start of a shift, for giving passengers change.

Tip

Count the float as soon as you receive it. If it is not correct, your money will not 'balance' at the end of your shift.

Cash takings are the fares received from passengers. This is how you calculate it:

Cash takings = total in the cash box – float

The cash takings at the end of the shift must be the same as the amount shown as ticket sales. This means the money has **balanced**.

TICKET SALES RECORD
SER: 419 BUS NO: 547
23-06-2007 18:05
TOTAL £276.95

Cashing up

Task

Task 1

Complete the cashing-up slip.

Cashing-up slip

Date: _____

Bus no: _____

Duty hours: _____

Driver: _____

	£	p
Notes £10 +		
Notes £5		
£2		
£1		
50p	7	50
20p		
10p		
5p	3	85
2p		
1p		
TOTAL		
Less float	**20**	**00**
CASH TAKINGS		

Remember!

Cash takings = total – float

Tip

Always check your calculations. Here are some checking methods:

- Repeat the calculation to see if you get the same answer.
- Use inverse methods.

PAGES 3:21–3:23

Reporting accidents and incidents

Occupational setting

All accidents and near misses must be recorded in either an accident book or on an accident report form. Companies may use different methods and forms to report and record incidents. Many rely upon verbal reporting to the supervisor who then completes the documentation. Other companies require witnesses and injured parties to complete forms themselves. Regardless of the methods used, it is important for learners to recognise the need for accuracy when giving information about accidents. This theme looks at both verbal reporting and recording information in writing.

Materials

Accident/incident report form – buses from the Source material (0:32) – paper copies and on OHT

Description of accident – buses from the Source material (0:33)

Script of the spoken accident report from focus page 3:21 on OHT

Learning outcomes

1 To recognise fact and opinion (focus page 3:21, Task 1)

2 To give short explanations and descriptions clearly (focus page 3:21, Tasks 2 and 3)

3 To judge how much to write (focus page 3:22, Theme assessment)

4 To use a pre-set format (focus page 3:22, Theme assessment)

5 To write clearly (focus page 3:22, Theme assessment)

Suggested teaching activities

Introduction

- Discuss with learners what they understand by the words 'near miss' and 'incident' and how this is different from an accident.
- Find out from group members what they already know about reporting accidents at work and use their experiences as a focus for discussion. Ask learners if they are aware of the system used in their own workplace for reporting accidents or near misses. Their experience of this may be limited, so it is worth having some examples of workplace accident forms and books.
- Does the type of accident affect how it is reported or recorded? Make sure that learners understand that even minor occurrences must be reported as even a small cut can cause bigger problems if it becomes infected.
- Before looking at the focus pages, ask learners to think about the important things to remember when reporting an accident. List their thoughts on the board.

Focus page 3:21 15

- The first focus page is about giving a verbal witness report of an accident. Check the key points at the top of the page against the learners' suggestions on the board.
- Tell learners that they are going to listen to a witness account of an accident. Ask learners to listen to the account and think about the key points. The account contains examples of very informal expressions which may need to be explained, e.g. 'quite shaken up'.
- Play the audio clip and discuss the parts learners remember.
- *Facts rather than opinions:* What is the difference? Discuss the two written examples in the speech bubbles on the page and identify the fact from the opinion. Give further examples to clarify the difference if learners are unclear.
- *Clear description:* Is the witness account clear? Use the audio script or listen again to the audio clip. What would make this witness account clearer? Talk about the importance of relating events in the order in which they actually happened. Agree on the clearest way to report verbally what happened and write this on the board as well.
- *Relevant details:* Make sure the meaning of 'relevant' is understood by all in the group. This may need to be discussed and

demonstrated. Is all the information given about the accident relevant? Ask learners, in pairs, to pick out the relevant information. Allow time for discussion and disagreement. Write agreed points on the board.

- Listen again to the account of the accident if necessary to reinforce the key points on the page. Discuss the way in which the accident was dealt with. Are there any issues here?

Focus page 3:22 15

- This page is about recording the same accident using an accident report form. Make sure learners have a copy of the Accident/incident report form from the Source material.
- Using an OHT of the accident scenario script shown in the speech bubble, model the process of recording an accident in the following way:
  - Read out the spoken report of the accident and ask learners what they think is the most important factual information. Write their ideas down on a flipchart. Discuss the difference between fact and opinion. This may need some further illustration, e.g. *It is a fact that football is a game that many people watch. It is an opinion that Manchester United is the best team.* Note that only facts are written on an accident report form. Ask learners if they can identify any statements that are opinions and should therefore not be included.
  - Ask the group to number the statements in the order in which the accident appears to have happened.
  - Using the blank Accident/incident report form on OHT, go through the form identifying instructions and features as described on the focus page.
  - Discuss the headings and sections and ask learners where they would place the information they have just agreed. Write it on the OHT.
  - Talk through the process of proofreading for errors, e.g. 'Now, let me make sure I have made no spelling mistakes'; 'I can see that I have left off a full stop here'; 'I'm not sure about saying "You should have seen the whole bus fill with steam!" – it's not formal enough. It would probably be better to say that the whole bus was filled with steam.' It is important for learners to realise that this is the normal checking process. Note: proofreading needs to be split into separate, independent checks, e.g. learners check suitability of language for the intended audience first, then check spelling, then check punctuation.
- Remind learners to use the past tense (because they are describing something that has happened in the past). ESOL learners may need help and practice with putting verbs in the past tense. They could then underline past tenses (past simple and past continuous) in the report used for Task 2.
- Ask learners, as a group, to use the facts about the accident identified by the group to fill in the 'Describe what happened' section of the form. (Note that this has to be completed in block capitals.) Learners can listen again to the audio clip if they need to. An interactive whiteboard or OHT can be used to complete the form.
- Are there any other parts of the form that learners can complete using the information they have? Ask learners in pairs to list all the other information they need to collect in order to complete the form. Check their list is correct.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.2	**PCV**	C1.3
SLlr/L1.1	Unit 2	
Wt/L1.2	Unit 10	
Wt/L1.3	**RPT**	
Wt/L1.4	RPT 2	
Wt/L1.5	RPT 16	
Wt/L1.6		
Ww/L1.2		

Task 1

Decide which information is needed for one part of the accident report form

Wt/L1.2

Wt/L1.5

- Ensure learners locate the correct heading on the form.
- Ask them to briefly read the information that the person completing the form needs to fill in under this heading.
- Ensure all vocabulary is understood, e.g. 'injured party', 'resumed', 'precise location'.
- Ask learners to read the list on the task page and check off the items one by one.

