Highfield Level 2 End-Point Assessment for ST0339 Passenger Transport Operative

End-Point Assessment Kit

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EPA-Kit

Contents

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How to Use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Passenger Transport Operative Apprenticeship Standard.

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 2 Passenger Transport Operative Apprenticeship Standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process, and additionally, all end-point assessments are externally quality assured by the relevant EQA organisation.

The EPA kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition**,** advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful as a starting point.

Key facts

Apprenticeship standard:	Passenger Transport Operative
Level:	**2**
On Programme Duration:	Minimum of 12 months
End-Point Assessment Window:	3 months
Grading:	Pass/distinction
End-Point Assessment methods:	Observation with questions
	Interview underpinned by portfolio

In this kit, you will find:

• an overview of the standard and any on-programme requirements
• a section focused on delivery, where the standard and assessment criteria are presented in a suggested format that is suitable for delivery
• guidance on how to prepare the apprentice for gateway
• detailed information on which part of the standard is assessed by which assessment method
• suggestions on how to prepare the apprentice for each part of the end-point assessment
• a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

Introduction

Standard overview

Passenger transport operatives work in the wide variety of settings that enable customers to travel on the public transport network. They work at stations or onboard trains, trams, buses and coaches.

Employers are mainly larger private sector organisations operating time-tabled services, though some are run by the public sector. Employers range from those providing busy national services, through to smaller-scale local services that connect communities.

The broad purpose of the occupation is to help customers travel to their destinations. Passenger transport operatives do this by helping customers travel safely, on time and in comfort from the beginning to the end of their chosen journey. Passenger transport operatives work within safety-critical environments. They provide high-quality services to customers, ensuring that safety, customer care, and commercial standards are met. They assist other staff and identify customer needs, particularly during a disruption in service.

Passenger transport operatives can expect to work in all weathers, per their shift rosters (including weekends). They may be required to work a mixture of day, evening and night work depending on the transport services provided. Some may operate the same routes each day, though this will vary a lot depending on their responsibilities.

In their daily work, an employee in this occupation interacts with customers a great deal of the time. Passenger transport operatives also interact with members of their team and other colleagues who work together to provide an efficient service, for instance, drivers. Passenger transport operatives interact with their manager, who is also likely to be a transport professional. They also interact with key external stakeholders when needed, such as emergency services.

An employee in this occupation will be responsible for completing their work in line with their roster and allocated duties. This typically includes providing an accurate and effective customer information service that engages and improves satisfaction. And they may also be required to help passengers to board and disembark. Depending on their role, they will be responsible for selling tickets/products, helping travel services to leave on time, or providing an onboard support service.

Passenger transport operatives are responsible for always ensuring their safety and that of others, reporting all accidents and incidents at the first available opportunity. They work closely with other service delivery colleagues to provide exceptional customer experience to make it easy for customers to travel, especially during times of disruption, emergencies or incidents.

Passenger transport is highly regulated; passenger transport operatives need to be aware of both the expected standards and obligations.

This apprenticeship takes a core and pathways approach. All apprentices will need to attain the core knowledge, skills and behaviours. Apprentices will also select one from either the ticketing, dispatch or onboard pathways.

Those who work in ticketing usually offer a full counter service at the station or depot. This can be quite pressurised, depending on the number of passengers. They offer specialist assistance with travel across the UK network. They will diagnose a customer situation and offer impartial advice on the appropriate travel solution, which can mean selling tickets beyond their own organisation's network. They may also be required to promote certain services.

Some passenger transport operatives instead work onboard vehicles. They may be required to check tickets, and in some situations also sell a limited range of tickets. Their main responsibility is to keep the travel environment safe for all who use it. They will monitor and respond to live events, from passenger issues to delays.

Finally, dispatch operatives work on the platform. They receive, turn around and dispatch vehicles in line with set procedures. They also have to monitor and respond to activity happening within the station or platform, such as overcrowding. They have the power to stop a vehicle when required to maintain safety. These three occupations work together in teams to provide a seamless service that allows fare-paying passengers to safely access their chosen transport to their destination.

On-programme requirements

Although learning, development and on-programme assessment are flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Passenger Transport Operative Apprenticeship Standard.

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including preparation for the interview and collation of the portfolio of evidence (e.g., provision of recordings of professional discussions or workplace evidence).

The portfolio must be accompanied by a portfolio matrix. This can be downloaded from our website. The portfolio matrix must be fully completed, including a declaration by the employer and the apprentice to confirm that the portfolio is valid and attributable to the apprentice.

The portfolio of evidence must be submitted to Highfield at gateway. It is not directly assessed but underpins the professional discussion.

The training programme leading to end-point assessment should cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the end-point assessment.

Use of Artificial Intelligence (AI) in the EPA

Where AI has been used as part of the apprentice's day-to-day work and forms part of a project report, presentation, or artefact, it should be referenced as such within the work. AI must not be used to produce the report or portfolio.

Where AI has been used as part of a portfolio that underpins an interview or professional discussion or any other assessment method, it should be fully referenced within the portfolio.

Additional, relevant on-programme qualification

There are no mandatory qualifications for this standard, however, employers may wish to include relevant qualifications to help structure the on-programme delivery.

Readiness for end-point assessment

In order for an apprentice to be ready for the end-point assessments:

- the apprentice must have achieved level 1 English and maths
- apprentices must submit a portfolio of evidence to underpin the interview
- the employer must be content that the apprentice is working at or above the level of occupational standard for their pathway
- the employer must provide Highfield with any workplace-specific policies and procedure requirements and or instructions at least two weeks in advance of the apprentice being assessed. For guidance, a list of examples has been provided below.
    - o Shift handover procedure
    - o Incident procedure
    - o Complaints/enquiries policy or procedure
    - o Use of systems and equipment
    - o Onboard policy or procedure (Onboard pathway only)
    - o Dispatch/turnaround procedure (Dispatch pathway only)
  This list is not definitive. The policies and procedures may already be included as part of the portfolio of evidence.
- the apprentice and the employer should then engage with Highfield to agree a plan for each assessment activity to ensure all components can be completed within a

3-month end-assessment window. Further information about the gateway process is covered later in this kit.

