

Highfield Level 2 End-Point Assessment for ST0338 Passenger Transport Driver

End-Point Assessment Kit



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Pathway: Bus and Coach Driver

Highfield Level 2 End-Point Assessment for ST0338 Passenger Transport Driver – Bus and Coach or Tram

EPA Kit

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How to use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Passenger Transport Driver – Bus and Coach driver pathway.

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 Driver – Bus and Coach or Tram. 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 Driver – Bus and Coach or Tram
Pathway:	Bus and Coach Driver
Level:	2
On-programme duration:	Minimum of 12 months
End-point assessment window:	3 months
Grading:	Pass/distinction
End-point assessment methods:	Multiple-choice test Practical assessment with questions Interview underpinned by a portfolio of evidence

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

The broad purpose of the occupation is to provide excellent customer service by ensuring they can travel safely, on time and in comfort from the beginning to the end of their journey. Passenger transport drivers may work a variety of shifts or rotas, day and night, every day of the week. The duties they perform include preparing, carrying out and then completing the service in line with company procedures and legislative requirements. This is a safety critical role that involves applying route risk assessments, completing daily checks and ensuring that potential hazards are avoided to delay or prevent the completion of planned journeys. Passenger transport drivers must drive vehicles in different traffic, situational and weather conditions and no 2 days are the same.

An employee in this occupation will be responsible for safeguarding customers, employees, the public, pedestrians, the vehicle, and other road users at all times. Adhering to current passenger carrying vehicle (PCV) driving regulations, health and safety legislation, company policies and procedures is vital. After a concentrated period of training at the start of the apprenticeship, the apprentice will predominately work independently with the ongoing support of the organisational mentor. Passenger transport drivers must meet targets, regulations and timescales while always maintaining professionalism, for example, when complying with health and safety risk assessments. Defensive driving must be practised throughout every journey. Passenger transport drivers must follow drivers' hours regulations, company guidelines and working time directives. This ensures road safety and fair competition, while also supporting the health and wellbeing of the driver.

Typical job titles upon completion of this apprenticeship include bus driver, coach driver or tram driver.

On-programme requirements

Although learning, development and on-programme assessment is 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 Driver- Bus and Coach or Tram 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 (such as a provision of recordings of professional discussions or workplace evidence).

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. Training, development and ongoing review activities should include:

- achievement of level 1 English and maths in line with apprenticeship funding rules
- a DVLA Category D licence, which must be passed before completing the apprenticeship
- achievement of their Driver of Professional Competence (Driver CPC), which is an additional legal requirement
- completion of a portfolio of evidence for the interview underpinned by a portfolio of evidence

Throughout the period of learning and development, and at least every 2 months, the apprentice should meet with the on-programme assessor to record their progress against the standard. At these reviews, evidence should be discussed and recorded by the apprentice. The maintenance of an on-programme record is important to support the apprentice, on-programme assessor and employer in monitoring the progress of learning and development. This will determine when the apprentice has achieved full competence in their job role and is therefore ready for end-point assessment.

Portfolio of evidence

The apprentice must compile a portfolio of evidence during their time on-programme that is mapped against the knowledge, skills and behaviours assessed in the interview underpinned by a portfolio of evidence.

It will typically contain **6 discrete pieces of evidence**. Evidence may be used to demonstrate more than **1 knowledge, skill or behaviour** as a qualitative approach is suggested as opposed to a quantitative approach.

Evidence sources for the portfolio may include:

- workplace documentation and records.
- workplace policies and procedures.
- witness statements.
- annotated photographs.
- video clips, maximum total duration of 20 minutes. The apprentice must be in view and identifiable.

This is not a definitive list and other evidence sources can be included.

The portfolio should not include 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 should be valid and attributable to the apprentice and the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

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.

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.
- it is recommended that the apprentice is supported to become digitally literate where this is important to their role.
- the apprentice must have gathered a **portfolio of evidence** against the required elements to be put forward to be used as the basis for the interview.
- they must have passed the bus and coach driver UK driving licence Category D and Driver CPC.
- the apprentice must have gathered their organisation's policies and procedures as requested by Highfield. For guidance, a list of examples has been provided below:
 - completion of relevant documentation
 - standards of customer service
 - customer charter
 - managing customer queries or complaints
 - reporting incidents, errors or near misses

This list is not definitive. The policies and procedures may already be included as part of the portfolio of evidence.

- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the Gateway Readiness Report.
- the apprentice and the employer should then engage with Highfield to agree a plan and schedule 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 assessments

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.

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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 (2023)

<https://www.instituteforapprenticeships.org/apprenticeship-standards/passenger-transport-driver-bus-and-coach-or-tram-v1-2?view=standard>

End-point assessment plan (ST0338/v1.2)

<https://www.instituteforapprenticeships.org/apprenticeship-standards/passenger-transport-driver-bus-and-coach-or-tram-v1-2?view=epa>

Specific considerations

Highfield's approach does not deviate from the assessment plan.

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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:

- workplace documentation and records, for example:
 - workplace policies and procedures
- annotated photographs
- witness statements
- video clips with a maximum total duration of 20 minutes

In advance of gateway, apprentices will need to have:

- achieved level 1 English
- achieved level 1 maths
- passed bus and coach driver UK driving licence Category D and Driver CPC
- submitted a portfolio of evidence for the interview underpinned by a portfolio of evidence
- submitted their organisation's policies and procedures as requested by Highfield

Therefore, apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications 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.

The gateway meeting

The gateway meeting should last around an hour and must 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, such as an employee ID card or travel card

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The Passenger Transport Driver – Bus and Coach or Tram apprenticeship standard

Below are the knowledge, skills and behaviours (KSBs) from the standard and related assessment criteria from the assessment plan. On-programme learning will be based upon the KSBs and the associated assessment criteria are used to assess and grade the apprentice within each assessment method.