If the learner has difficulty

- Write the statements onto slips of paper or sticky notes and then taking one at a time, read it together and ask the learner to place it on top or as near as possible to where it belongs on the form. The learner should come to a decision about what and where something is needed by a process of elimination.
- If learners do not understand how to determine what is relevant, look at the headings and the information and ask the question: 'Is this about the location of the accident (i.e. where it happened)?'
- Provide learners with more than one copy of the report form so that one can be used as a draft copy.

Extension

- Discuss what other information from the witness statement should be recorded in this same section.
- Look on the headings on forms from the workplace to see what and where similar information is required.

Task 2

Underline the six sentences from a written accident statement that contain the relevant information
Rt/L1.1

- Discuss the need to select relevant information.
- Remind learners to look at the work they did as a group and in pairs at the beginning of the session.
- Make sure learners understand that they need to underline whole sentences. Remind learners what a sentence is by giving an example.

If the learner has difficulty

- Have ten statements prepared that are either fact or opinion, e.g. 'The driver fell on the floor'; 'It was a bit cold that night'; 'She seems to enjoy a good laugh'; 'There was grease on the floor', etc. Ask learners to sort them into two piles. Discuss that it is only the 'facts' pile that would be needed in an accident report.
- Using the Description of accident – buses from the Source material, ask the learner to cut up the text into individual sentences and then sort them into 'facts' and 'opinions'. This should help learners to decide upon the sentences that contain the key information required to complete the task.
- ESOL learners might benefit from having a copy of the Description of accident with the verbs blanked out and a list of verbs to use in the blank spaces. Alternatively, ESOL learners can review past tenses: get learners to underline the past tense verbs in the report and circle negatives. Discuss the meaning of any verbs they are unfamiliar with.
- Break down the task by reading through a sentence at a time and picking out what is fact and what is opinion. Highlight facts with a coloured highlighter pen. Ask the question, *Can this be proved?*
- Give examples of language that is often associated with opinion such as 'I reckon …', 'I guess …', 'I think …'

Extension

- Ask learners to recall an accident that they have witnessed or that has happened to them, and to write it up in the formal, factual style required by accident report forms.
- Learners can write this up on a form from their own workplace.

Task 3

Write details of an accident in suitable language and in logical order from an informal spoken description
Wt/L1.2
Wt/L1.3
Wt/L1.4

- Ask learners to read through the description first and identify any phrases they are unfamiliar with, e.g. 'They told me it was bust'. Ask members of the group to say what the phrases mean. Is this sort of language acceptable in a formal report? If not, what words would replace them? Explain that a report needs to be written in standard English so that it can be understood by others.
- It might help if you read out the text as well as allowing learners to read it.
- Allow learners to work in pairs and draft a suitably formal version of the speech. Remind them to use the past tense. They should then share their draft with the rest of the group and arrive at an agreed version which could be entered onto the Accident/incident report form from the Source material.

- ESOL learners will need to examine the grammar of the report form and practise writing past tense accounts before they can tackle this task.
- Suggest that learners write a draft on an additional copy of the Accident/incident report form or on a separate piece of paper before they write up the final version.

If the learner has difficulty

- This text is quite colloquial and ESOL learners may need support to understand terms such as 'Casualty', 'some such stuff', 'bust', 'went down hard'.
- Photocopy and enlarge, then cut up the speech into individual sentences. Start by asking learners to rewrite each sentence using more formal words. Ask learners to pull out only the sentences that really explain what happened, then ask them to put these selected sentences into the most logical order. They should then be ready to complete the task.

Extension

Give learners a set of colloquial phrases common to the workplace (e.g. 'his feet went from under him', 'her arm was black and blue', 'rear end slightly gone in') and ask them to change them into standard English phrases that would be suitable for an accident report.

Theme assessment

Give learners some key words, e.g. 'stationary', 'roundabout', 'rear engine flap', 'bumper', 'saloon car', and ask them to use the words as the basis for a short accident report to be filled in on the 'Describe what happened' section of the Accident/incident report form from the Source material.

Reporting accidents and incidents

Focus

15 All accidents and near misses at work must be reported by law. If you are asked to describe an accident, you need to give:

- facts rather than opinions
- a clear description
- relevant details.

Facts rather than opinions

Facts are vital for accurate reporting.

- A fact is something that is **true** and can be proved.
- An opinion is something that is not necessarily true.

I heard a loud bang and I was suddenly surrounded by steam.

It was like one of those geyser things they have in New Zealand.

I stopped the bus as quick as I could, applied the handbrake and got out of my cab as fast as I could.

That's when I twisted my back.

Clear description

A clear description helps others to understand more about:

- how the accident happened
- what injury was caused
- what action has been taken.

The piping has been checked over now. It turns out it had to be replaced.

Relevant details

Some details are important because they give the required information. Others are unnecessary and do not add anything useful.

I was driving the 142 service along Station Road at about 4 o'clock last Saturday.

I had my new safety shoes on as well!

Tips

- Plan what you are going to say.
- Describe events in the order they happened.

Remember!

The clearer your description, the more accurately it will be recorded.

Reporting accidents and incidents

Focus

A record of minor accidents has to be kept by law.
It is important that you:

- fill in the form correctly
- include all the necessary information
- write clearly.

15

I was driving the 142 service along Station Road at about 4 o'clock last Saturday when I heard a loud bang and I was suddenly surrounded by steam. It was like one of those geyser things they have in New Zealand. Boiling water was spraying all over my feet and legs. I had my new safety shoes on as well! Anyway, as you can imagine, I stopped the bus as quick as I could, applied the handbrake and got out of my cab as fast as I could. That's when I twisted my back. There was only one passenger and I got him out through the emergency door at the back of the bus. You should have seen the whole bus fill with steam! I thought the piping must have gone or something. We were lucky to get out. I was quite shaken up for a while. The piping has been checked over now. It turns out it had to be replaced.

Read the form through first to check what information is required.

Put information in the **correct** places. Use the **section headings** to guide you.

Fill in the parts relevant to **you**.

Include the **day**, **month** and **year** in the date like this: 15/03/06.