If you have any queries regarding the gateway requirements, please contact your EPA Customer Engagement Manager at Highfield Assessment.

Order of end-point assessment methods

There is no stipulated order of assessment methods. This will be discussed with the apprentice, training provider and/or employer with our scheduling team when scheduling the assessments to ensure that the learner is provided with the best opportunity to attempt the assessment.

The result of one assessment method does not need to be known before starting the next.

The Highfield Approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

Documents used in developing this end-point assessment

Standard (2021)

https://www.instituteforapprenticeships.org/apprenticeship-standards/passenger-transport-operative-v1-1

End-point assessment plan (2021 ST0339/AP02)

https://www.instituteforapprenticeships.org/media/5724/st0339_passenger_transport_operative_-level2_epa_forpublication_-14921.pdf

The following approaches have been reviewed and approved by the Regulator:

Observation with questions

Within the assessment plan on page 7, it states 'The independent assessor must use the full time available for questioning to allow the apprentice the opportunity to evidence occupational competence at the levels available' however, it then also states 'As only naturally occurring work is observed, those KSBs that the apprentice did not have the opportunity to demonstrate can be assessed via questioning, although these should be kept to a minimum'. Therefore, Highfield's approach to this is where the apprentice has attempted the criteria, the end-point assessor may not require the full allocated time for the questions. Therefore, in this instance, 25 minutes may not be utilised.

Within page 9 of the assessment plan, it states 'Each EPAO must develop a test specification'. Highfield's approach to this is that a question plan of sufficient size will be developed, and guidance on how to tailor these questions as appropriate to the learner. Highfield will also develop appropriate documentation for end-point assessors to record their assessment decisions. This will ensure that all learners receive a consistent approach to their end-point assessment.

Interview underpinned by portfolio

Page 11 of the assessment plan states 'The independent assessor's role is restricted to asking set questions' however, it also states 'During this method, the independent assessor must combine questions form the EPAO's question bank and those generated by themselves in line with the EPAO's training and standardisation process'. Therefore,

Highfield's approach to this is that Highfield will allow assessors to use a mix of questions from the question bank and their own questions. Highfield will develop a question bank of sufficient size, and guidance on how to tailor these questions as appropriate to the apprentice.

Grade criteria for the interview underpinned by portfolio

Within the assessment plan on page 16, it is stated 'In order to achieve a distinction, the apprentices must demonstrate all of the pass descriptors, all of the core distinction descriptors and all distinction descriptors for their option' however, there are no distinction descriptors [criteria] for any of the pathways, only the core. Therefore, Highfield's approach to this is in order to achieve a distinction, the apprentice will need to demonstrate all of the pass criteria and all of the core distinction criteria.

Gateway

How to prepare for gateway

After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have:

- achieved English and mathematics Level 1
- for the observation with questions, the employer needs to provide any workplace-specific policies, requirements and or instructions as reference in the grading criteria such as;
    - Shift handover procedure
    - Incident procedure
    - Complaints/enquiries policy or procedure
    - Use of systems and equipment
    - Onboard policy or procedure (Onboard pathway only)
    - Dispatch/turnaround procedure (Dispatch pathway only)
- for the interview underpinned by portfolio, the apprentice will be required to submit a portfolio of evidence.

Therefore, apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications/requirements during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

Portfolio of evidence

Apprentices are to compile a portfolio of evidence during their on-programme training. This should contain evidence related to the KSBs that will be assessed by the interview assessment method. The portfolio will typically contain 10 discrete pieces of evidence.

The portfolio of evidence is not directly assessed, it underpins the interview and therefore will not be marked by Highfield. However, Highfield will review the portfolio of evidence in preparation for the interview but are not required to provide feedback after this review.

Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested. Evidence sources may include but are not limited to:

- workplace documentation/records, for example workplace policies/procedures
- witness statements, which may include customer feedback if applicable
- annotated photographs
- video clips (maximum total duration of 10 minutes); the apprentice must be in view and identifiable.

The portfolio should not contain any reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance for example, witness statements, rather than opinions. The evidence provided within the portfolio should be valid and attributable to the apprentice. Once complete, the portfolio will be provided at gateway along with a completed portfolio matrix, which can be found on the Highfield Assessment website.

The gateway meeting

The gateway meeting should last around an hour and should be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business).

During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training. The **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed by all 3 parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield to initiate the end-point assessment process. If you require any support completing the Gateway Readiness Report, please contact your EPA Customer Engagement Manager at Highfield Assessment.

Please note: a copy of the standard should be available to all attendees during the gateway meeting.

Reasonable adjustments and special considerations
Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment Reasonable Adjustments Policy for further information/guidance.

ID requirements
Highfield Assessment will need to ensure that the person undertaking an assessment is indeed the person they are claiming to be. All employers are therefore required to ensure that each apprentice has their identification with them on the day of the assessment so the end-point assessor can check.

Highfield Assessment will accept the following as proof of an apprentice's identity:

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

The Passenger Transport Operative Apprenticeship Standard

The following pages contain the passenger transport operative apprenticeship standard and the assessment criteria in a format that is suitable for delivery.