(Core) Multiple-choice test	
Knowledge	
K1 Associated regulations and legislation that impact the sector and its safe operation	
K6 Customer's needs, rights and expectations	
K9 Vehicle signage and legal lettering and where and why it should be displayed	
K16 Principles of and considerations for managing incidents and emergencies	
K17 Principles and considerations for managing conflict and inappropriate behaviours	
K20 Principles of collecting and protecting revenues	
K32 Principles of safeguard lost property	
Amplification and guidance	
<ul style="list-style-type: none">• Associated regulations and legislation – regulations and legislation specific to the industry, along with others that are relevant to the sector, for example:<ul style="list-style-type: none">○ Health and Safety at Work Act<ul style="list-style-type: none">▪ Following the training provided by the employer▪ Wearing correct personal protective equipment (PPE)▪ Reporting issues/hazards to the line manager immediately	

- Driving hours regulations – GB Domestic
 - maximum of 10 hours of driving per day.
 - maximum of a 16-hour shift spread from start to end of shift (inclusive of breaks and non-driving activities).
 - maximum of 5 hours 30 minutes driving in 1 stint before a minimum 30-minute break is required.
 - If you work for less than 8 hours and 30 minutes, you must take a break after 5 hours and 30 minutes of continuous driving. The break must last for 30 minutes or more.
 - If you work for at least 8 hours and 30 minutes, you must not drive for more than 7 hours and 45 minutes during this time. You must also take breaks that add up to at least 45 minutes.
 - If you work for longer than 8 hours and 30 minutes, you must take an extra break of at least 30 minutes, in addition to the 45 minutes.
 - You must take the extra break at some point between working for 8 hours and 30 minutes and the end of your shift. You must not take the extra break immediately before finishing your shift.
- Driving hours regulations – EU
 - 9 hours in a day - this can be extended to 10 hours twice a week
 - 56 hours in a week
 - 90 hours in any 2 consecutive weeks
 - At least 11 hours of rest every day, which can be reduced to 9 hours 3 times across any 2-week rest period
 - Unbroken rest period of 45 hours every week – can be reduced to 24 hours every other week
 - Minimum of a 45-minute break after no more than 4 hours 30 minutes driving
 - your weekly rest after 6 consecutive 24-hour periods of working, starting from the end of the last weekly rest period taken
 - Coach drivers on an international trip can take their weekly rest after 12 consecutive 24-hour periods, starting from the end of the last weekly rest period taken
- License requirements
 - Driving license Category D entitlement
 - Driver CPC card, valid and in date, including 35 hours of periodic training that must be completed every 5 years

- **Customer needs, rights and expectations**

- **Needs**

- Safe transportation – customers need to reach their destinations safely and on time
- Reliable service – customers rely on public transport for their daily commute or travel needs, expecting timely arrivals, consistent schedules and minimal disruptions
- Comfort – includes maintaining cleanliness on the vehicle, ensuring adequate seating, appropriate heating or cooling and smooth driving to minimise discomfort
- Accessibility – customers with disabilities both visible and non-visible require accessible services such as wheelchair ramps, priority seating and clear communication for those with hearing or visual impairments

- **Rights**

- Safety – encompasses protection from accidents, proper handling of emergencies and adherence to safety regulations
- Fair treatment – customers should be treated respectfully and fairly by both driver and passengers. Discrimination, harassment or other forms of unfair treatment should not be tolerated
- Access – customers have the right to access public transport without discrimination based on factors such as race, gender, disability and service disruption
- Accurate information – right to receive accurate and up-to-date information regarding schedules, fares and any service disruptions

- **Expectations**

- Punctuality – customers expect public transport to adhere to published schedules as closely as possible. Delays should be communicated promptly, and efforts made to minimise impact
- Cleanliness – passengers expect vehicles to be clean and well-maintained, including tidy interiors and emptied waste bins
- Courtesy – drivers are expected to be courteous and helpful, including assisting with boarding, providing directions or information and addressing any queries
- Communication – clear and timely communication is essential, including explaining delays and providing relevant information about the journey

- **Vehicle signage and legal lettering**

- Signs on all emergency exits, inside and out
- Vehicle height indicator
- Maximum passenger capacity
- Company head office address should be located on the nearside of the vehicle exterior
- Unladen weight (ULW) of the vehicle should be located on the nearside of the vehicle exterior
- School bus sign for vehicles carrying children under the age of 16 to and from school

- **Managing incidents**

- Stopping the vehicle as soon as it is safely possible
- Isolating the bus (unless someone is trapped under the bus) when the bus must remain on but in neutral with the handbrake applied.
- Checking on passengers. Are they ok? Is anyone injured? Does anyone need medical attention?
- Checking on the 3rd party if involved in a road traffic collision (RTC) – call for emergency services if required – complete relevant organisational documents to collect all details.
- Reporting the incident to your supervisor with all the details

- **Considerations for managing conflict**

- Remaining calm and professional in challenging situations, speaking in a respectful tone and avoiding escalation
- Listening attentively to the concerns of passengers involved in conflict
- Empathising with passengers involved and showing commitment to finding resolutions
- Being familiar with the company's policies and procedures regarding common issues such as fare disputes and explain how they apply to the current situation
- Offering fair and practical solutions to resolve a conflict
- Maintaining safety and order if a conflict could pose a risk to other passengers by taking decisive action, for example, asking people to leave the vehicle
- Keeping records of any incidents that occur and seek support if a conflict proves difficult to resolve alone

- **Collecting and protecting revenues**

- The process used where revenue is collected – cash/card payment, issuing change/change voucher, concession passes being scanned or registered on ticket machine
- Reporting fare evaders in line with organisational guidelines
- How current/future revenue is protected

- **Safeguard lost property**

- Regular vehicle checks
- Accepting lost property found by a member of the public
- Safely stowing lost property until handing it to a supervisor
- Reporting lost property to the line manager/supervisor
- Completing lost property forms/documentation in line with the organisation’s procedures
- Safely storing/depositing lost property within the company

(Core) Pre-service checks

Knowledge	Skills
K3 Methods to ensure safe working, risk assessments, method statements and safe systems of work	S3 Locate and access the vehicle S4 Conduct pre-service route planning S5 Pre-service vehicle checks, tests and documentation
K7 Vehicle types, features, systems, equipment and new and evolving technologies	
K10 Principles of pre-service vehicle checks, tests and preparation	