Add **am** or **pm** to the time to show what time of day it happened.

THE GR8 BUS GROUP

Employee/visitor accident/incident report

INJURED PERSON

Employee
Name _____
Home address _____
_____
Date of birth _____
Payroll number _____
Job title _____
Date joined company _____

Non-employee
Name _____
Home address _____
_____
Date of birth _____
Reason for visit to company premises
_____
_____

INCIDENT DETAILS
Incident date ___/___/___ Time _____ AM / PM
Precise location _____
Date first reported ___/___/___ Time _____ AM / PM
To whom was it first reported? Name _____ Job title _____
Did the injured party receive medical/first aid assistance? Yes ☐ No ☐ By whom? _____
Was the injured person treated in hospital? Yes ☐ No ☐ Which hospital? _____
Did the employee continue to work after the accident? Yes ☐ No ☐ If no, when resumed _____

DETAILS OF INJURY
Cause _____
Injury type _____
Area of injury _____

DESCRIBE WHAT HAPPENED (PLEASE USE BLOCK CAPITALS)
_____
_____
_____

WITNESS INFORMATION
Name _____ Address _____
Position/location _____
_____ Contact telephone number _____

INJURED PERSON
Signed _____ Print _____ Date _____

Keep descriptions and explanations **short** but **clear**.

Include only:

- **relevant facts**
- **necessary detail**.

Write details in a **logical order**.

Keep handwriting neat and easy to read.

Check your report for any errors in grammar, spelling or punctuation. **Check** that others can read it.

Keep a photocopy for yourself if you are the injured person.

Reporting accidents and incidents

Task

Task 1

Look carefully at the INCIDENT DETAILS section of the Accident/incident report form from the Source material. Tick the information that you need to include in this section.

- ☐ Date of the accident
- ☐ A short description of how it happened
- ☐ The injury caused
- ☐ Your name
- ☐ The time the accident happened
- ☐ Where the accident happened
- ☐ What you think of the person who had the accident
- ☐ Whether you think the company is to blame for the accident

Tips

- Look at the headings to see which information can be recorded **elsewhere** in this section.
- Think about what is **relevant** and **factual**.

Task 2

Read the description of an accident from the Source material. Underline the six sentences that contain relevant information for the DESCRIBE WHAT HAPPENED section of the Accident/incident report form.

Tip

Remember to include only the necessary detail. Leave out unsupported opinions.

Task 3

This is the injured person's description of the accident. Pick out the relevant details and write a suitable entry for an accident report. Use the information from the report in Task 2 to help you. Plan and check your entry on a separate piece of paper before filling it in on the Accident/incident report form from the Source material.

The manager said to have my ankle checked at Casualty. I slipped on a bit of oil or some such stuff on the floor as I was leaving the office. They told me it was bust, well not exactly bust, more badly sprained. I went down hard on my left ankle. My friend said, 'You get in the van while I get the paperwork.'

Wt/L1.2; Wt/L1.5; Rt/L1.1; Wt/L1.3; Wt/L1.4

PAGES 3:24–3:26

Driver's reports

Occupational setting

Drivers are required to complete many forms including Driver's Reports. This focus aims to give learners practice in reading and recording simple information and also to introduce learners to the skills of planning writing and of proofreading for errors. It can be linked to the previous theme of filling in accident report forms.

Materials

A variety of simple forms that drivers are required to complete in the workplace

Blank driver's report form from the Source material (0:35) on OHT and as paper copies

Driver's reports from the Source material (0:34) on OHT

Learning outcomes

1 To read a form carefully in order to write information into the correct spaces (focus page, Task 1)

2 To proofread a text for errors of spelling, punctuation, tense and sense (focus page, Tasks 2 and 3)

Suggested teaching activities

Introduction

- Introduce the Blank driver's report form from the Source material on OHT, while learners look at paper copies. Discuss driver's reports and the types of information that are required. Talk learners through the form:
  - Ask learners to complete the first five spaces using their own details and a chosen date.
  - Discuss the tick boxes. What type of thing does each one refer to? Ask learners to tick 'Other'.
  - Discuss the information in the box. Ask learners to complete this using either a bus route they are familiar with or fictitious information.
- Discuss the types of things that may be written on the form. Ask learners to share scenarios they know about and/or offer suggestions. Discuss the terms 'brief', 'concise' and 'fully'.
- Ask learners to share the difficulties they are aware of when they have to fill in such a report or when they read reports. Elicit things like spelling, grammar, handwriting, sense, etc.
- Go through examples of proofreading using the Driver's reports from the Source material on OHT, including the following:
  - *Capital letters:* Learners may choose or be instructed to complete workplace forms in capital letters. However, if not, they should recognise the places where capital letters should and should not appear. Discuss days, months, names of people, places, 'I', etc. In collaboration with learners, identify, discuss and correct missing capitals in the first extract.
  - *Punctuation:* Demonstrate reading the next extract without any punctuation. Explain the role of full stops, question marks and capital letters in signalling the beginning and end of a complete thought. In collaboration with learners, discuss and correct the errors in extract 2.
  - *Tense:* Explain that this refers to when things happen. Things that are happening now are in the present tense, tomorrow is in the future and can be written about in the future tense, and things that have happened are in the past tense. Read extract 3 out loud so learners can hear if it sounds correct. Discuss what tense it should generally be written in. In collaboration with learners, correct the errors in tense in extract 3.
  - *Spelling:* How can learners check spellings they are unsure of? Do learners have any strategies? Suggest asking a colleague, keeping a personal dictionary, trying out various combinations of letters and selecting one, checking in a dictionary. In collaboration with learners, identify and correct the spelling errors in extract 4.

- *Sense:* Read through extract 5. Ask learners to identify information that does not make sense or is not really relevant. In collaboration with learners, add the missing word and strike through the unnecessary information in extract 5 (see answers).
- *Final check:* Read the final version of the report in extract 6. Does the report sound OK? Suggest reading it aloud before deciding if it is as good as it can be and copying it onto the report.

- Other things that are not practised on this page but may be raised and need to be explained are apostrophes for missing letters (had not = hadn't) and for possession (Margaret's), and commas.
- Some learners may wish to copy the finished version onto their form as an example.

