



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

End-Point Assessment Kit



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

Highfield also offers the Highfield Passenger Transport Driver Apprenti-kit that is a comprehensive learning resource, which is designed to be used on-programme.

For more information, please go to the Highfield Products website. Please note that the use of this kit is not a prerequisite for apprentices undertaking the Passenger Transport Driver – Bus, Coach and Tram end-point assessment.

Key facts

Apprenticeship standard:	Passenger transport driver - bus, coach and tram
Level:	2
On-programme duration:	Minimum of 12 months
EPA window duration:	7 days
Grading:	Only pass available
End-point assessment duration:	Maximum of 6 months
End-point assessment methods:	Observation with questions and professional review

In this guide you will find:

- 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

Introduction

Standard overview

Every day, millions of people travel on trams, buses and coaches to get to work, to see friends and family or to go on holiday. Passenger transport service professionals make a difference by ensuring they are able to travel safely, on time and in comfort from the beginning to the end of their chosen journey. An apprenticeship in passenger transport services is a great opportunity to acquire the skills, knowledge and behaviours that play a vital role in providing a high-quality, accessible and safe passenger transport service to all customers.

Depending on the type of transport system your employer is responsible for, you could be driving buses, trams or coaches. Your duties will include the effective and efficient operation of a passenger transport vehicle, driving legally and safely with a high attention to detail and prioritising the safety of the passengers and the wider public. An apprenticeship in passenger transport services is your first step to a great career in the transport industry.

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 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 observation with questions and collation of the journey log.

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. If the apprentice began their apprenticeship training before their 19th birthday, they will still be subject to the mandatory requirement to study towards and achieve English and maths. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- completion of a journey log through which the apprentice gathers evidence of their progress.
- study days and training courses.
- mentoring/buddy support.
- regular performance reviews undertaken by the employer.
- structured one-to-one reviews of their progress with their employer and/or training provider.

Journey Log

In addition, a journey log is a mandatory requirement of the on-programme phase and must be completed by the gateway. The employer must be satisfied that the journey log reflects competency across the whole apprenticeship standard. The journey log is not assessed and instead informs the professional review.

The journey log should be based on the apprenticeship standard. It should be used by the apprentice to assess themselves against the criteria in the standard, review their effectiveness and identify how to make improvements to their knowledge, skills and behaviours.

The purpose of the journey log is to assist the apprentice to show how they have worked towards the standard (criteria) and how they have developed during their apprenticeship. The evidence could include:

- an observation report undertaken by a third party, for example, an assessor
- completed observational checklists and related action plans
- witness testimonies
- worksheets
- assignments/projects/reports
- records of any formal discussions, for example, professional discussion, performance review
- records of oral and written questioning
- apprentice and peer reports

The above is not an exhaustive list and can be provided in whatever format is desirable by the learner.

The journey log is not an assessed component, its purpose is:

- to provide the assessor with insight into the learner's time on programme, which the questions for the professional review will be based on.
- for the learner to use for reference during the professional review, to assist them with their answers.
- to validate the information that the apprentice provides during the professional review - their answers and discussion should tie in with the content of the journey log. For this reason, the content of the journey log needs to be mapped to the standard.

Highfield requires a matrix to be used to map the evidence provided within the journey log to the standard. A sample matrix is available to download from the Highfield Assessment website.

The journey log should be submitted to Highfield Assessment with the gateway evidence. Highfield Assessment will use the journey log evidence to prepare questioning for the professional review.

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 qualifications

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

The end-point assessment is synoptic, that is, it takes an overview of an apprentice's competence. It is important, therefore, that this should only take place when the employer is confident that the apprentice has met all the knowledge, skills and behaviours as set out in the standard. Once the employer is satisfied the apprentice has demonstrated full competence and that all criteria within the standard have been met, the apprentice can progress to the end-point assessment via the apprenticeship gateway.

An apprentice should not be recommended for end-point assessment until they are ready, and appropriate remediation support should be in place for those who struggle to meet the minimum requirements. 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 7-day end-assessment window. Further information about the gateway process is covered later in this kit.

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

- the apprentice must have achieved level 1 English and maths. The requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training
- the apprentice must hold the relevant driving licence
- the apprentice must complete their journey log

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

Order of end-point assessments

The order of end-point assessment will be as follows: the observation with questions, followed by the professional review.