<p>K11 Techniques to locate and access the vehicle</p> <p>K18 Route planning: sourcing and interpreting information, timing, and customer onboard services</p>	
Practical assessment with questions	
Pass criteria	
<p>PSC1 Locates and accesses the vehicle in line with risk assessments, method statements and safe systems of work (K3, K11, S3)</p> <p>PSC2 Describes the vehicle types, features, systems and requirements that may be used and explains new and evolving technologies (K7)</p> <p>PSC3 Completes pre-service vehicle checks, tests and documentation in line with company policy and procedures (K10, S5)</p> <p>PSC4 Conducts pre-service route planning to meet service requirements. Sources and interprets pre-service route planning information to determine timings to the route and considers customer onboard services (K18, S4)</p>	
Amplification and guidance	
<ul style="list-style-type: none"> ● Methods to ensure safe working <ul style="list-style-type: none"> ○ Wearing the correct PPE ○ Sticking to the designated walkway around the depot ○ Maintaining awareness when in vehicle movement areas – moving vehicles, open pits, slippery surfaces and taking immediate action to warn others of hazards ● Risk assessments <ul style="list-style-type: none"> ○ identify hazards and risks ○ identify who could be harmed and how ○ identify current control measures ○ recommend additional control measures ○ review the risk assessment ● Pre-service vehicle checks, tests and preparation 	

- Interior – drivers cab, lower saloon, upper deck (where applicable), signage, safety and security checks, emergency equipment
- Exterior – Front, nearside, rear, offside
- Mechanical issues must be reported to technicians or engineers for repair
- If checking an electric bus, explain the additional checks you would conduct if it were a diesel bus
- Company policy – use company records/documents
- Familiarise yourself with organisational guidelines and procedures surrounding pre-service checks, tests and preparation
- **Locate and access the vehicle**
 - Using the depot map
 - Speaking with the controller/supervisor
 - Using designated walkways within depot where possible
 - Being observant, both visually and audibly, when in a vehicle movement area
 - Accessing the vehicle with 3 points of contact, which is both hands on grab rails and 1 foot at a time stepping on the vehicle
 - Ensuring that the vehicle is accessed safely in line with procedures, for example, using the correct walkways and making use of personal protective equipment (PPE)
- **Route planning**
 - Collecting the running board/duty card
 - Checking the notice board for diversions
 - Asking supervisors for up-to-date route information
 - Clarifying diversions, road closures and so on if unsure

(Core) Displays and signage

Knowledge	Skills
<p>K15 Destination displays - how to use them and impact on customers, drivers and operator</p>	<p>S10 Uses destination displays and signage</p>
Practical assessment with questions	
Pass criteria	
<p>DS1 Uses destination displays and signage within the vehicle to meet service requirements considering their impact on customers, driver and operator (K15, S10)</p>	
Amplification and guidance	
<ul style="list-style-type: none"> • Destination displays <ul style="list-style-type: none"> ○ Front destination blind ○ Side destination blind ○ Rear destination blind ○ In-cab destination controls working ○ Saloon destination equipment ○ Ensure that the correct destination of the vehicle is shown • Signage <ul style="list-style-type: none"> ○ Legal lettering, including the company address and unladen weight (ULW) should be on the inside and outside of the vehicle ○ Operator's license must be valid and in date 	

- Emergency exit signage
- Maximum passenger capacity
- Vehicle height signage
- Company information for passenger use, including the contact information for lost property, complaints and general enquiries
- There must be appropriate signage on the front and rear of the vehicle if it is a school service

(Core) End of service

Knowledge	Skills
K23 End of duty process for signing off the vehicle, securing and immobilising	S18 Changeover the vehicle or take a vehicle out of service
K25 End of service reporting requirements	S19 Pass the responsibility to the control of others
Practical assessment with questions	
Pass criteria	
ES1 Finalises end of duty processes to pass control to others, secures and immobilises the vehicle for change over or taking out of service, and completes the required reporting requirements in line with company policy and procedures (K23, K25, S18, S19)	
Knowledge	Skills
K4 Company standards for health and safety and vehicle cleanliness and the processes for maintaining standards throughout the service	S6 Check and maintain cleanliness of the vehicle
K24 Company's depot procedures for vehicle cleaning, washing and replenishing levels	
Interview underpinned by a portfolio of evidence	

Pass criteria	Distinction Criteria
<p>ES2 Explains how they check and maintain cleanliness and comfort of the vehicle in line with the company's standards and processes for maintaining health, safety and vehicle cleanliness throughout service (K4, S6)</p> <p>ES3 Explains the company depot procedures for cleaning, washing and replenishing requirements (K24)</p>	<p>ES4 <i>Describes the impact they make on the business and service when following company standards for health and safety and vehicle cleanliness (K4, S6)</i></p>
Amplification and guidance	
<ul style="list-style-type: none"> • Signing off the vehicle, securing and immobilising <ul style="list-style-type: none"> ○ Signing out of the ticket machine before returning to depot ○ Changing the destination blind to “Not in service” or a similar organisational blind option ○ Completing documentation, such as a log card or defect card ○ Collecting waybill after signing off ○ Parking the vehicle in appropriate place within the depot ○ Turning the engine off and isolating the vehicle <ul style="list-style-type: none"> ▪ prevent unwanted movement of the vehicle by making sure it is stationary (bus is in neutral, handbrake is on) ○ Handing the vehicle over to shunters/re-fuellers • Changeover the vehicle <ul style="list-style-type: none"> ○ Sign out of the ticket machine ○ Collect all belongings ○ Secure cash ○ Make sure cab area is clean and free from rubbish ○ Inform the changeover driver of any issues with the route and/or vehicle 	