Focus page

- Use the focus page to revise all the things discussed in the introduction.
- Stress that proofreading is done in several stages. Suggest that if learners are unsure about committing themselves directly to paper, they could write what they want to say on a piece of paper, then check it through and make any alterations. They could also ask a colleague/mentor to do a final check before copying it onto the form.
- Ask learners to have a go at writing an amended copy of the report on the focus page.
- Discuss any techniques they have developed for completing forms accurately.
- If at any stage learners require extra help, they should be referred to other sources of help such as a learning centre or the *Skills for Life* materials.

Curric. refs	NOS/NVQ	Key Skills
Wt/L1.5	**PCV**	C2.3
Wt/L1.6	Unit 2	
Ws/L1.2	Unit 10	
Ws/L1.3	**RPT**	
Ww/L1.1	RPT 2	
Wt/L2.1	RPT 16	
Wt/L2.2		
Wt/L2.3		
Wt/L2.7		

Task 1 16

Check the details on a form
Wt/L1.6

- Remind learners of the form used on the focus page.
- Play the audio clip through twice with a gap in between for discussion.
- Tell learners they are checking what they heard and can see in the speech bubble with what they can read on the form. They should make any necessary corrections.

If the learner has difficulty

Write the information in the speech bubble onto sticky notelets and allow learner to match each piece of information with that on the form and to check whether it has been completed correctly.

Extension

Ask learners to invent the details for a driver, complete the form incorrectly and challenge a colleague to check it.

Task 2 17

Decide on the important details to be included in a report
Wt/L2.1

- Alert learners to what they are about to hear and ask them to listen out for the most important points.
- Play the audio clip twice with a gap in between for discussion.
- Ask learners to note down the points they feel should be included in a report of the incident.
- Bring learners back together to discuss their suggestions and compile a list on the board/flipchart.

If the learner has difficulty

- Ask the learner to describe an incident they were involved in and note down the important points. Discuss this with the learner before listening to the audio clip or reading the script again.
- Break down the audio clip into small sections and play them one at a time, using question-and-answer to assist learners to deduce the salient points.
- Stress that spelling and grammar are not important at this stage as the notes are just for them to read back to themselves.

Extension

Ask learners to compose a description of the incident, on a separate piece of paper, using their notes.

Task 3

Check a report for errors
Wt/L2.7

- Remind learners of the previous audio clip. Discuss the difference between spoken and written language (level of formality, colloquialisms, etc.).
- Stress that this is Sian's version of what happened and may be different from their version, if they have written one.
- Remind learners of the checks done on the focus page. This task mirrors them. Learners may like to use the focus page to prompt them as they check each section of the text.

If the learner has difficulty

- Cover the parts of the text that are not being worked on.
- Support the learner to read each section aloud.
- Use question-and-answer to elicit incorrect features.
- Provide extra practise of any area where the learner has difficulty.
- ESOL learners may require particular support.

Extension

Learners can proofread and revise their own version of the incident and present it on the Blank driver's report form from the Source material, or on a workplace form, using their own details.

Theme assessment

Observe learners in the workplace when they are required to complete a workplace form.

Driver's reports

Focus

Somebody else will have to read any form that you fill in. Make sure you fill in all the important information and say what you mean to say.

Make sure you put the right information in each section.

Make sure you know what you are expected to do.

Make sure you check what you write to ensure there are no errors.

Check for:
- spelling
- capitals
- punctuation
- correct verb tense
- sense.

THE GR8 BUS © GROUP

Driver's report

Garage: ..... Name: .....

Badge letter & number: .....

Date of occurrence: ..... Works number: .....

☐ Driver request ☐ Info ☐ C.C.T.V ☐ Other ✓ Please tick in appropriate box

NB Report should be as brief and concise as possible. The undermentioned particulars MUST BE GIVEN FULLY.

Fleet no.	Seating capacity	Service no.	Terminal point From	Terminal point To	Time hrs

Subject The £10 local zone weakly ticket for northope and brinton had gone up to £11 today. The ticket in our machines has updated and still shows £10. I presume we still charge £10 until the ticket is updated. Am I right.

Tips for filling in forms

- Read the form through before you start writing.
- Complete it lightly in pencil first. Complete it in pen when you are sure you have got it right.
- Write what you want to say on a separate piece of paper. Then check it and copy it onto the form.
- Check your spelling in a dictionary or ask a friend.
- Make sure your handwriting is neat.
- Say what you mean to say in a simple way. Don't add unnecessary detail.
- Read any text aloud to check that it sounds right and that the full stops and question marks are in the right places.
- Ask a colleague or mentor to check your completed form through for you.

IF IN DOUBT, SHOUT!

Driver's reports

Task

Task 1

16

Decide whether this Driver's report form is filled in correctly.

Hi there. My name is Sian Williams. I work at Southam Garage. My works number is 9080 and my badge letter and number is W567. I want to tell you about something that happened to me this morning. Friday October 27th that is. It was about 10.45 when it happened. I was on fleet number 2252, service 69 between Southam and Highfields.

THE GR8 BUS © GROUP

Driver's report

Garage: ..... Name: Sian Williams

Badge letter & number: 567 W

Date of occurrence: 27/10/06 Works number: 8090

☐ Driver request ☐ Info ☐ C.C.T.V ☑ Other ✓ Please tick in appropriate box

NB Report should be as brief and concise as possible. The undermentioned particulars MUST BE GIVEN FULLY.

Fleet no.	Seating capacity	Service no.	Terminal point From	Terminal point To	Time hrs
2252	52		Highfields		

Task 2

17

Listen to what Sian says about the incident.
Make some notes of the important things she should include in her report.

Wt/L1.6; Wt/L2.1; Wt/L2.7

Driver's reports

Task

Task 3

This is what Sian wrote. Check it and correct her errors.

1

i had occasion to phone the police at about 1045 this morning. two lads got on the bus at southam green.

2

the first one looked under 14 years old so when he asked for a half fare I did not question it and gave him a £1.20 return when the other one came forward and asked for a £1.20 return I asked him his age and he replied 14

3

I ask him if he has a student card and he says no. I then inform him that he will have to pay £2.40 full fare. He swears and is abusive. He refuses to pay so I call the police.

4

When the police asked him why he wouldn't pay his fair he said his mate had got away with it. The police chequed the age of the frist lad and told them both they wood have to pay full fare or get of the bus. They both payed full fare.