Core criteria

Utilisation of tools (travel equipment/systems)		
Knowledge	**Skills**	**Behaviours**
K24 The different types of **travel systems** and equipment, their **operating methods** and **techniques**.	**S13** Utilise available **equipment and systems** in accordance with **operational requirements**.	**B1 Safety first mindset**. **B2** Responsible for own **actions**. **B3 Passenger-focused mindset**.
Observation with questions		
UT1 Adapts use of systems and equipment to meet customer needs. (K24, S13, B1, B2, B3) UT2 Monitors the working environment to ensure it is safe and secure. (K24, S13, B1, B2, B3) UT3 Takes responsibility for own actions by checking applicable travel-related systems and equipment are working correctly in line with operational requirements. (K24, S13, B1, B2, B3)		
Amplification and Guidance		
Travel systems - A combination of things or parts that form a whole, for example, a Gateline at a train station, a public announcement, or a train/bus/tram/coach door closing. **Operating methods -** Documented guidelines for tasks and procedures that outline the preferred and most efficient methods of performing a task in a standardised way, for example. checking a ticket onboard a train using the company guidelines. **Techniques -** A way of carrying out a particular task to achieve a wanted result, for example, the issuing of train tickets.		

Equipment and systems - The implements used in the process of ticket checking, revenue protection equipment, Zebra machine, credit card machine and printer.

Operational requirements - A process or series of actions to be taken to achieve a desired end, for example, a train leaving on time to adhere to the timetable.

Safety first mindset - Proactively keeping an eye out for safety issues or considering safety issues first when making a decision, for example, ensuring the Platform Train Interface (PTI) is clear before giving the signal to close doors, carrying out regular checks Health and Safety checks in the train/station.

Actions - The fact or process of doing something typically to achieve an aim for, example, giving the signal for train doors to be closed.

Passenger-focused mindset - Objectively looking at any situation and evaluating it to the benefit of the passenger, for example, in the case of delays, identifying any actions that could be taken to lessen the effect of the delays – alternative connections or extending the original ticket

Communication methods		
Knowledge	**Skills**	**Behaviours**
K22 Techniques for communicating information using various **methods appropriate to the audience**.	**S12** Select from a range of **communication methods** to tailor messages to the audience.	**B4** Respectful and supportive of others. **B6** Acts professionally in line with **expectations**.
Observation with questions		
CM1 Supports the customer by adapting their **communication style** to the circumstances and checks the customer has understood, whilst maintaining professionalism. (K22, S12, B4, B6)		
Amplification and Guidance		

Communication style - A way in which a person interacts and exchanges information with others.

Techniques for communicating - A way of communicating so that a clear understanding is achieved, for example, active listening, feedback, responding appropriately, paying attention.

Methods appropriate to the audience - Communicating with a medium that is appropriate to the situation or environment, for example, making a public announcement on a train.

Communication methods - A way of exchanging information, for example, a verbal conversation between a passenger and a train manager.

Expectations - Standards in the workplace that have been set by an employer for their employees to follow, for example, welcoming a passenger onboard a train, which could take the form of verbal and body language.

Directing passenger techniques	
Knowledge	Skills
K21 Techniques for directing passengers, for example, through underground and overground networks.	**S10 Diagnose** passenger related issues to provide accurate advice and support.
Observation with questions	
DP1 Responds to passenger related queries, by providing accurate directions, support or advice. (K21, S10)	
Amplification and Guidance	
Techniques for directing passengers - A way of communicating so that a clear understanding is achieved, for example, highlighting on a map where a passenger needs to change to get to a destination. **Diagnose -** Identify the needs, for example, having a conversation with a passenger to ascertain their needs (i.e. destination).	

Preparing for work

Skills

S2 Prepare own work area to support safe and efficient delivery of transport services.

S7 Prepare for your next shift in accordance with operational requirements and own organisation's procedures.

Interview underpinned by portfolio

Pass criteria	Distinction criteria
PW1 Outlines the steps they take when preparing their own work area for use during a shift. (S2, S7) PW2 Explains how their approach to work ensures they meet own **organisation's safety and efficiency requirements**. (S2, S7)	PW3 Explains how they have incorporated lessons learnt into preparing their own work area and how this **enhanced safety or efficiency**. (S2, S7)

Amplification and Guidance

Organisation's safety and efficiency requirements - The standards, procedures and methods of work laid down by the employer.

Enhanced safety or efficiency - Additional methods or actions above the norm, for example, an employee may use an acronym as a reminder ensuring the correct procedure is followed.

Legislative, procedural and operator requirements

Knowledge	Skills
K1 The principles of identifying and complying with relevant **legislation/procedures** that impact the **transport environment** and its operation.	**S1** Maintain safe and compliant working practices and travel environments, in accordance with regulation and organisational requirements. **S11** Educate passengers to keep safe within the travel environment.

K2 The importance of compliance and **potential consequences** of non-compliance when working in a **regulated travel environment**. **K4** Principles for ensuring health and safety in a regulated travel environment.	

Interview underpinned by portfolio	
Pass criteria	**Distinction criteria**
LP1 Outlines the relevant **legislation/procedures** and **health and safety regulations** that apply in the **travel environment** and the impact that they have on operations. (K1, K2, K4, S1, S11) LP2 Describes how they observe safe and compliant working practices and educate passengers to keep travel environments safe, whilst adhering to regulation and organisational requirements. (K1, K2, K4, S1, S11) LP3 Provides at least two different **risks** associated with **non-compliance**. (K1, K2, K4, S1, S11)	LP4 Reflects on the importance of **compliance** with regulations and the impact this has had in the **travel environments** they work in. (S1, S11)

Amplification and Guidance
Legislation/procedures - The legal or official way outlining what can be done on the railway system, for example, passengers are not permitted to be on the track. **Health and Safety Regulations -** Laws that require employers and employees to not put others or themselves in danger, for example, staff is required to wear high visibility clothing whilst on the track, a competent person will need to carry out safety-critical tasks. **Travel/transport environment –** Stations, platforms, onboard the transport. **Risk -** The chance, high or low, that any hazard or action will cause somebody harm.