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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 (2017, ST0338)

<https://www.instituteforapprenticeships.org/apprenticeship-standards/passenger-transport-driver-bus-coach-and-tram/>

End-point assessment plan (2018, AP02)

<https://www.instituteforapprenticeships.org/media/2015/passenger-transport-driver-final-for-publication-3-8-18.pdf>

Specific considerations

Should an apprentice's role not include certain elements of an assessment criterion, or the opportunity to present certain criteria does not arise during the observation with questions, the assessor will adapt the assessment as necessary, through simulation or questioning at the end of the observation.

Where it would be unsafe, impractical or not possible to carry out the whole, or part of the observation with questions in a real-life setting, the use of simulation is permitted. This should be discussed with your end-point assessor prior to entering gateway.

Highfield requires a matrix to be used to map the evidence provided within the journey log to the standard.

The journey log should be submitted to Highfield Assessment with the gateway evidence. Highfield Assessment will use the journey log evidence to prepare questioning for the professional review. The journey log must be completed prior to entering gateway and should be submitted to Highfield with the gateway evidence.

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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:

- 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 completed the following. The requirements for English and maths listed below are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths listed below are optional for apprentices aged 19+ at the start of their apprenticeship training.

- Achieved level 1 English
- Achieved level 1 maths
- A valid UK driving licence (at least Cat B) – for tram drivers only
- A valid Category D driving licence – for bus and coach drivers only

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, for example, employee ID card or travel card

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Highfield Level 2 End-Point Assessment for Passenger Transport Driver - Bus, Coach and Tram apprenticeship standard

The following pages contain the Level 2 Passenger Transport Driver apprenticeship standard and the assessment criteria in a suggested format that is suitable for delivery. All the core is listed first: knowledge, skills and competence, and behaviours. This is followed in turn by the specific skills and knowledge for bus, coach and tram.

Core knowledge
K1 Understand what is required of you to ensure you and your customers comply with relevant rules, procedures, regulations and laws that can impact on the transport environment and its safe operation
K2 Understand the range of services available and have an appreciation of the commercial transport environment
K3 Understand the diverse range of customers within the transport services industry, their needs, rights and expectations and how to provide an excellent service that promotes the transport industry
K4 Know the preparation, tests and checks required to ensure a vehicle is brought into service safely and on time
K5 Understand the range of route features, characteristics, systems and equipment, and the different conditions and restrictions that may occur when driving
K6 Know the different vehicle types, features, systems and equipment and the responsibilities and the range of actions required of the driver to ensure delays are minimised and the journey is undertaken safely and securely
K7 Know the range of situations, failures, incidents and emergencies that could occur and the actions and considerations to be taken when these have been identified and the procedures to follow
Observation with questions criteria

K3.1 Uses clear and engaging communication to establish a good rapport with customers (K3)

K3.2 Able to ask relevant questions to determine customers' needs (K3)

K4.1 Describes how to carry out pre-drive checks to the vehicle and that the vehicle's documents are in line with organisational procedures (K4)

K4.2 Demonstrates a good awareness of staff roles and operating instructions for locations where vehicles are stored (K4)

K5.1 Shows full knowledge of the range of route features required and knows how to identify irregularities with systems and equipment, problems are recorded and promptly reported using approved methods (K5)

Professional review criteria

K1.1 Knows how to comply and monitor legislation, procedures and regulations (K1)

K1.2 Demonstrates a good awareness of changes to rules/regulations and operating instructions (K1)

K2.1 Demonstrates a good knowledge of company structure and their role within the company (K2)

K6.1 Demonstrates a full understanding of route features and risks applicable to the routes assigned to the apprentice (K6)

K7.1 Able to explain the procedures to follow when dealing with a range of situations and what actions and considerations to be taken when these have been identified (K7)

Amplification and guidance

Regulations and laws

- Regulations and legislation specific to the industry, along with others that are relevant to the sector, for example:
 - Health and Safety at Work Act
 - 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

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.

