



Welcome to Private Hire Academy!

Learner Handbook

Meet our team

1. **Costin Dan DINCA** - Director of PHA, Head of Centre & Quality Nominee
2. **Delia DINCA** – Assessor and HR specialist
3. **Gerry THORNE** – Trainer and Assessor
4. **Bogdan IORDAN** – Trainer and Assessor
5. **Matei DINCA** – IT manager and Assessor

Qualification Details

Private Hire Academy are offering the Pearson BTEC Level 2 Certificate in Introduction to the Role of the Professional Taxi and Private Hire Driver which is designed to develop, support and enhance the knowledge of prospective or existing drivers who wish to begin or develop a career in transporting passengers. This qualification also provides the underpinning knowledge for the Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Taxi and Private Hire).

The Pearson BTEC Level 2 Certificate in Introduction to the Role of the Professional Taxi and Private Hire Driver has been developed to give learners the opportunity to:

- ✚ engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- ✚ achieve a nationally recognised Level 2 vocationally-related qualification
- ✚ progress to employment in a particular vocational sector.

The Pearson BTEC Level 2 Certificate in Introduction to the Role of the Professional Taxi and Private Hire Driver relates to the Go Skills — Road Passenger Vehicle Driving NOS.

This qualification also provides the underpinning knowledge for the Level 2 NVQ Certificate in Road Passenger Vehicle Driving (Taxi and Private Hire).

Programme Overview

The Pearson BTEC Level 2 Certificate in Introduction to the Role of the Professional Taxi and Private Hire Driver is a 15–credit and 79–guided–learning–hour (GLH) qualification consisting of 9 mandatory units, the TQT for this qualification is 150 hours.



Pearson BTEC Level 2 Certificate in Introduction to the Role of the Professional Taxi and Private Hire Driver			
Unit	Mandatory units	Credit	Level
1	Health and safety in the taxi and private hire work environment	1	2
2	Road safety when driving passengers in a taxi or private hire vehicle	1	2
3	Professional customer service in the taxi and private hire industry	2	2
4	Taxi and private hire vehicle maintenance and safety inspections	2	2
5	The regulatory framework of the taxi and private hire industry	3	2
6	Taxi and private hire services for passengers who require assistance	3	2
7	Routes and fares in the taxi and private hire vehicle industries	1	2
8	Transporting of parcels, luggage and other items in the taxi and private hire industries	1	2
9	Transporting of children and young persons by taxi or private hire vehicle	1	2



Registration & Certification

Private Hire Academy is dedicated to offer an equal opportunity for all prospective students.

However, we strongly advise you to consult the links to the borough councils regarding the eligibility criteria for the candidates applying for a taxi driver license. Summing up, these criteria refer to:

- 1- Being a **suitable person** to hold a private hire driver licence.
- 2- Being over 18 years of age or even 21 for some council.
- 3- Holding a full driving licence, issued by DVLA, for at least 12 months or, in some council, over 24 months.

Students of Private Hire Academy receive automatic enrolment to BTEC course immediately after purchase. This creates a student account within an online course and sends an email with their login/password details so that access can be granted. If in any circumstances immediate enrolment cannot be granted Private Hire Academy will create an account for a user within 2 working days and send login details to the learner in question.

Induction Timetable/Checklist

PHA will hold induction sessions every Thursday from 10.00am to 12.00am. Every person interested is welcome to attend these sessions.

Programme Timetable

PHA offers the qualification using the online mode of delivery that meets our learners' needs. PHA is dedicated to ensure that learners have appropriate access to the resources identified in the specification.

Key Skills/Functional Skills

Pearson Level 2 BTEC Specialist qualifications give learners opportunities to develop and apply functional skills. Functional skills are, however, not required to be achieved as part of the BTEC Specialist qualification(s) rules of combination. Functional skills are offered as stand-alone qualifications.

Independent Learning

Once enrolled learners can access all parts of the selected course and upload assignments holistically in any order. Students can access course materials 24/7 and work through their lessons and assignments at their own pace.



BTEC Assessment Information

The qualification is criterion referenced, based on the achievement of all the learning outcomes. Each unit in the qualification has specified assessment criteria. The overall grading in this qualification is a pass, based on the successful completion of the external assessments and the observation record/witness testimony (learning outcomes 5 and 6 for Unit 6 only). External assessments using multiple choice assessment method assesses all of the learning outcomes in the units and meet the standard determined by the specified assessment criteria in the units.