5

Check it

1 Look at the extract from a job description shown below. How many things are there to do in the highlighted point?

A 1

B 2

C 3

D 4

Rs/L1.1; Rs/L1.2

JOB DESCRIPTION

NAME:

JOB TITLE: *BUS DRIVER*

Key objectives

Report to the Depot Manager.

Provide professional, reliable and safe passenger service to service users.

Key responsibilities

1 Personal appearance and presentation

- Wear the company uniform provided and ensure it is kept clean, tidy and in good condition.
- Ensure personal appearance is neat and tidy.
- Be polite and helpful to passengers.

2 Look at the Duty Summary Report below. You are on duty 2507. You use running card 15 in the morning and running card 19 in the afternoon. Where will you finish your afternoon shift?

A Westby Bus Station

B Southerton Garage

C Westby Garage

D Tifton Bus Station

HD1/L1.1; Rt/E3.7

THE GR8 BUS © GROUP

Duty Summary Report

Days: Monday to Friday **Commencing 5th September** Schedule: A TD SEPT

TBS = Tifton Bus Station
WBS = Westby Bus Station

S Gar = Southerton Garage
W Gar = Westby Garage

Pk = Tifton Park
NB: Sign on at Westby Garage

Duty No	Running card	Sign on	Start time	Start place	Finish time	Finish place	Sign off	Driving length	Spread length	Paid time
2506	Passenger on service 44 from WBS at 09:10 to TBS arrive 09:33									
	20	09:00	09:38	TBS	12:38	TBS	12:38	3 hr		
	15	13:08	13:08	TBS	16:08	TBS	16:08	3 hr		
	17	17:08	17:08	TBS	20:23	TBS	20:26	3 hr 15	11 hr 26	10 hr 26
2507	Passenger on service 44 from WBS at 09:40 to TBS arrive 10:03									
	15	09:30	10:08	TBS	13:08	TBS	13:08	3 hr		
	19	15:08	15:08	TBS	20:17	WGar	20:20	5 hr 09	10 hr 50	9 hr 50
2508	Passenger on service 44 from WBS at 14:10 to TBS arrive 14:33									
	18	14:00	14:38	TBS	19:07	S Gar	19:07	4 hr 29		
	18	19:47	19:47	S Gar	23:55	WGar	23:58	4 hr 08	9 hr 58	9 hr 18

3 A running card shows that a bus is due in at the bus station at 2323. It is running on time. What time should it arrive at the bus station?

A twenty-three minutes to twelve in the morning

B twenty-three minutes to twelve at night

C twenty-three minutes past eleven in the morning

D twenty-three minutes past eleven at night **MSS1/E3.3**

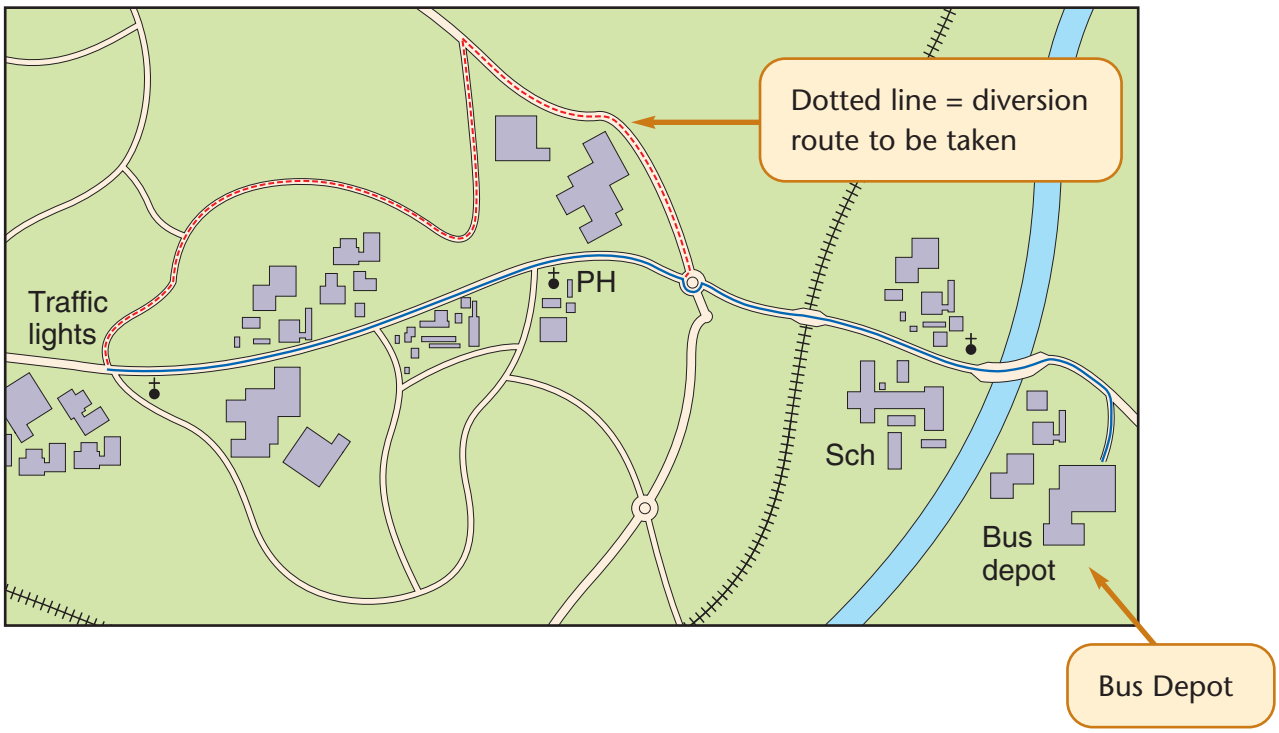
4 On the map below, the solid line shows the normal bus route from the bus depot. Part of the road has been closed for repairs so the bus driver has to take the diversion route shown by the dotted line instead. How would you direct the driver onto the diversion route?

A Go straight on at the roundabout.

B Turn left at the traffic lights.

C Take the third exit off the roundabout.

D Turn right out of the depot. **Rt/L1.3**



5 Choose one answer to this test question. What do you look under the vehicle for when carrying out the first inspection?