Non-compliance - Non-compliance refers to an individual's failure to act within stated boundaries or refusal to comply with such regulations or rules, for example, a passenger going onto the tracks at a train station, or a passenger causing disruption by refusing to get off the bus.

Compliance - Following a rule, regulation or order, for example, providing a valid ticket for a journey.

Legislation/procedures - The legal or official way outlining what can be done on the railway system, for example, asking parents to stow their pushchairs in a safe manner.

Potential consequences - A result or outcome that could happen if actions or acts are/are not carried out to their full conclusion, for example, a passenger could be injured if the train dispatch process is not carried out as per procedures.

Regulated travel environment – Trains, stations and buses regulated by Office of Rail and Road (ORR).

Customer diversity and customer requirements

Knowledge	Skills
K13 Identifying the signs of **passenger/public vulnerability**.	**S4** Identify passenger/public behaviour that indicates vulnerability and respond to help keep them safe.
K14 Safeguarding principles.	**S8** Assist vulnerable passengers who require help, using **specialised equipment** or **systems** where necessary.
K15 Techniques for **engaging** potentially vulnerable passengers/public.	
K16 The range of services available to support vulnerable people and how to **signpost**.	
K17 Techniques for identifying and responding to vulnerable passengers who may need assistance.	

K20 The diverse range of passengers who may access transport services; their needs, rights and expectations.	

Interview underpinned by portfolio	
Pass criteria	**Distinction criteria**
DR1 Outlines the **diverse** types of customers who may use transport services. Describes their individual **needs**, **rights** and **expectations** whilst accessing transport services. (K13, K14, K15, K16, K17, K20, S4, S8) DR2 Describes how they identify vulnerable people and respond to promote their safety, outlining the relevant safeguarding principles. (K13, K14, K15, K16, K17, K20, S4, S8) DR3 Describes how they assist vulnerable people with **specialised equipment** or systems to support their use of travel services. (K13, K14, K15, K16, K17, K20, S4, S8)	DR4 Identifies the impact of failing to address the **diverse needs** of customers. (K20)

Amplification and Guidance
Diverse - Customers with various characteristics age, race, gender, ethnicity, mental and physical abilities, sexual orientation. **Needs -** What customers require in order to undertake and complete a journey. **Rights -** Passengers have the right to be informed, the right to choose, the right to safety, the right to be heard, the right to have problems corrected, the right to consumer education, and the right to service, for example, a passenger has the right to expect a safe journey. **Expectations -** Beliefs that something should happen, for example, a passenger expects to be treated fairly. **Specialised equipment -** Self-contained unit configured for a specific purpose, for example, a ramp which is used to assist passengers alighting and disembarking on and off trains.

Diverse needs - Passengers with additional requirements, for example, a Mobility Impaired Passenger (MIP) passenger may need assistance.

Passenger/public vulnerability – The quality or state of being exposed to the possibility of being attacked or harmed, either physically or emotionally.

Safeguarding principles - Protecting a passenger's health, wellbeing and human rights, for example, checking on young children travelling alone.

Engaging - Ways of connecting with vulnerable passengers/public, for example, making a public announcement on the train to those passengers who require assistance are to contact the guard.

Signpost - Assisting and directing a passenger to information that best meets their needs, for example, directing a passenger with additional needs to the passenger assist team.

Identifying possible incidents and responding to incidents/emergencies

Knowledge	Skills
K3 The **routine checks** required to ensure a safe and secure working environment. **K5** Techniques for identifying the wider **organisational response** to live incidents, for instance establishing how other stations are responding to mechanical breakdown, and how your own work contributes. **K6** Reporting accidents/incidents. **K7** Own responsibilities when responding to an emergency, disruption or other incident impacting any aspect of the passenger transport network. **K11** Techniques and procedures for managing suspicious/threatening activity.	**S5** Respond to incidents and emergency situations in line with requirements. **S6** Identify potential incidents, breaches of security and emergency situations, and take appropriate action to ensure safety.

Interview underpinned by portfolio	
Pass criteria	**Distinction criteria**
IE1 Describes how they respond to a sudden event impacting the passenger transport network (either an incident, emergency or disruption). Outlines the procedural steps they followed when reporting the incident in line with requirements. (K3, K5, K6, K7, K11, S5, S6) IE2 Explains the checks and actions they are required to undertake to determine their response to issues, such as possible incidents, security breaches and emergencies. (K3, K5, K6, K7, K11, S5, S6) IE3 Outlines the approaches they take to manage **suspicious/threatening** activity. (K3, K5, K6, K7, K11, S5, S6) IE4 Describes ways to identify wider **organisational response** to live incidents. (K3, K5, K6, K7, K11, S5, S6)	IE5 Reflects on the importance of adhering to **requirements** when reporting accidents/incidents. (K6, S5)
Amplification and Guidance	

Suspicious/threatening - someone or something which has an aspect that makes you think that they are involved in a crime or a dishonest activity, for example, a package left unattended on a platform.

Organisational response - A reaction to a given situation by the company, for example, check the company website/app/emails to identify action being taken on a particular incident.

Routine checks - Regular inspections carried out on railway stations, platforms and infrastructure to ensure a safe environment for staff and passengers, for example, platform staff carrying out regular security checks on the platform.

Working in differing conditions and supporting others

Knowledge	Skills	Behaviours
K8 Required passenger conduct in a safety-critical environment. **K9** Techniques for managing inappropriate passenger/public behaviour. **K10** Principles of **conflict management**. **K12** The procedures for responding to the impact of criminal activity on the transport network, including the reporting processes and stakeholders involved. **K23** The range of roles and responsibilities that work together to deliver effective transport services.	**S3** Recognise and manage inappropriate passenger/public activity to maintain the integrity of the transport service.	**B5 Resilient** in challenging & fast-changing travel situations.