- Inform the changeover driver of any passengers on board who require assistance, a wheelchair, are visually impaired or who are wanting a particular stop
- Inform passengers of the delay due to a driver changeover
- If you're the new driver taking a vehicle over:
 - arrive at the changeover point in a timely manner to maintain service punctuality
 - ask for any route information that may affect you
 - ask if any passengers require assistance
 - get yourself set up in the cab quickly, adjusting the seat and mirrors, as well as signing in to ticket machine
- **Required reporting requirements**
 - Complete vehicle defect documentation
 - Complete shift/duty information forms
 - Report any vehicle defect when handing vehicle over to shunters/re-fuellers/engineering staff
- **Check and maintain cleanliness**
 - Checking the vehicle at each terminus point
 - Cleaning the vehicle regularly throughout the day, binning rubbish from off the floor/seats
 - Reporting spillages, wet seats and excessively dirty/messy vehicles to supervisor
 - Maintaining a clean and tidy drivers' cab

(Bus and coach driver) Drive a bus or coach

Knowledge	Skills
K33 Principles of driving a bus or coach	S22 Drive a bus or coach
Practical assessment with questions	
Pass criteria	
BC1 Meets the gateway requirements of holding a valid UK Category D licence and Driver CPC (K33, S22)	
Amplification and guidance	
<ul style="list-style-type: none">• Valid UK Category D licence and Driver CPC<ul style="list-style-type: none">○ Valid category D license entitlement that is in date○ Valid and in date driver CPC card	

(Core) Regulations, legislation, policy and procedure

Knowledge	Skills	Behaviours
<p>K2 Associated company policy and procedure that impact the sector and its safe operation</p>	<p>S1 Apply safe working practices and comply with current passenger carrying vehicles (PCV) driving regulations and legislation</p> <p>S2 Comply with current company policies and procedures</p>	<p>B1 Prioritise health, safety and wellbeing</p>
Interview underpinned by a portfolio of evidence		
Pass criteria		
<p>RL1 Explains how they apply safe working practices and comply with PCV driving regulations and legislation and current company policies and procedures to prioritise health, safety and wellbeing undertaking their role (K2, S1, S2, B1)</p>		
Amplification and guidance		
<ul style="list-style-type: none"> • PCV driving regulations and legislation and current company policies and procedures <ul style="list-style-type: none"> ○ Knowledge of driving hours (such as how many hours of continuous driving can be done before having a break or the maximum driving hours in a day) ○ Knows the rules/regulations on standing passengers on single and double-decker buses (including no standing on the stairs or upper deck and no passengers standing forward of the driver, impairing their nearside view) ○ Adheres to maximum load capacities – including standing room, wheelchairs and pushchairs ○ Explains company policy on wheelchair users – can include procedure when the wheelchair bay is already occupied by passengers/pushchairs/buggies ○ Has knowledge of seat belt laws and the Disability Discrimination Act ○ Ensures that the vehicle complies with rules on noise and smoke pollution 		

- Explains that they must always carry their CPC card to legally drive a bus in service

(Core) Funding and finance

Knowledge

K5 Funding and financing arrangements of undertakings and the **range of services available**. For example, regulated service, private hire, charter hire and fare collection

Interview underpinned by a portfolio of evidence

Pass criteria

FF1 Describes **funding and financing arrangements** for undertakings within their sector and explains the **range of services available** (K5)

Amplification and guidance

- **Funding and financing arrangements**
 - How work is awarded to the company
 - Tendering offers to local councils to bid for work/routes
 - How the company makes extra revenue from private hire/private contracts, such as school services, events and acting as a rail replacement
 - How the company makes money from passengers with concession passes (senior citizens and reduced mobility/disabled users)
- **Range of services available**
 - Regular service routes

- School services
- Rail replacement
- Event shuttle buses
- Park and ride
- Private party bookings
- Weddings
- Day excursion coach trips
- Coach tour trips
- Contract hire
- Express

(Core) Technology and information

Knowledge	Skills
<p>K27 Data terms, types, and sources. For example: tachographs, data recording, ticketing equipment, contact technology</p> <p>K31 Principles and techniques for preparing and submit documents, reports and logs containing performance, incident and technical information</p>	<p>S17 Prepare and submit documents, reports and logs containing performance, incident and technical information</p> <p>S20 Record task information (text or data) - paper based or electronic</p>
Interview underpinned by a portfolio of evidence	
Pass criteria	

T11 Describes how they record task information, text or data, on paper based or electronic format, in line with company policy and procedures (K27, S20)

T12 Describes how they prepare and submit documents, reports and logs containing **performance, incident and technical information**, in line with company policy (K31, S17)

Amplification and guidance

- **Performance, incident and technical information**

- Driver safety performance score
- Road Traffic Collision (RTC)
- Passenger incident
- Vehicle defect documentation
- Route/scheduling information
- Register passengers on the electronic ticket machine (ETM)
- Complete organisational documents where required, such as duty log cards
- Cash revenue in and file receipts, processing change vouchers/credit notes, recording fare evaders, fare books and also emergency tickets in the event of a ticket machine failure or no ticket roll
- Any reports they would complete after an incident on the vehicle, such as a passenger fall or RTC, including how they would fill them in, if they are on paper or electronic and who they go to
- Collect 3rd party details after an RTC, including the collection of witness details

(Core) Driving

Knowledge	Skills	Behaviours
<p>K8 Route hazards, and the different conditions and restrictions that may occur when driving</p> <p>K12 The responsibilities and actions required of the driver to ensure delays are minimised</p> <p>K13 Principles and techniques of defensive driving</p> <p>K14 Principles and techniques for driving efficiently to maximise sustainability, environmental and economic benefits</p> <p>K19 Procedures for making scheduled stops</p> <p>K21 Principles for monitoring and responding to instrumentation, signals and instructions</p>	<p>S7 Drive the vehicle applying defensive driving techniques, with consideration of efficiency for sustainability, environmental and economic factors</p> <p>S8 Follow procedures to maximise punctuality of service</p> <p>S14 Make scheduled stops on route</p> <p>S15 Monitor and respond to instrumentation, signals and instructions</p>	<p>B2 Considers the environment and sustainability</p>
Interview underpinned by a portfolio of evidence		
Pass criteria	Distinction Criteria	
<p>DR1 Outlines possible route hazards and any conditions and restrictions which might be encountered when driving (K8)</p> <p>DR2 Explains how they follow company procedures to minimise delays and maximise punctuality of service (K12, S8)</p>	<p>DR6 Explains how maximising service punctuality impacts the company (K12, S8)</p> <p>DR7 Explains the impact their defensive driving has on the company (K13, K14, S7, B2)</p> <p>DR8 Justifies the need to monitor and respond to instrumentation, signals and instructions (K21, S15)</p>	