A excessive mud build-up under wheel arches

B oil, fuel or water leaks

C defective reversing horn

D missing mud flaps **Rt/L1.1; Wt/L1.5**

6 Look carefully at the information on the ticket below.
Which of these journeys is this ticket valid for?

A Red line zone 3 outward and return journey on 9th November 2006

B Red line zone 3 return journey only on 9th November 2006

C Blue line zone 2 outward and return journey on 11th September 2006

D Red line zone 2 on any day up to 9th November 2006 **MSS1/L1.2; Rw/E3.1**

7 A fare is £3.15. A passenger gives you two £2 coins, plus the extra 15 pence.
How much change should you give him?

A none

B £1

C 85 pence

D 70 pence **MSS1/E3.1**

8 You are cashing up and have counted sixty 5p pieces.
How would you record this in the yellow section on the cashing-up slip shown here?

A 60 00

B 30 00

C 3 00

D 0 60

Cashing-up slip

Date: _____

Bus no: _____

Duty hours: _____

Driver's name: _____

	£	p
Notes £10 +	60	00
Notes £5	35	00
£2	48	00
£1	53	00
50p	20	50
20p	5	20
10p	0	90
5p		
2p		
1p		
TOTAL		

MSS1/E3.1; N1/E3.5

9 Which of these descriptions of an accident is a fact?

A He fell backwards out of the bus doors.

B I think the driver was in too much of a hurry to open the doors.

C He had probably been drinking.

D To tell you the truth, I suspect there are a lot of faulty doors. **Rt/L1.2**

10 Look at the extract from a driver's report below. How many errors can you spot?

A 4

B 5

C 6

D 7 **Ww/L1.1; Ws/L1.2**

> I am waiting at a red light on Southerton Road when a Blue car came round the corner quiet quickly. The driver puts his breaks on but it was slightly to late. He swerved and clipped the side of the bus as he went passed. No one was hurt but their was damage to the car bumper and a large dent in the left hand side of the bus.

Audio

PAGE 3:10

Vehicle checks

Focus page 12

Before you take a vehicle out on the road, you should spend a couple of minutes checking it over. If you always do the same checks in the same order, you won't forget anything. Then, when you come to completing your inspection record, you can be sure that you haven't missed anything out.

Once you've found out which vehicle you're driving, give it a good look over as you walk towards it to examine its general condition. Are there any obvious signs of damage? Is it leaning? If it is, you'll know straight away that something might be wrong! Are the tyres OK? If it looks OK, you can inspect inside.

When you get to the doors, open them up with the emergency control to check that that's working.

Once on board, glance up the bus for any obvious signs of damage. If it looks OK, climb into the cab.

Once you're in, make sure that the vehicle isn't in gear and that the handbrake is applied.

Then go through the start-up procedure.

When the engine is running, you must turn on the headlights and the hazard warning lights so that you'll be able to check that they're working when you go back outside the bus.

Turn on the interior lights too, and look down the bus to see if they're illuminated.

PAGE 3:12

Task 1 13

When you get back into the cab and you sit down in your seat, check that it's secure and properly adjusted for you. You should be comfortable – you're going to be sitting there for a long time! You should also have excellent visibility, as well as being able to get at all the controls easily.

When you've sorted the seat out, see that there is no free play on the steering wheel.

Then look at the windscreen. It should be clean and not obscured by anything at all. Passengers like to know you can see where you're going! It's a good idea to try out the windscreen wipers and washers while you're doing the windscreen, to check they work. While you're at it, look in the mirrors too, to check that your rear view isn't blocked.

Next, run through the lights … You've already checked the headlights and hazard warning lights while you were outside the bus. As well as that, you need to check that the main beam and flashers are working, as well as the brake lights. It's essential for other road users to know when you're slowing down and coming to a halt at a bus stop. You might need to ask someone to help you with this, so that they can look at the lights while you apply the brakes – if there's a reflective surface behind you you'll be able to do it yourself. While you're testing the brake lights you can listen out for air leaks in the brakes. Listen to see that your horn works too – but not between 2330 and 0700 in a built-up area … don't want to wake the neighbours!

PAGE 3:13

Task 4 14

Right, there are no leaks, and the battery's OK. What's next? Tyres and wheel fixing …

First of all, are there any wheels missing? No? Well, that's a good start!

Right, let's have a look at the tyres. What have I got to look for now?

Any signs of over- or under-inflation? No, they seem OK.

Any cuts or damage to the side walls? No – fine.

Any missing or loose wheel nuts? No, they all seem to be there.

Hang on. This wheel nut position indicator on the rear near-side wheel isn't facing the right way. What's that word? Aligned – that's the one! Oh, right … The wheel nut indicator's not aligned with the others.

Mmmm. That probably means the wheel nut's not tight. What should I do about it?

PAGE 3:21

Reporting accidents and incidents

Focus page 15

I was driving the 142 service along Station Road at about 4 o'clock last Saturday when I heard a loud

bang and I was suddenly surrounded by steam. It was like one of those geyser things they have in New Zealand. Boiling water was spraying all over my feet and legs. I had my new safety shoes on as well! Anyway, as you can imagine, I stopped the bus as quick as I could, applied the handbrake and got out of my cab as fast as I could. That's when I twisted my back. There was only one passenger and I got him out through the emergency door at the back of the bus. You should have seen the whole bus fill with steam! I thought the piping must have gone or something. We were lucky to get out. I was quite shaken up for a while. The piping has been checked over now. It turns out it had to be replaced.

PAGE 3:25

Driver's reports

Task 1 16

Hi there.
My name is Sian Williams.
I work at Southam Garage.
My works number is 9080 and my badge letter and number is W567.
I want to tell you about something that happened to me this morning. Friday October 27th that is.
It was about 10:45 when it happened.
I was on fleet number 2252, service 69 between Southam and Highfields.

Task 2 17

I had to phone the police at about 10:45 this morning. Two lads had got on the bus at Southam Green, quite normal. The first one looked under 14 years old so when he asked for a half fare I didn't question it and I gave him a £1.20 return. When the other one comes forward he looks much older. He asks for a £1.20 return the same as his mate. I asked him his age and he said 14. I asked him if he had a student card to prove it and he said no. So I told him that he would have to pay the £2.40 full fare. He swore and was abusive. He refused to pay so I called the police. When the police came they asked him why he wouldn't pay his fare. He said his mate had got away with it. The police checked the age of the first lad and he admitted he was 15. The police didn't take any nonsense. They told both lads they would have to pay full fare or get off the bus. They both paid full fare. I'll remember them next time they get on!