Interview underpinned by portfolio	
Pass criteria	**Distinction criteria**
DC1 Outlines approaches to **conflict management** and states how they utilised these techniques to address inappropriate passenger/public behaviour. (K8, K9, K10, K12, K23, S3, B5) DC2 Describes the different internal and external stakeholders that must work together to provide safe and effective transport services. (K8, K9, K10, K12, K23, S3, B5)	DC7 Explains the balance between passengers' own responsibilities for behaving appropriately, and their own role in managing behaviours. (K8)

DC3 Describes expected customer conduct in a safety-critical environment. (K8, K9, K10, K12, K23, S3, B5)	
DC4 Describes different ways in which criminal activity can adversely impact transport services. Outlines the reporting procedures to follow when identifying such activity. (K8, K9, K10, K12, K23, S3, B5)	
DC5 Explains how their actions helped maintain the **integrity** of the transport service. (K8, K9, K10, K12, K23, S3, B5)	
DC6 Describes a time when they demonstrated **resilience** when handling a fast-changing situation involving unacceptable customer behaviour. (K8, K9, K10, K12, K23, S3, B5)	

Amplification and Guidance
Conflict management - The process of being able to identify and handle conflicts sensibly, fairly, and efficiently, for example, two passengers are fighting, therefore split them up and move them to separate carriages. **Integrity -** The quality of the service. **Resilient –** To be able to withstand or recover quickly from difficult conditions.

Performance standards

Knowledge	Skills
K18 How delayed travel services can adversely impact the passenger and other affected stakeholders. **K19** Expected performance standards and how own role contributes to the wider commercial success of the organisation.	**S9** Respond to enquiries and complaints in line with expected own organisation requirements.

Interview underpinned by portfolio	
Pass criteria	Distinction criteria

PS1 Outlines different ways in which a delayed travel service can impact customers and other stakeholders. (K18, K19, S9) PS2 Describes how their performance is measured at work, and how their role contributes to **organisational success**. (K18, K19, S9) PS3 Describes how they handle and resolve complaints in line with their own organisational requirements. (K18, K19, S9)	PS4 Suggests different ways to **mitigate** the impact of delayed travel services on customers. (K18, K19, S9) PS5 Evaluates how the current complaints process could be improved to reduce complaints in own organisation. (K18, K19, S9)
Amplification and Guidance	
Organisational success - The execution of a clear plan or strategy to deliver on predefined targets, for example, setting clear targets for non-paying passengers. **Mitigate -** Lessen the effect, for example, when there are delays in planning alternative routes for passengers.	

Pathway 1 – ticketing operative criteria

Pathway 1 - Supporting customer journey planning	
Knowledge	**Skills**
K25 The national travel network and range of available tickets. **K27** Techniques for diagnosing passenger travel requirements, for example, establishing the number and composition of passengers, destination and any specific support needs. **K28** The principles of route planning. **K29** The principles of offering travel solutions that are in the passenger's best interests and without bias to any one particular supplier.	**S14** Recommend an impartial travel solution balancing the passenger's circumstances with potential routes, network operations, and available tickets. **S15** Promote the **benefits** of products and services to eligible passengers.
Observation with questions	
JP1 Promotes the range of tickets, products and services available across the national travel network, matching products to the needs of the customer(s). (K25, K27, K28, K29, S14, S15) JP2 Explains viable options while **remaining impartial**. (K25, K27, K28, K29, S14, S15) JP3 Uses **questioning techniques**, to establish the route from embarkation to destination. (K25, K27, K28, K29, S14, S15)	
Amplification and Guidance	
Remaining impartial - Not favouring one side or another, for example, giving a customer a route or ticket that benefits the customer whereby an alternative could have benefited the train operating company. **Questioning techniques -** A way of asking questions to better understand the customer's needs, for example, 'where are you travelling to?' **Benefits –** an advantage or profit gained from something.	

Pathway 1 – Cash handling

Knowledge	Skills
K31 Cash handling **regulations**. **K32** Principles of **balancing sales records**.	**S17** Handle cash in accordance with **regulations**. **S18** Account for the balance of payments during your shift.
Observation with questions	
CH1 Handles any cash in accordance with **regulations** and **balances sales records**. (K31, K32, S17, S18)	
Amplification and Guidance	
Regulations - A rule or directive made and maintained by an authority/employer, for example, all customers are required to have a ticket to travel. **Balances sales records -** The financial statement that reports the sales for a given period, for example, a train conductor's record of the day's credit cards and cash sales.	

Pathway 1 – Promoting sales

Knowledge	Skills
K26 The range of products and services available for sales or promotion. **K30** The techniques used for sales and promotion.	**S16** Determine and sell appropriate products and services to passengers.
Interview underpinned by portfolio	
PM1 Outlines the different **techniques** used when promoting sales for a range of products and services. (K26, K30, S16) PM2 Describes a time when they successfully used one or more techniques to sell a product or service and explains why it was appropriate. (K26, K30, S16)	
Amplification and Guidance	

Techniques - A way of communicating so that a clear understanding is achieved. In sales, it is good to introduce unconsidered needs when wanting to promote a certain product, for example, a passenger wants a standard class ticket, however, you could introduce a promotion to the passenger i.e., first-class tickets in order to make a higher sale.

Pathway 2 – onboard operative criteria

Pathway 2 – Monitoring the onboard service in accordance with operator requirements	
Knowledge	**Skills**
K33 How to maintain a high-quality onboard environment in line with **organisational requirements**.	**S19** Identify and respond to onboard **environmental circumstances**, for example, degraded operations.
Observation with questions	
OS1 Monitors the onboard travel service environment, identifying both actual and potential issues, taking action to maintain the integrity of the travel service in line with **organisational requirements**. (K33, S19)	
Amplification and Guidance	
Organisational requirements - The company's vision, goals, objectives, priorities and Rules and regulations, for example, ensuring that cycles are stored in the correct place and manner on the train, carrying out regular health and safety checks onboard. **Environmental circumstances -** A fact or condition connected with or relevant to an event or action that could affect the onboard service, for example, heaters not working on the train.	