DR3 Explains how they apply **defensive driving** techniques and consider efficiency to maximise **sustainability, environmental and economic benefits** (K13, K14, S7, B2)

DR4 Explains how they make scheduled stops on route in line with PCV regulations and company policy (K19, S14)

DR5 Describes how they monitor and respond to **instrumentation, signals and instructions** in line with PCV regulations and company policy (K21, S15)

Amplification and guidance

- **Route hazards**
 - Schools
 - Hospitals
 - Sporting arenas/events
 - Town/city centres
 - Tight roads
 - Residential areas
 - Low bridges
 - Low-hanging trees
 - Local traffic
 - One-track roads/lanes
 - Other large vehicles
 - Horses/livestock
- **Conditions and restrictions**
 - Poor driving conditions, such as rain, snow, ice, fog, winds and bright sun
 - Restrictions, such as bridge height, weight restrictions, width restrictions and one-way roads
- **Defensive driving**
 - Planning ahead

- Anticipating dangerous situations despite adverse conditions or the mistakes of others when operating a vehicle
- Continuously scanning the road ahead
- Making eye contact (where possible) with pedestrians/road users
- Leaving yourself an out in traffic, at traffic lights and on dual carriageways/motorways
- Expecting the unexpected
- Being aware of “stale” green lights and not accelerating right up to a light that’s been green for a long time
- Covering the brake when approaching traffic lights, zebra crossings and junctions
- Keeping a good gap between yourself and the vehicle in front
- Using mirrors to get an all-round picture of the road situation
- Managing your speed
- Using indicators in good time when it is necessary
- **Sustainability, environmental and economic benefits**
 - Reduce fuel usage/consumption
 - Reduce tyre wear
 - Reduce harmful emissions
 - Reduce environmental waste
 - Reduce the company’s carbon footprint
 - Lower running costs
 - Lower fuel bills
 - Increase money saved on replacing tyres/brake pads/discs
- **Instrumentation, signals and instructions**
 - Dashboard warning signs
 - Warning alarms
 - Traffic signals
 - Vehicle indication signals
 - Instructions from emergency services
 - Instructions from the supervisor/manager
- **Maximise punctuality of service**
 - Arrive on time for work and leave the depot on time
 - Complete the sign-on procedure and pre-service checks in the time allocated

- Arrive at the driver changeover point on time
- Complete a swift driver changeover, gaining the relevant information from previous driver that may impact service
- **The impact their defensive driving has on the company**
 - Reduces fuel usage and costs
 - Reduces tyre wear
 - Reduces brake pad/disc wear
 - Prolongs the life of tyres, brake pads and brake discs
 - Reduces passenger incidents and injuries
 - Reduces road traffic collisions
 - Reduces insurance/repair costs after road traffic collisions (RTC)
 - Results in a smoother journey for customers
 - Increases passenger confidence and satisfaction

(Core) Communication		
Knowledge	Skills	Behaviours
<p>K28 Verbal and written communication techniques</p> <p>K29 Principles of communicating with customers, using automated, verbal or other methods regarding delays and interruptions to the service and timing</p>	<p>S9 Communicate with customers using automated, verbal or other methods regarding delays and interruptions to the service and timing</p> <p>S11 Communicates with colleagues, internal and external stakeholders to supports the general operation of services</p>	<p>B4 Team-focus to meet work goals</p>
Interview underpinned by a portfolio of evidence		

Pass criteria	Distinction Criteria
<p>CO1 Describes how they support the general operation of services by communicating with colleagues and internal or external stakeholders using verbal and written methods and being team focused to meet work goals (K28, S11, B4)</p> <p>CO2 Describes how they communicate with customers regarding delays and interruptions to service and timings using automated, verbal or other methods in line with company procedures (K29, S9)</p>	<p>CO3 Explains the benefits for individuals and the organisation of communicating in a way which meets the needs of the audience (K28, S11)</p> <p>CO4 Explains the benefit to customers and the company of communicating delays and interruptions to service and timings (K29, S9)</p>
Amplification and guidance	
<ul style="list-style-type: none"> ● Communication techniques <ul style="list-style-type: none"> ○ Verbal <ul style="list-style-type: none"> ▪ Announcing stops to customers if necessary ▪ Providing directions to customers entering and exiting the vehicle if requested ▪ Addressing any delays to the service to ensure customers are kept informed ▪ Assisting passengers who have extra needs or requirements ▪ Providing customers with emergency instructions if a situation emerges ○ Written <ul style="list-style-type: none"> ▪ Displaying route maps inside the vehicle that provides passengers with a visual guide to the route and major stops ▪ Timetables readily available for customers detailing departure times and frequencies for specific routes ▪ Displaying fare information, accepted payment methods and any applicable discounts or concessions ▪ Notices or digital displays informing passengers of any disruptions, diversions or changes to the usual service ▪ Customer feedback forms provided either onboard or online, allowing passengers to provide feedback, suggestions or complaints about their travel experience ● Internal and external stakeholders 	

- Internal stakeholders
 - Drivers
 - Cleaners
 - Shunters
 - Re-fuellers
 - Engineers
 - Supervisors
 - Managers
 - Directors
 - Investors/shareholders
- External stakeholders
 - Customers/passengers
 - Driver and Vehicle Standards Agency (DVSA)
 - Government
 - Department for Transport
 - Local councils
 - Schools
 - Property developers
 - Local event providers
 - National rail/rail replacement