Answers

PAGES 3:1–3:2

Roles and responsibilities

Task 1

- Advise the emergency services and Depot Manager of any accidents.
- Record all necessary information about accidents, including the use of the camera if appropriate.
- Complete accident report forms.

Task 2

You may have written something like this:

- Make sure correct fares are collected. / Collect correct fares.
- Make sure the right tickets are printed. / Print right tickets.
- Make sure the correct change is given. / Give correct change.

Task 3

1 Yes
2 The last day of each month, or the next Monday if the last day falls on a weekend, or the next working day if the last day falls on a public holiday.
3 3 months but may be extended to 6 months.
4 20 days plus bank or public holidays.
5 Yes

PAGES 3:3–3:5

Schedules

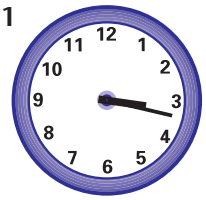
Task 1

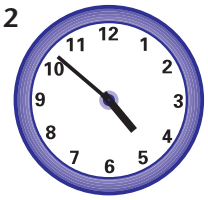
Duty no	Running card	From		To		Time worked		Bus no	Known defects?
		Time	Place	Time	Place	Hours	Mins		
2505	15	07:00	W Gar	10:08	TBS	3	08	2730	Yes/Nil
2505	17	11:08	TBS	14:08	TBS	3	00	2735	Yes/Nil
									Yes/Nil
									Yes/Nil
PAID TIME (From sign on to sign off, less breaks)						6	50	Accidents in service?	
Office use								Yes* / No	
Note known defects for reporting at depot:									
*An Accident report form must be completed after an accident									

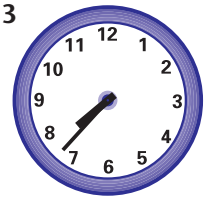
PAGES 3:6–3:7

Running on time

Task 1

1


2


3


4

Task 2

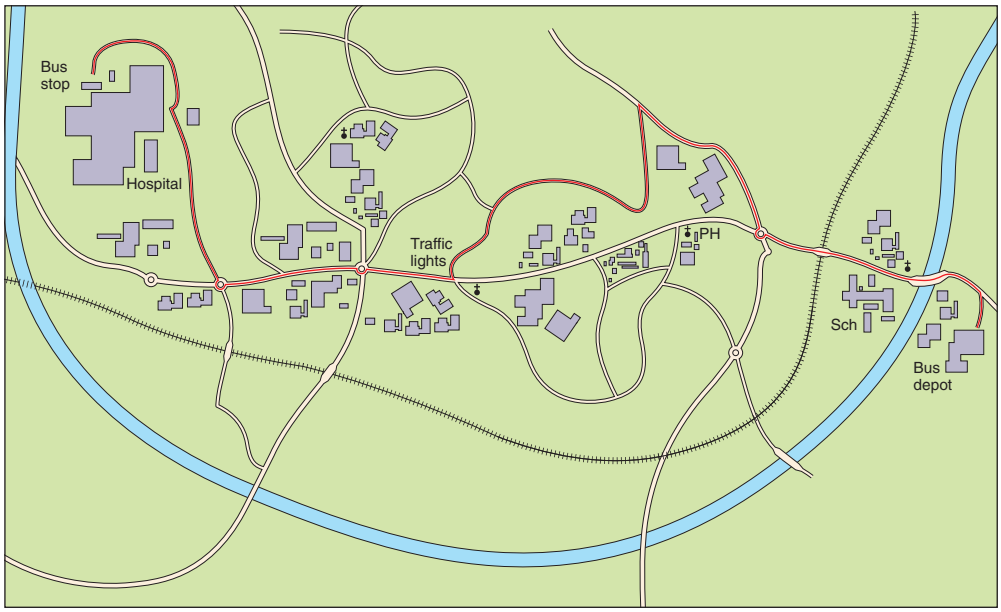
Card no	Bus no	From		To		Duty hours	
		Time	Place	Time	Place	Hours	Mins
41	23	05:55	Depot	10.35	Depot	4	40
44	19	18:40	Depot	21:20	Depot	2	40
					TOTAL	7	20

PAGES 3:8–3:9

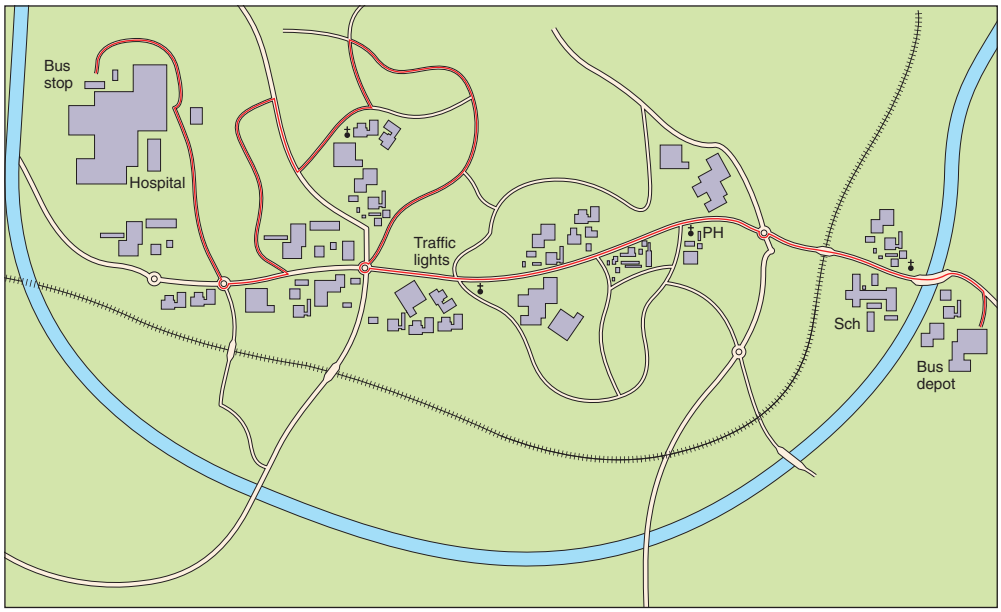
Learning the routes

Task 1

1



2



Task 2

To be mediated by the teacher.