Pathway 2 – Checking tickets

Knowledge	Skills
K34 Own limits, authority, and responsibility with regards to ticket checks. **K35** The process for onboard checking of tickets and how to respond.	**S20** Carry out ticket checks within limits of responsibility & when practical to do so.
Interview underpinned by portfolio	
CT1 Outlines their own limits and responsibilities for checking tickets. (K34, K35, S20) CT2 Outlines how they check a passenger onboard a service has a correct ticket and describes a range of options for handling **non-compliance** in line with organisational requirements. (K34, K35, S20)	
Amplification and Guidance	
N**on-compliance -** Non-compliance refers to an individual's failure to act within stated boundaries or refusal to comply with such regulations or rules, for example, where a passenger's ticket does not cover the full length of the journey issuing an excess fare ticket.	

Pathway 3 – Dispatch operative criteria

Pathway 3– Monitoring safety in a live transportation environment

Knowledge
K37 The wider **considerations and factors** that contribute to a safe dispatch environment, for example, platform/station crowd control, disruption to services, potential dispatch irregularities.
Knowledge-based observation with questions
Knowledge criteria covered

LT1 Acts upon **environmental factors** that could risk safety to those using the transport service. (K37)
Amplification and Guidance
Environmental factors - Anything on the tracks/road, platforms/stations or trains/buses/trams/coaches that could affect the safety of anyone using the transport system, for example, adverse weather conditions. **Considerations and factors -** Taking everything into account things that could happen and combining that with events that have already happened, for example, a slippery platform that could then become overcrowded.

Pathway 3 – Receiving and dispatching transport services into the station	
Knowledge	**Skills**
K36 The procedures for the safe arrival and dispatch of transport in line with own **organisation's requirements**.	S22 Receive and dispatch services in line with procedures and **prevailing circumstances**.
Observation with questions	
RD1 Receives and dispatches transport services (e.g., train, tram, bus, coach) in line with **organisational procedures** and within limits of own role. (K36, K37, S22)	
Amplification and Guidance	
Organisational procedures - Policies and procedures that provide guidelines for decision making and the way that would work in the dispatch process that should be carried out, for example, the Platform Train Interface (PTI) should be clear before the signal to close the train doors is given. **Organisation's requirements -** Regulations, company standards and the correct procedures for the safe dispatch train, for example, using the correct train dispatch method appropriate to each individual station. **Prevailing circumstances -** A fact or condition connected with or relevant to an event or action that could affect the safe dispatch of a train at the time of dispatch, for example, poor weather (snow, rain, sunshine, etc.) at the time of dispatch.	

Pathway 3 – Vehicle turnaround and emergencies	
Knowledge	**Skills**
K38 The methods and reasons for stopping a vehicle within the station confines during an emergency. **K39** The procedures for transport service **turnaround**.	**S21** Ready the service for **turnaround** in line with procedures. **S23** Stop a vehicle to reduce the risk of those potentially affected by an emergency situation.

Interview underpinned by portfolio
VT1   Explains how they have stopped a vehicle in an emergency situation to reduce risk to those impacted by the emergency, outlines the **procedures** and **rationale** involved in reaching this decision. (K38, S23) VT2   Describes how they prepare (ready) a transport service for **turnaround** in line with organisational requirements. (K39, S21)

Amplification and Guidance
Procedures and rationale - Guidelines for the process of stopping a train in an emergency situation and the supporting decision-making process, for example, stopping a train due to a trespasser on the track. **Turnaround -** Trains arrive at one platform and all remaining passengers get off. The train continues, running empty stock around the loop and runs into another platform at the same station. Trains arrive at a platform and all remaining passengers get off which the train is then readied for service departing from that platform.

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Assessment Summary

The end-point assessment for the Passenger Transport Operative Apprenticeship Standard is made up of 2 components:

1. Observation with questions with a duration total of 75 minutes
2. Interview underpinned by portfolio with a duration of 60 minutes

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit.

Observation with questions

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- **Unsuccessful** apprentices will have not met at least one of the pass criteria

The observation is required to be of an apprentice completing their usual work and simulation is not permitted.

Interview underpinned by portfolio

- To achieve a **pass**, apprentices must achieve all pass criteria
- To achieve a **distinction**, apprentices must achieve all pass criteria, all core distinction criteria and all distinction criteria for their pathway
- **Unsuccessful** apprentices will have not met at least one of the pass criteria

The interview underpinned by portfolio will be a combination of questions from the Highfield's question bank and those generated by the end-point assessor.

Grading

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole.

Observation with questions	Interview underpinned by portfolio	Overall grading
Pass	Pass	Pass
Pass	Distinction	Distinction

Apprentices who fail one or more assessment method will be awarded an overall EPA fail.

Resits and retakes

Apprentices who fail one or more assessment method(s) will be offered the opportunity to take a resit or a retake at the employer's discretion. The apprentice's employer will need to agree that either a resit or retake is an appropriate course of action.

A resit does not require further learning, whereas a retake does. Apprentices should have a supportive action plan to prepare for a resit or a retake. If a **retake** is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist.

The timescale for a resit/retake is agreed between the employer and Highfield. A resit is typically taken within 1 month of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within 2 months of the EPA outcome notification.

All failed assessment methods are required to be resat/retaken within a 5-month period from the EPA outcome notification, otherwise, the entire EPA will need to be resat/retaken.

Resits and retakes are not offered to apprentices wishing to move from pass to a higher grade.