(Core) Customer experience		
Knowledge	Skills	Behaviours
<p>K22 Principles of assisting customers embark and disembark the vehicle</p> <p>K26 The organisation's customer charter and company standards of customer service</p>	<p>S12 Provide assistance for customers to safely embark and disembark the vehicle</p> <p>S13 Manage customer queries and complaints</p>	<p>B3 Contributes to equity, diversity, and inclusivity in the workplace</p> <p>B5 Prioritise customer needs</p>
Interview underpinned by a portfolio of evidence		
Pass criteria	Distinction Criteria	
<p>CE1 Explains how they provide assistance for customers to safely embark and disembark the vehicle to prioritising customer needs and contribute to equity, diversity and inclusion in the workplace (K22, S12, B3, B5)</p> <p>CE2 Explains how they manage customer queries and complaints in line with the organisation's customer charter and expectations for customer service (K26, S13)</p>	<p>CE3 Justifies the needs to provide assistance for customers to safely embark and disembark the vehicle (K22, S12, B3, B5)</p> <p>CE4 Explains the value of managing customer queries and complaints to the company (K26, S13)</p>	
Amplification and guidance		
<ul style="list-style-type: none"> ● Provide assistance for customers <ul style="list-style-type: none"> ○ Deploy the ramp. ○ Lower/kneel the bus. ○ Inform the customer of the vehicle service number and final destination. ○ Ask the customer where they are trying to get. ○ Help them on to the vehicle, where required and in line with any organisational guidelines. ○ Ask customers already on the vehicle to vacate seats for visually impaired or disabled passengers. 		

- Ensure the wheelchair area is free and accessible. Ask customers to vacate the area if needed and ask passengers with pushchairs/buggies to fold them down where appropriate and in line with organisational guidelines.
- **Equity, diversity, and inclusivity**
 - Equity – providing fair treatment, access and opportunities based on individual needs.
 - Equality – offering the same rights and opportunities to all people.
 - Diversity – understanding that each person is unique. It means embracing people’s differences, including their beliefs, abilities, preferences, backgrounds, values, and identities.
 - Inclusivity – an extension of equality and diversity.
- **Value of managing customer queries and complaints to the company**
 - Build customer trust
 - Increase customer satisfaction
 - Secure and create a future customer base
 - Secure and create future revenue
 - Identify and rectify areas for improvement

(Core) Fault finding and solutions

Knowledge	Skills
K30 Principles of diagnosing vehicle faults and failures and rectifying issues within limits of own authority	S16 Identify and diagnose vehicle faults and failures to rectify issues within limits of own authority
Interview underpinned by a portfolio of evidence	
Pass criteria	
FFS1 Describes how they identify and diagnose faults and failures to rectify issues within the vehicle in line with their limits of authority (K30, S16)	

Amplification and guidance
<ul style="list-style-type: none"> • Diagnosing vehicle faults <ul style="list-style-type: none"> ○ Identifying a warning light on the dashboard ○ Interpreting the warning light ○ Following organisational guidelines to clarify the fault and complete the next steps

(Core) Continuing professional development	
Skills	Behaviours
S21 Identify, carry out and record industry related continuing professional development (CPD) activities	B6 Takes ownership of work, performance, and training, committing to organisational and self-improvement
Interview underpinned by a portfolio of evidence	
Pass criteria	
CPD1 Describes how they take ownership of their work, performance and training and commit to organisational and self-improvement through identifying, carrying out and recording industry related CPD (S21, B6)	
Amplification and guidance	
<ul style="list-style-type: none"> • Industry related continuing professional development <ul style="list-style-type: none"> ○ Attending CPC courses – 35hrs learning every 5 years • Self-improvement 	

- Route learning
- Shadowing supervisors to learn new roles
- Asking for feedback or support based on organisational driver performance score

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Assessment summary

The end-point assessment for the Passenger Transport Driver – bus and coach driver apprenticeship standard is made up of 3 assessment methods:

1. A 45-minute practical assessment with questions
2. A 60-minute (+10% time increase for questions) interview underpinned by a portfolio of evidence
3. A 45-minute multiple-choice test

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, which will be used to determine a grade for each individual. The grade will be determined using the combined grades.

Multiple-choice test

Total marks available are 25.

- To achieve a **pass**, apprentices will score at least 20 out of 25
- **Unsuccessful** apprentices will have scored 19 or below

The test must be delivered online and should be in a ‘controlled’ environment.

Practical assessment with questions

The practical assessment is graded at pass only. Apprentices will be marked against the pass criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

The practical assessment will be conducted in a simulated environment related to the apprentice’s normal place of work.

Interview underpinned by a portfolio of evidence

Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all of the pass criteria

- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

The interview may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

Grading

The apprenticeship includes pass and distinction grades, with the final grade based on the apprentice's combined performance in each assessment method.

To achieve a pass, the apprentice is required to pass each of the 3 assessment methods.

To achieve a distinction, the apprentice must achieve a pass in the multiple-choice test and the practical assessment with questions and a distinction in the interview underpinned by a portfolio of evidence.

The overall grade for the apprentice is determined using the matrix below.

Multiple-choice test	Practical assessment with questions	Interview underpinned by a portfolio of evidence	Overall grade awarded
Fail	Fail	Fail	Fail
Pass	Fail	Fail	Fail
Fail	Fail	Any grade	Fail
Pass	Pass	Fail	Fail
Pass	Fail	Pass	Fail
Fail	Pass	Any grade	Fail
Pass	Fail	Distinction	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Distinction

Retake and resit information

If an apprentice fails an end-point assessment method, it is the employer, provider and apprentice's decision whether to attempt a resit or retake. If a resit is chosen, please call the Highfield scheduling team to arrange the resit. If a retake is chosen, the apprentice will require a period of further learning and will need to complete a retake

checklist. Once this is completed, please call the Highfield scheduling team to arrange the retake.

A resit is typically taken within 2 months of the EPA outcome notification. The timescale for a retake will be dependent on how much retraining is required but is typically taken within 3 months of the EPA outcome notification.

When undertaking a resit or retake, the assessment method(s) will need to be reattempted in full, regardless of any individual assessment criteria that were passed on any prior attempt. The EPA report will contain feedback on areas for development and resit or retake guidance.