Preparation, tests and checks

- 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

Core skills and competence

Criteria

S1 Prepare and organise work to ensure duties can be performed in a safe and efficient manner

S2 Identify and check all relevant notices are read, understood and acted upon

S3 Maintain **safe working practices** and comply with all relevant health & safety procedures

S4 Recognise inappropriate behaviour that could lead to a conflict and remain alert for breaches of security and emergency situations, taking prompt and appropriate action to ensure safety

S5 Act appropriately during incidents and emergency situations to minimise risk

S6 Evaluate situations that impact on the transport service and provide solutions to restore operations

S7 Carry out all preparations for the shift, ensure they have been undertaken in time

S8 Prioritise own duties to ensure activities are completed to time and the service is maintained

S9 Maintain professional appearance and conduct

S10 Check and maintain a clean, tidy and suitable transport environment

S11 Identify and **safeguard lost property**

S12 Review progress and performance and develop yourself within your role

S13 Obtain feedback on performance from others, identifying skills and knowledge gaps

S14 Provide information that supports the safe operation of the transport service and is inclusive of all groups

S15 Identify the nature of an enquiry and seek clarification when needed

S16 Respond in a timely, positive and helpful manner to enquiries, complaints and compliments

S17 Recognise when circumstances could lead to confusion, panic or conflict, providing assistance that is considerate of risk and reassurance that is sympathetic and promotes good will

S18 Respond to colleagues in a way that supports the safe operation of the transport service and promotes professionalism

S19 Ensure choice of words, actions and behaviours promote equality and diversity

S20 Present a cohesive and collective approach to achieve team and business results

S21 Seek out and verify information and documentation relating to planned activities

S22 Follow the appropriate rules and procedures for **locating and safely accessing the vehicle**, ensuring the appropriate personal protective equipment is worn

S23 Complete the required tests, checks and observations prior to commencing the journey to ensure the vehicle is safe, meets the standard required and the correct documentation is in place

S24 Drive safely and efficiently at all times, including operating the vehicle in restricted spaces and all weather conditions

S25 Show consideration for other road users

S26 Hand over a vehicle to the control of others by ensuring appropriate procedures are followed and the required information and documents are complete

S27 Prepare and submit documents, reports and logs containing performance, incident and technical information

S28 Make timely and clear announcements to ensure passengers are kept informed of delays and interruptions to the service and implications to the timetable

S29 Ensure the vehicle displays the correct **destination, signage and information**

S30 Interpret information and respond to on-board enquiries

S31 Monitor the **instrumentation** and ensure the vehicle is operating efficiently, responding to signals, signage and instructions

S32 Respond to warnings and indications, adopt a systematic approach to diagnose and rectify faults and failures using approved methods and techniques

S33 Start and control the vehicle safely and efficiently, responding to signals, signage and instructions

S34 Ensure information, comfort and ancillary systems are operational and controlled and adjusted as appropriate during the journey

S35 Make scheduled stops that comply with legislation and regulation and provide assistance to customers that require it

S36 Take appropriate action when external factors interfere with the planned journey

S37 Take appropriate action when emergency situations arise ensuring that priority is given to the safety of passengers and other road users

S38 **Take a vehicle out of service** by delivering it to the appropriate location ensuring it is positioned, immobilised, shut down and secured

Observation with questions criteria

- S1.1** Meets the requirements for personal preparation and appearance (S1)
- S1.2** Obtains relevant information and documentation to ensure duties can be performed in a safe and efficient manner (S1)
- S3.1** Applies rules, procedures and company policies at all times and demonstrates due regard for safety when carrying out duties (S3)
- S7.1** Demonstrates how to book on duty at the correct time ensuring all required checks have been completed in time for the start of the shift (S7)
- S8.1** Demonstrates how to prioritise own duties ensuring all activities are completed to time and the service is maintained (S8)
- S9.1** Carries out duties in accordance with appropriate organisational policies concerning conduct and appearance (S9)
- S10.1** Ensures a clean and tidy working environment is maintained at all times (S10)
- S19.1** Demonstrates a consistent approach to all customer interactions, treats all customers fairly and in line with requirements (S19)
- S22.1** Demonstrates core safety requirements of vehicle within a depot or station including the appropriate authority to be gained prior to preparing vehicle (S22)
- S22.2** Demonstrates due regard for safety by using authorised walking routes and wearing appropriate PPE (S22)
- S23.1** Demonstrates how to carry out preparation and or mobilisation and or service safety checks of vehicle within timescales (S23)
- S23.2** Demonstrates a good core safety and protection requirements of vehicles within a depot or station (S23)
- S23.3** Able to report any vehicle defects or problems when preparing the vehicle (S23)
- S25.1** Demonstrates good decision making skills, considers risks and takes appropriate action and makes decisions when needed and is not impulsive (S25)
- S25.2** Is able to identify problems and remedy them without jumping to conclusions or making assumptions (S25)

S29.1 Checks the vehicle displays the correct **destination, signage and information** and able to make changes if necessary, without impacting on the service (S29)

S31.1 Ensures the vehicle is operating efficiently and knows what action to take if any irregularities are identified (S31)