PAGES 3:10–3:13

Vehicle checks

Task 1

1 ■ wipers
■ washers
■ mirrors

2 ■ air leaks from the brakes
■ horn

3 ■ on a reflective surface
■ ask a colleague for help

Task 2

Report it using the Driver's vehicle defect report.

Task 3

Assume the nut is loose and report it using the Driver's vehicle defect report.

Task 4

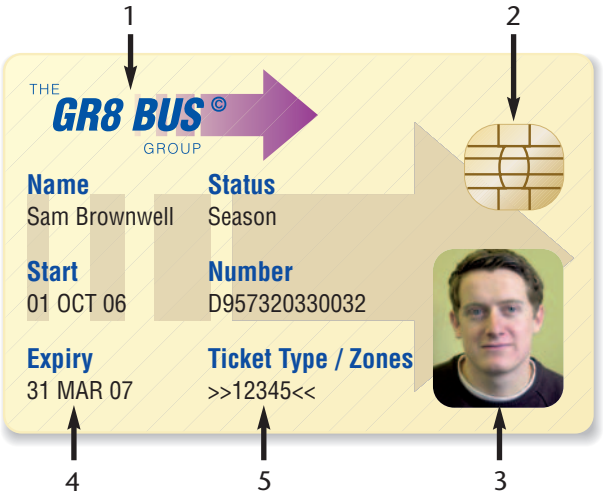
Daily or shift check (tick or cross)					
Fuel / oil / waste leaks	✓	Wipers		Mirrors	
Battery (if easily accessible)	✓	Washers		Steering	
Tyres and wheel fixing	✗	Horn		Heating / ventilation	
Brakes		Glass		Lights	
Doors and exits		Reflectors		Body interior	
Indicators		Body exterior		Excessive engine exhaust smoke	
Fire extinguisher		First-aid kit		Emergency exit hammer	

Report defects here: Rectified:

One wheel nut position indicator on the rear near-side wheel not aligned with others

PAGES 3:14–3:16
Tickets and travel passes

Task 1



Task 2

1 **a** No.
  b This travel pass is not valid on Saturdays.
2 **a** No.
  b This return ticket is not valid on the Blue line (Zone 2). It is valid on the Yellow line (Zone 3).
3 **a** No.
  b This travel pass is out of date.

PAGES 3:17–3:18
Handling cash

Focus page

Fifteen pounds and fifty-five pence
£15.55
£2, £1, 50p, 20p, 10p, 5p

Task 1

1 £5.05
2 **a** £1.00
  b 1 (1 × £1 coin)
3 **a** £8.00
  b 1 × £5 note, 1 × £2.00 coin, 1 × £1.00 coin

PAGES 3:19–3:20
Cashing up

Task 1

	£	p
Notes £10 +	70	00
Notes £5	45	00
£2	36	00
£1	55	00
50p	**7**	**50**
20p	6	80
10p	4	70
5p	**3**	**85**
2p	0	86
1p	0	24
TOTAL	**229**	**95**
Less float	**20**	**00**
CASH TAKINGS	**209**	**95**

PAGES 3:21–3:23
Reporting accidents and incidents

Task 1

Date of the accident
The time the accident happened
Where the accident happened

Task 2

I was walking through the depot on my way to my next shift. Paul from the delivery company was walking to the back of his van. As he waved at me, his left leg went from under him. He twisted his ankle. I told him that I thought it was broken, but fortunately it was only sprained. I was very worried about him. I didn't see exactly what he slipped on, but I think it must have been some oil or fuel. It was definitely not his fault – he was being careful. I sat him in his van while we completed the paperwork. He seemed OK after that. He had to admit that he hadn't signed in though. He wasn't wearing the right footwear either, or his high vis. The manager told him to have his ankle checked out in Casualty. Afterwards, I made sure the floor was cleaned properly.

Task 3

You may have written something like this:

I slipped on something like oil on the floor. I went down heavily on my left ankle. My friend fetched the manager. The manager told me to go to Casualty. It turned out my ankle was badly sprained.

PAGES 3:24–3:26

Driver's reports

Introduction activity – Sense

~~Thursday October 26th~~

I arrived in the city centre from Mill End ~~at about five past eight this morning.~~ When I stopped, a passenger that was getting off told me that a man was asleep at the back of the bus and **hadn't** moved since Mill End. I went down to wake him but I couldn't. I checked his pulse and it was OK. It was rush hour and I was causing an obstruction so I asked the three passengers that were left on the bus to get off so that I could drive the bus around to the bus station. ~~They were OK about it. They could see the man wasn't well.~~ The first-aider on duty at the bus station was Brian Cole. He came on the bus and decided to call for an ambulance. After about 10 minutes the ambulance arrived and took the man off to St. Margaret's Hospital.

Focus page

The correct report should read:

Subject The £10 local zone **weekly** ticket for **N**orthope and **B**rinton **has** gone up to £11 today. The ticket in our machines **has not** been updated and still shows £10. I presume we still charge £10 until the ticket is updated. Am I right?

Task 1

THE GR8 BUS GROUP

Driver's report

Garage: Southam Name: Sian Williams

Badge letter & number: ~~567 W~~ W 567

Date of occurrence: 27/10/06 Works number: ~~8090~~ 9080

☐ Driver request ☐ Info ☐ C.C.T.V ☑ Other ✓ Please tick in appropriate box

NB Report should be as brief and concise as possible. The undermentioned particulars MUST BE GIVEN FULLY.

Fleet no.	Seating capacity	Service no.	Terminal point From	Terminal point To	Time	hrs
2252	52	69	~~Highfields~~ Southam	Highfields	1045	

Task 2

To be mediated by the teacher.

Task 3

1

I had occasion to phone the police at about 1045 this morning. Two lads got on the bus at Southam Green.

2

The first one looked under 14 years old so when he asked for a half fare I did not question it and gave him a £1.20 return. When the other one came forward and asked for a £1.20 return I asked him his age and he replied 14.

3

I asked him if he had a student card and he said no. I then informed him that he would have to pay £2.40 full fare. He swore and was abusive. He refused to pay so I called the police.

4

When the police asked him why he wouldn't pay his fare he said his mate had got away with it. The police checked the age of the first lad and told them both they would have to pay full fare or get off the bus. They both paid full fare.

5

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Check it

1 D
2 C
3 D
4 C
5 B
6 A
7 B
8 C
9 A
10 D