A resit does not need further learning, whereas a retake does.

Any EPA component resit/retake must be taken within a 6-month period, otherwise, the entire EPA must be retaken in full. Apprentices should have a supportive action plan to prepare for the resit/retake.

Apprentices who achieve a pass grade cannot resit or retake the EPA to achieve a higher grade.

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum grade of pass unless there are exceptional circumstances that are beyond the control of the apprentice as determined by Highfield.

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Assessing the multiple-choice test

The test consists of **25 multiple-choice questions** and will last **45 minutes**. The **pass mark is 20 out of 25**.

The multiple-choice test must be delivered online and should be taken in a 'controlled' and invigilated environment. The test is closed book, which means that the apprentice cannot refer to reference books or materials.

The topics covered within the test are listed below.

- Associated regulations and legislation that impact the sector and its safe operation
- Customer's needs, rights and expectations
- Vehicle signage and legal lettering, including where and why it should be displayed
- Principles of and considerations for managing incidents and emergencies
- Principles and considerations for managing conflict and inappropriate behaviours
- Principles of collecting and protecting revenues
- Principles of safeguarding lost property

In each paper, questions will cover each of the areas above. However, not all aspects of every area will be covered in every test.

Before the assessment

The employer/training provider should:

- brief the apprentice on the areas that will be assessed by the knowledge test.
- in readiness for end-point assessment, set the apprentice a mock knowledge test. A test is available to download from the Highfield Assessment website. The mock tests are available as paper-based tests and also on the mock e-assessment system.

Multiple-choice test criteria

Multiple-choice test

K1 Associated regulations and legislation that impact the sector and its safe operation

K6 Customer's needs, rights and expectations

K9 Vehicle signage and legal lettering and where and why it should be displayed

K16 Principles of and considerations for managing incidents and emergencies

K17 Principles and considerations for managing conflict and inappropriate behaviours

K20 Principles of collecting and protecting revenues

K32 Principles of safeguard lost property

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Assessing the practical assessment with questions

The assessor will observe the apprentice undertaking a task or series of tasks to demonstrate the knowledge, skills and behaviours mapped to this assessment method. The assessor will only observe 1 apprentice at any time. The practical assessment with questions will be scheduled at least 2 weeks after gateway.

The practical assessment with questions will last a total of **45 minutes**. The assessor can increase the time by up to 10% to allow the apprentice to complete a task or respond to a question.

The practical assessment with questions may take place in parts but must be completed over 2 working days. A working day is typically considered to be 7.5 hours long. The reason for this split is to allow for the assessing of option 2, driving a tram, to be carried out at different locations or on different days if required.

The assessor will brief the apprentice on the format of the practical assessment with questions, including the timescales that they will be working to before the start of the practical assessment. The time taken for this briefing is not included in the assessment time.

The practical assessment with questions assessing the core content must take place in a simulated environment selected by Highfield, for example, at the employer's premises. The simulated environment must relate to the apprentice's natural work environment.

The following activities must be observed during the practical assessment:

- pre-service checks
- destination display and signage activity
- end of service activity
- driving a bus or coach (evidenced at gateway by holding a valid UK driving licence Category D and Driver CPC)

Questioning can occur both during and after the practical assessment. The time for questioning is included in the overall assessment time. The assessor will ask a **minimum of 3 questions**. To remain as unobtrusive as possible, the assessor should ask questions during natural stops between tasks and after the completion of work rather than disrupting the apprentice's flow. Follow-up questions will be asked where required to clarify answers given by the apprentice. These questions are in addition to the set number of questions given above.

Before the assessment:

Employers/training providers should:

- ensure that the apprentice knows the date, time and location of the assessment
- ensure that the apprentice knows which passenger transport driver 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 they should be able to 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

Grading the practical assessment with questions

The practical assessment with questions is graded at a pass only. Apprentices will be marked against the pass criteria included in the tables on the following pages (under 'Practical assessment with questions criteria').

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- **Unsuccessful** apprentices will have not achieved all of the pass criteria

Practical assessment with questions mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock practical assessment with questions 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 practical assessment with questions should take place in a suitable location.
- a 45-minute time slot should be available for the practical assessment with questions if it is intended to be a complete mock practical assessment with questions 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 practical assessment with questions 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 practical assessment with questions with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and 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 allows them to give examples for how they have met each area in the standard. For example:
 - pre-service checks
 - What documents must be completed as part of your pre-service routine?
 - displays and signage
 - How would you check to see that your destination blind is operational?
 - end of service
 - What responsibilities must you fulfil when handing the vehicle over to another driver?

Practical assessment with questions criteria

Throughout the **45-minute** practical assessment with questions, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the practical assessment with questions by considering how the criteria can be met.

(Core) Pre-service checks
To pass, the following must be evidenced.
PSC1 Locates and accesses the vehicle in line with risk assessments, method statements and safe systems of work (K3, K11, S3)
PSC2 Describes the vehicle types, features, systems and requirements that may be used and explains new and evolving technologies (K7)
PSC3 Completes pre-service vehicle checks, tests and documentation in line with company policy and procedures (K10, S5)
PSC4 Conducts pre-service route planning to meet service requirements. Sources and interprets pre-service route planning information to determine timings to the route and considers customer onboard services (K18, S4)

(Core) Displays and signage
To pass, the following must be evidenced.
DS1 Uses destination displays and signage within the vehicle to meet service requirements considering their impact on customers, driver and operator (K15, S10)

(Core) End of service
To pass, the following must be evidenced.
ES1 Finalises end of duty processes to pass control to others, secures and immobilises the vehicle for change over or taking out of service, and completes the required reporting requirements in line with company policy and procedures (K23, K25, S18, S19)

(Bus and coach driver) Drive a bus or coach
To pass, the following must be evidenced.
BC1 Meets the gateway requirements of holding a valid UK Category D licence and Driver CPC (K33, S22)

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Assessing the interview underpinned by a portfolio of evidence

In the interview underpinned by a portfolio of evidence, the assessor and the apprentice will have a formal two-way conversation. It will consist of the independent assessor asking the apprentice questions to assess their competence against the relevant criteria outlined in this kit. Employers are allowed to be present. However, this is optional.