These are our policies

Health & Safety Information

All of those involved with the delivery and assessment of PHA qualifications, including those learners completing an PHA qualification, have the right to be safe within the premises. To maintain high standards of safety, the PHA has adhered to the following:

- Carry out a risk assessment of the premises
- Have appropriate insurance and display the certificate in an accessible location
- Provide toilets, washing facilities and drinking water
- Provide adequate first-aid facilities
- Implement clear and appropriate emergency procedures for evacuation in case of fire or other significant incident
- Provide appropriate health and safety training to enable staff to carry out their duties
- Display a copy of the health and safety law poster - this is available directly from www.hse.gov.uk
- Ensure compliance with all health and safety legislation
- Maintain safe and healthy working conditions
- Maintain plant, equipment and machinery
- Ensure safe storage/use of substances.



Risk assessment for classroom activities

Potential Hazard	What is the risk?	Who is at risk?	Existing control measures	Risk rating	Preventive measures
<i>Electrical equipment</i>	Learners suffering shock from loose cabling or risk from improper use of any additional equipment	Learners	<ul style="list-style-type: none"> Learners taught how to use equipment Staff check electrical equipment Staff report any problems 	Low	<ul style="list-style-type: none"> All electrical equipment checked for safety use No food or drinks near electrical equipment
<i>Movement</i>	Staff and learners may trip injure themselves when walking around classroom due to trips and falls	Staff & learners	Carpet in place as flooring	Medium	Make sure all the wires are out of the way
<i>Computers</i>	Learners and staff may have back problems or have eyes strained after long use of computers	Staff & learners	<ul style="list-style-type: none"> Regular breaks to be taken during the day 	High	<ul style="list-style-type: none"> Specialist equipment used as necessary (screen filters) Fully adjustable chairs in use
<i>Heating</i>	Learners and staff may be in poor working condition if the room temperature drops too low or reaches too high level	Staff & learners	<ul style="list-style-type: none"> Heating system installed in the classroom Easy access for staff to adjust the system 	Low	Blinds in place to adjust luminosity and solar heat
<i>Fire</i>	Learners and staff may suffer burns, smoke inhalation or potentially fatal injuries if trapped in classroom during a fire	Staff & learners	<ul style="list-style-type: none"> First aid box available in classroom Fire alarm call points located on exit routes 	Medium	Keep food or drinks away from electrical equipment
<i>Food and drink</i>	Computers may become damaged or student safety put at risk if drinks or any fluids are spilled on or near a computer	Staff & learners	<ul style="list-style-type: none"> No food or drink in classroom Learners are aware of classroom procedure 	High	If essential, drinks to remain in sealed containers



Risk assessment regarding challenging behaviour

Date of next review: 10/01/2022

Date assessment was carried out: 10/01/2020

Potential Hazard	What is the risk?	Who is at risk?	Existing control measures	Risk rating	Preventive measures
Challenging behaviour	Challenging behaviour exhibited by students or staff	All members of staff and students- risk of emotional and physical harm	The Safeguarding Policy is published on the website and is available to all students and potential students	Moderate	<ul style="list-style-type: none">• Safeguarding Policies in place• Staff and students encouraged to report any incidents (incident form enclosed with Safeguarding Policies)



For further information, please refer to PHA Health and safety policy.

Plagiarism/Malpractice

Plagiarism by learners

It is essential that the learner will understand that all work submitted must be their own, including correct referencing of any (short passages of) quoted material. Similarly, the tutors are required to follow the correct procedures as laid down by the awarding body and the college, and this is carefully monitored through the verification process.

Addressing learner plagiarism:

- ☐ Promote positive and honest study practices
- ☐ Students should declare that work is their own: check the validity of their work
- ☐ Student induction and handbook will inform about malpractice and outcomes
- ☐ Ensure students use appropriate citations and referencing for research sources
- ☐ Assessment procedures should help reduce and identify malpractice

Malpractice by students

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- ☐ plagiarism of any nature
- ☐ collusion by working collaboratively with other students to produce work that is submitted as individual learner work
- ☐ copying (including the use of ICT to aid copying)
- ☐ deliberate destruction of another's work
- ☐ fabrication of results or evidence
- ☐ false declaration of authenticity in relation to the contents of a portfolio or coursework
- ☐ impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

For further information, please refer to PHA Plagiarism and Assessment Malpractice Policy.



Appeals Procedure

It is the intention of Private Hire Academy that where there are circumstances of a learner being dissatisfied in relation to assessments, an attempt should be made to resolve the issue in the first instance at a local level.

Grounds for Appeal

A learner/candidate would have grounds for appeal against an assessment decision in the following situations.

- a) The work is not assessed according to the set criteria or the criteria are ambiguous.
- b) The final grade of the work does not match the criteria set for grade boundaries or the grade boundaries are not sufficiently defined.
- c) The internal verification procedure contradicts the assessment grades awarded.
- d) There is evidence of preferential treatment towards other learners/candidates.
- e) The conduct of the assessment did not conform to the published requirements of the Awarding Body
- f) Valid, agreed, extenuating circumstances were not taken into account at the time of assessment, which the Academy was aware of prior to the submission deadline.
- g) An appeal is in relation to up to one unit of competence only.