Where any assessment method has to be resat and retaken, the apprentice will be awarded a maximum EPA grade of Pass, unless Highfield determines there are exceptional circumstances.

Assessing the Observation with Questions

The observation with questions will take 75 minutes. The observation will take 50 minutes, followed by up to 25 minutes allocated for questions.

The end-point assessor has the discretion to increase the time of the observation by up to 10% to allow the apprentice to complete a task or respond to a question.

The observation with questions may not be split, other than to allow comfort breaks as necessary or to allow the apprentice to move from one location to another as required. Where breaks occur, they will not count towards the total assessment time.

The observation will be completed in their usual place of work, to which simulation is not permitted.

The end-point assessor will observe only one apprentice at any one time to ensure quality and rigour. The end-point assessor will be unobtrusive whilst conducting the observation and questions will be left until the end.

The following activities should be observed during the observation, with apprentices undertaking all core activities, plus those related to their chosen pathway.

Core observation requirements for ALL apprentices:

- utilisation of tools (travel equipment/systems)
- communication methods
- directing passenger techniques.

Pathway specific requirements

In addition to the core activities, apprentices should be observed undertaking the following activities from one of the below pathways:

Pathway 1: Ticketing operative

- supporting customer journey planning
- cash handling

Pathway 2: Onboard operative

- taking action to maintain the onboard service in accordance with operator requirements

Pathway 3: Dispatch operative

- monitoring safety in a live transportation environment such as a train, bus, tram or coach station
- receiving and dispatching transport services into the station

An observation without these activities would limit the opportunity for the apprentice to demonstrate occupational competence against the assessment criteria assigned to this assessment method.

As only naturally occurring work is observed, those assessment criteria that the apprentice did not have the opportunity to demonstrate can be assessed via questioning at the end of the observation. However, the assessor will ask a selection of 5 questions as a minimum.

Before the assessment

The employer/training provider should:
- provide the apprentice with information on the format of the observation, including the timescales they will be working to. This time is exclusive of the assessment time.
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which passenger transport operative criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard and identify real-life examples
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Observation with Questions Criteria

Core:

Utilisation of tools (travel equipment/systems)
UT1   Adapts use of systems and equipment to meet customer needs. (K24, S13, B1, B2, B3)
UT2   Monitors the working environment to ensure it is safe and secure. (K24, S13, B1, B2, B3)
UT3   Takes responsibility for own actions by checking applicable travel-related systems and equipment are working correctly in line with operational requirements. (K24, S13, B1, B2, B3)

Communication methods
CM1   Supports the customer by adapting their **communication style** to the circumstances and checks the customer has understood, whilst maintaining professionalism. (K22, S12, B4, B6)

Directing passenger techniques
DP1   Responds to passenger related queries, by providing accurate directions, support or advice. (K21, S10)

Pathway 1 – Ticketing operative:

Supporting customer journey planning
JP1   Promotes the range of tickets, products and services available across the national travel network, matching products to the needs of the customer(s). (K25, K27, K28, K29, S14, S15)
JP2   Explains viable options while **remaining impartial**. (K25, K27, K28, K29, S14, S15)
JP3   Uses **questioning techniques**, to establish the route from embarkation to destination. (K25, K27, K28, K29, S14, S15)

Cash handling
CH1   Handles any cash in accordance with **regulations** and **balances sales records**. (K31, K32, S17, S18)

Pathway 2 – Onboard operative

Monitoring the onboard service in accordance with operator requirements.
OS1   Monitors the onboard travel service environment, identifying both actual and potential issues, taking action to maintain the integrity of the travel service in line with **organisational requirements**. (K33, S19)

Pathway 3 – Dispatch operative

Monitoring safety in a live transportation environment
LT1   Acts upon **environmental factors** that could risk safety to those using the transport service. (K37)

Receiving and dispatching transport services into the station
RD1   Receives and dispatches transport services (e.g., train, tram, bus, coach) in line with **organisational procedures** and within limits of own role. (K36, K37, S22)

Assessing the Interview underpinned by portfolio

The interview underpinned by portfolio will last for 60 minutes. The end-point assessor has the discretion to increase the time of the interview by up to 10% to allow the apprentice to complete their last answer.

The interview underpinned by portfolio will have a minimum of 10 questions.

The interview should take place in a quiet room, free from distractions and influence. Video conferencing can be used to conduct the interview. This can be organised during the arrangement of assessment with Highfield.

The portfolio of evidence will have been submitted at gateway and reviewed by the assessor in advance of the interview. Apprentices are to have access to their portfolio of evidence during the interview. They can refer to and illustrate their answers with evidence from their portfolio, however, the portfolio is not directly assessed.

The interview underpinned by portfolio is required to be appropriately structured to draw out the best of the apprentice's competence and cover the assessment criteria assigned to this assessment method.

The purpose of the questions will be to cover the following core themed topics, plus those related to the apprentices' chosen pathway:

Core topics for ALL apprentices:

- preparing for work
- legislative, procedural and operator requirements
- customer diversity and customer requirements
- identifying possible incidents and responding to incidents/emergencies
- working in differing conditions and supporting others
- performance standards

Pathway 1: Ticketing operative

- promoting sales

Pathway 2: Onboard operative

- checking tickets

Pathway 3: Dispatch operative

- vehicle turnaround and emergencies

Before the assessment:

Employers/training providers should:

- ensure the interview underpinned by portfolio is arranged in conjunction with Highfield
- ensure the apprentice has collated a portfolio during their on-programme training prior to starting the apprenticeship
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which passenger transport operative criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard and identify real-life examples
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Interview Mock Assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommends that the apprentice experiences a mock competency-based interview in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock interview should take place in a suitable and quiet location.
- a 1-hour time slot should be available for the interview if it is intended to be a complete mock interview covering all relevant standards (outlined in the following pages). However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock interview and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock interview with each apprentice.
- ensure that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use structured 'open' questions that do not lead the apprentice but allow them to give examples of how they have met each area in the standard. For example:
  - Utilisation of tools (travel equipment/systems)
    - How would you prepare your ticket issuing equipment for use?
  - Monitoring safety in a live transportation environment
    - What are the risks that could be present when dispatching

- o Identifying possible incidents and responding to incidents/emergencies
    - When preparing a passenger transport vehicle, or starting at a station, what preparation checks would you carry out?