Apprentices can refer to and illustrate their answers with evidence from their portfolio of evidence during the interview. However, the portfolio of evidence is not directly assessed.

The interview will be scheduled at least 2 weeks after gateway. The apprentice will have 2 weeks' notice of the interview. The independent assessor must have at least 2 weeks to review the supporting documentation. It will take place in a suitable environment and can be conducted by video conferencing. It will last for **60 minutes**. The independent assessor can increase the time of the interview by up to 10% to allow the apprentice to complete their last answer.

The assessor will ask **at least 9 questions**.

Before the assessment

Employers/training providers should:

- Ensure that the apprentice knows the date, time and location of the assessment
- ensure that the apprentice knows which 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
- be prepared to provide clarification to the apprentice and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the interview underpinned by a portfolio of evidence

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'Interview underpinned by a portfolio of evidence criteria').

- To achieve a **pass**, apprentices must achieve all of the pass criteria

- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will have not achieved all of the pass criteria

Interview underpinned by a portfolio of evidence mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock interview underpinned by a portfolio of evidence in preparation for the real thing. The most appropriate form of mock interview underpinned by a portfolio of evidence will depend on the apprentice's setting and the resources available at the time.

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

- the mock interview underpinned by a portfolio of evidence should take place in a suitable location.
- a 60-minute time slot should be available to complete the interview underpinned by a portfolio of evidence if it is intended to be a complete interview covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock interview underpinned by a portfolio of evidence 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 assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor and 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 express their knowledge and experience in a calm and comfortable manner. For example:
 - regulations, legislation, policy and procedure
 - Tell me about the driving hours regulations you adhere to.
 - funding and finance
 - Can you explain how the company makes money from passengers using concession passes?
 - technology and information
 - What procedures are in place for recording passengers boarding the bus?

- driving
 - Which road or weather conditions might affect the way you drive the vehicle and why?
- end of service
 - What are the company standards surrounding the cleanliness of the vehicle?
- communication
 - How would you communicate to the passengers about a delay in the journey?
- customer experience
 - Tell me about a time you handled and dealt with a customer query.
- fault finding and solutions
 - If you identify a fault with the vehicle, what steps would you take to report this?
- continuing professional development
 - What steps would you take to get the training and support necessary to progress in your career?

Interview underpinned by a portfolio of evidence criteria

Throughout the **60-minute** interview underpinned by a portfolio of evidence, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the interview underpinned by a portfolio of evidence by considering how the criteria can be met.

(Core) Regulations, legislation, policy and procedure

To pass, the following must be evidenced.

RL1 Explains how they apply safe working practices and comply with PCV driving regulations and legislation and current company policies and procedures to prioritise health, safety and wellbeing undertaking their role

(Core) Funding and finance

To pass, the following must be evidenced.

FF1 Describes funding and financing arrangements for undertakings within their sector and explains the range of services available

(Core) Technology and information

To pass, the following must be evidenced.

TI1 Describes how they record task information, text or data, on paper based or electronic format, in line with company policy and procedures

TI2 Describes how they prepare and submit documents, reports and logs containing performance, incident and technical information, in line with company policy

(Core) Driving

To pass, the following must be evidenced.

DR1 Outlines possible route hazards and any conditions and restrictions which might be encountered when driving

DR2 Explains how they follow company procedures to minimise delays and maximise punctuality of service

DR3 Explains how they apply techniques and consider efficiency to maximise sustainability, environmental and economic benefits

DR4 Explains how they make scheduled stops on route in line with PCV regulations and company policy

DR5 Describes how they monitor and respond to instrumentation, signals and instructions in line with PCV regulations and company policy

(Core) Driving

To pass, the following must be evidenced.

To gain a distinction, the following must be evidenced.

DR6 Explains how maximising service punctuality impacts the company

DR7 Explains the impact their defensive driving has on the company

DR8 Justifies the need to monitor and respond to instrumentation, signals and instructions

(Core) End of service

To pass, the following must be evidenced.

ES2 Explains how they check and maintain cleanliness and comfort of the vehicle in line with the company's standards and processes for maintaining health, safety and vehicle cleanliness throughout service

ES3 Explains the company depot procedures for cleaning, washing and replenishing requirements

To gain a distinction, the following must be evidenced.

ES4 Describes the impact they make on the business and service when following company standards for health and safety and vehicle cleanliness

(Core) Communication

To pass, the following must be evidenced.

CO1 Describes how they support the general operation of services by communicating with colleagues and internal or external stakeholders using verbal and written methods and being team focused to meet work goals

CO2 Describes how they communicate with customers regarding delays and interruptions to service and timings using automated, verbal or other methods in line with company procedures

To gain a distinction, the following must be evidenced.

CO3 Explains the benefits for individuals and the organisation of communicating in a way which meets the needs of the audience

CO4 Explains the benefit to customers and the company of communicating delays and interruptions to service and timings

(Core) Customer experience

To pass, the following must be evidenced.

CE1 Explains how they provide assistance for customers to safely embark and disembark the vehicle to prioritising customer needs and contribute to equity, diversity and inclusion in the workplace

(Core) Customer experience

To pass, the following must be evidenced.

CE2 Explains how they manage customer queries and complaints in line with the organisation's customer charter and expectations for customer service

To gain a distinction, the following must be evidenced.

CE3 Justifies the needs to provide assistance for customers to safely embark and disembark the vehicle

CE4 Explains the value of managing customer queries and complaints to the company

(Core) Fault finding and solutions

To pass, the following must be evidenced.

FFS1 Describes how they identify and diagnose faults and failures to rectify issues within the vehicle in line with their limits of authority

(Core) Continuing professional development (CPD)

To pass, the following must be evidenced.

CPD1 Describes how they take ownership of their work, performance and training and commit to organisational and self-improvement through identifying, carrying out and recording industry related CPD

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