How to lodge an Appeal

When writing an appeal please state following:

- your name, address for correspondence and daytime telephone number
- the name of your assessor
- why you are appealing
- the element or unit to which the appeal relates
- where and when the disputed assessment took place

Outcomes of an Appeal

These can be:

- Confirmation of the original decision
- Instructions that the competence be reassessed by the same or a different assessor
- A judgement that the evidence presented is an adequate demonstration of competence and a recommendation that the assessment decision be reconsidered.

This is the process which will be used:



Stage 1

You should first of all appeal to the tutor or assessor who made the original decision and who provided you with feedback. The assessor will discuss with you the reasons for making their assessment decision.

Stage 2

If you are still not satisfied with this decision, your tutor or assessor will refer the matter to their nominated internal verifier for your programme of study.

This person will re-assess your work against the standards set by the Awarding Body and will communicate their decision to you and to your tutor or assessor.

Stage 3

If you are still not satisfied with this decision, the internal verifier will refer the matter to the Head of Centre.

The decision of the Head of Centre will be final as far as the PHA is concerned.

Stage 4

If you are still not satisfied with this decision, you have the right to contact the Awarding Body for your qualification and request that they investigate the matter further

Equality and Diversity Policy

Key Principles

The words 'individual(s)' and 'everyone' are used in this policy to denote all those above. Private Hire Academy strives to ensure all individuals have equal opportunity to access learning and work and to realise their potential. We will not tolerate any inequality or any other actions that may limit ability to participate and succeed. We recognise and celebrate the diversity of our learners, employees and employers. We are committed to ensuring all individuals feel safe, respected and listened to regardless of their backgrounds or personal attributes. We will recognise and value individual differences and remove barriers that put people at a disadvantage.

The categories of people covered through this policy are:

- Prospective students
- Current Students
- Former Students
- Visitors
- Staff



The Equality Act 2010

8 The Equality Act 2010 protects nine groups of people from unlawful discrimination.

These groups are known as **protected characteristics**. They are:

- ☑ age
- ☑ disability
- ☑ sexual orientation
- ☑ religion and belief
- ☑ race
- ☑ sex
- ☑ gender reassignment
- ☑ marriage and civil partnership
- ☑ pregnancy and maternity.

The Equality Act 2010 identifies the following types of discrimination:

- Direct discrimination, including associative and perception discrimination
- Indirect discrimination
- Harassment
- Victimisation
- Discrimination arising from a disability
- Failure to make reasonable adjustments

The Equality Act 2010 introduced a Public Sector Equality Duty which requires the college to give due regard to:

- eliminating discrimination, harassment and victimisation
- advancing equality of opportunity
- fostering good relations.



Recruitment and admissions

Private Hire Academy will ensure that:

- ◇ recruitment and publicity materials are designed in a range of formats to ensure they are free from bias and stereotypes, and encourage applicants from all groups in the community;
- ◇ applicants for courses are considered on the basis of their ability to meet the entry criteria, as specified in course information;
- ◇ applicants are not treated less favourably because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex (gender) and sexual orientation;
- ◇ applicants are interviewed on the basis of their academic ability and/or potential to succeed;
- ◇ application and enrolment procedures give students the opportunity to identify any additional learning support available for their needs;
- ◇ where assessment(s) form part of the application process for a particular course, all applicants will take the same assessment(s), with adjustments being made for identified additional learning needs;
- ◇ new students are made aware of the Equality and Diversity Policy and the behaviour expected of them during induction, through the student handbook and the information published on the Moodle website.

Teaching and learning

Private Hire Academy will ensure that:

- ▣ the range, content and delivery of the curriculum reflect the needs of students and the community and promote widening participation;
- ▣ all aspects of teaching are sensitive to, and promote, equality and diversity, including language used, timetabling, delivery methods, materials, group organisation and activities;
- ▣ teaching and learning materials and delivery methods avoid stereotypes and bias, and promote the rich cultural diversity of the local community;
- ▣ resources are available in formats appropriate to the needs of individual students, including the use of specialist equipment where appropriate;
- ▣ equality and diversity and access for everyone to develop their potential are embedded in the teaching and learning strategy;
- ▣ there is an ethos and learning environment which is inclusive and enables students to feel comfortable and valued as an individual.

Procedures

Learners who feel they have been harassed or discriminated against, or otherwise treated unfairly within the scope of this policy, may raise their concerns with their personal tutor/assessor.



Induction checklist

Name:	
Date:	
Introduction to:	Signature
PHA team	
Qualification details	
Programme overview	
Registration and Certification	
Programme timetable	
Key skills	
Independent learning	
BTEC Assessment Information	
Health & Safety Information/risk assessment	
Plagiarism/Malpractice	
Appeals Procedure	
Equality and Diversity Policy	