Interview Underpinned by Portfolio Criteria

Core:

Preparing for work
PW1   Outlines the steps they take when preparing their own work area for use during a shift. (S2, S7) PW2   Explains how their approach to work ensures they meet own **organisation's safety and efficiency requirements**. (S2, S7)
Distinction criteria
PW3   Explains how they have incorporated lessons learnt into preparing their own work area and how this **enhanced safety or efficiency**. (S2, S7)

Legislative, procedural and operator requirements
LP1   Outlines the relevant **legislation/procedures** and **health and safety regulations** that apply in the **travel environment** and the impact that they have on operations. (K1, K2, K4, S1, S11) LP2   Describes how they observe safe and compliant working practices and educate passengers to keep travel environments safe, whilst adhering to regulation and organisational requirements. (K1, K2, K4, S1, S11) LP3   Provides at least two different **risks** associated with **non-compliance**. (K1, K2, K4, S1, S11)
Distinction criteria
LP4   Reflects on the importance of **compliance** with regulations and the impact this has had in the **travel environments** they work in. (S1, S11)

Customer diversity and customer requirements
DR1   Outlines the **diverse** types of customers who may use transport services. Describes their individual **needs**, **rights** and **expectations** whilst accessing transport services. (K13, K14, K15, K16, K17, K20, S4, S8) DR2   Describes how they identify vulnerable people and respond to promote their safety, outlining the relevant safeguarding principles. (K13, K14, K15, K16, K17, K20, S4, S8) DR3   Describes how they assist vulnerable people with **specialised equipment** or systems to support their use of travel services. (K13, K14, K15, K16, K17, K20, S4, S8)
Distinction criteria
DR4   Identifies the impact of failing to address the **diverse needs** of customers. (K20)

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Identifying possible incidents and responding to incidents/emergencies

IE1   Describes how they respond to a sudden event impacting the passenger transport network (either an incident, emergency or disruption). Outlines the procedural steps they followed when reporting the incident in line with requirements. (K3, K5, K6, K7, K11, S5, S6)

IE2   Explains the checks and actions they are required to undertake to determine their response to issues, such as possible incidents, security breaches and emergencies. (K3, K5, K6, K7, K11, S5, S6)

IE3   Outlines the approaches they take to manage **suspicious/threatening** activity. (K3, K5, K6, K7, K11, S5, S6)

IE4   Describes ways to identify wider **organisational response** to live incidents. (K3, K5, K6, K7, K11, S5, S6)

Distinction criteria

IE5   Reflects on the importance of adhering to **requirements** when reporting accidents/incidents. (K6, S5)

Working in different conditions and supporting others

DC1   Outlines approaches to **conflict management** and states how they utilised these techniques to address inappropriate passenger/public behaviour. (K8, K9, K10, K12, K23, S3, B5)

DC2   Describes the different internal and external stakeholders that must work together to provide safe and effective transport services. (K8, K9, K10, K12, K23, S3, B5)

DC3   Describes expected customer conduct in a safety-critical environment. (K8, K9, K10, K12, K23, S3, B5)

DC4   Describes different ways in which criminal activity can adversely impact transport services. Outlines the reporting procedures to follow when identifying such activity. (K8, K9, K10, K12, K23, S3, B5)

DC5   Explains how their actions helped maintain the **integrity** of the transport service. (K8, K9, K10, K12, K23, S3, B5)

DC6   Describes a time when they demonstrated **resilience** when handling a fast-changing situation involving unacceptable customer behaviour. (K8, K9, K10, K12, K23, S3, B5)

Distinction criteria

DC7   Explains the balance between passengers' own responsibilities for behaving appropriately, and their own role in managing behaviours. (K8)

Performance standards

PS1   Outlines different ways in which a delayed travel service can impact customers and other stakeholders. (K18, K19, S9)

PS2   Describes how their performance is measured at work, and how their role contributes to **organisational success**. (K18, K19, S9)

PS3   Describes how they handle and resolve complaints in line with their own organisational requirements. (K18, K19, S9)

Distinction criteria
PS4   Suggests different ways to **mitigate** the impact of delayed travel services on customers. (K18, K19, S9)
PS5   Evaluates how the current complaints process could be improved to reduce complaints in own organisation. (K18, K19, S9)

Pathway 1 – Ticketing Operative

Promoting sales
PM1   Outlines the different **techniques** used when promoting sales for a range of products and services. (K26, K30, S16)
PM2   Describes a time when they successfully used one or more techniques to sell a product or service and explains why it was appropriate. (K26, K30, S16)

Pathway 2 – Onboard Operative

Checking tickets
CT1   Outlines their own limits and responsibilities for checking tickets. (K34, K35, S20)
CT2   Outlines how they check a passenger onboard a service has a correct ticket and describes a range of options for handling **non-compliance** in line with organisational requirements. (K34, K35, S20)

Pathway 3 – Dispatch Operative

Vehicle turnaround and emergencies
VT1   Explains how they have stopped a vehicle in an emergency situation to reduce risk to those impacted by the emergency, outlines the **procedures** and **rationale** involved in reaching this decision. (K38, S23)
VT2   Describes how they prepare (ready) a transport service for **turnaround** in line with organisational requirements. (K39, S21)