S33.1 Demonstrates a good understanding of how to start and control the vehicle safely (S33)

S33.2 Any irregularities are identified, communicated and recorded promptly using approved methods (S33)

S34.1 Demonstrates an ability to ensure passengers' comfort, for example, smooth braking (S34)

S35.1 Demonstrates a good understanding of the route being driven and applicable risks including how to make scheduled stops, assisting customers where necessary (S35)

Professional review criteria

S2.1 Able to identify, communicate and act on company information and notices (S2)

S4.1 Able to recognise inappropriate behaviour and knows how to assess the risks in the situation (S4)

S4.2 Able to prioritise the action to be taken, in line with approved organisational guidelines (S4)

S5.1 Describes when and how to get help from other sources in situations outside own personal authority or ability to deal with (S5)

S6.1 Able to collect and report information following a situation (S6)

S11.1 Can explain in full the procedures to follow when lost property is reported or found (S11)

S12.1 Demonstrates a good knowledge of progression opportunities and reflects on opportunities for personal improvement (S12)

S13.1 Able to demonstrate where feedback on personal performance has been collated (S13)

S14.1 Proactively shares information, which can be trusted (S14)

- S14.2** Considers impact of own actions on other people or activities (S14)
- S15.1** Able to ask relevant questions to determine customers' and stakeholders' needs (S15)
- S16.1** Is cooperative and helpful to customers, colleagues and managers (S16)
- S17.1** Describes the needs of others when taking action, in a way that reduces any potential conflict (S17)
- S18.1** Attitude is respectful and positive and does not have a negative impact on other people (S18)
- S20.1** Considers the impact of own actions on other people or activities (S20)
- S21.1** Routinely follows standardised procedures relating to planned activities (S21)
- S24.1** Describes how to drive the vehicle in a way that does not put others at risk including restricted spaces and different weather conditions (S24)
- S26.1** Able to clearly describe the procedure and prepare the relevant information for handing the vehicle over to others (S26)
- S27.1** Able to prepare and submit documentation containing performance, incident and technical information (S27)
- S28.1** Able to describe how and when to make timely and clear announcements to passengers (S28)
- S30.1** Describes how to assist customers with enquiries in a clear, polite, respectful friendly manner (S30)
- S32.1** Describes the different warnings and indications (S32)
- S32.2** Able to establish the occurrence and location of faults and failures accurately and promptly and report using the appropriate organisational procedures (S32)
- S36.1** Able to implement approved safety measures for protection following organisational procedures (S36)

S37.1 Able to identify and report an emergency situation, understands how to contain the risk and minimise the effect the emergency has on others (S37)

S38.1 Able to clearly describe the actions and reporting procedures when a vehicle needs to be taken out of service (S38)

Amplification and guidance

Safe working practices

- Wearing the correct personal protective equipment (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

Act appropriately during incidents and emergency situations

- 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

Check and maintain a clean, tidy and suitable transport environment

- 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

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

Review progress and performance and develop yourself

- Industry related continuing professional development
 - Attending certificate of professional competence (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

Locating and safely accessing 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)

Destination, signage and information

- Destination displays
 - 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
 - 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

Instrumentation

- Dashboard warning signs
- Warning alarms
- Traffic signals
- Vehicle indication signals
- Instructions from emergency services
- Instructions from the supervisor/manager

Take a vehicle out of service

- Signing off the vehicle, securing and immobilising
 - 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
 - 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

Behaviours

Criteria

B1 Be approachable and friendly at all times

B2 Be a good listener, respectful of others’ beliefs and personal circumstances

B3 Be aware of **risks impacting on passenger safety** and remain calm under pressure when issues occur

B4 Be confident of their role regarding passenger safety and be organised in its delivery

B5 Be passionate about providing quality passenger services and a role model to colleagues

B6 Pay attention to detail and take pride in providing a quality service

Observation with questions criteria
<p>B4.1 Shows ability to act to keep passengers safe at all times (B4)</p> <p>B5.1 Attitude is respectful & positive and never has a negative impact on other people (B5)</p> <p>B6.1 Follows standardised procedures routinely (B6)</p> <p>B6.2 Demonstrates a quality service by working to both legislation and organisational policy requirements (B6)</p>
Professional review criteria
<p>B1.1 Proactively shares information, which can be trusted at all times (B1)</p> <p>B1.2 Openly supports change (B1)</p> <p>B2.1 Listens to and acts on feedback (B2)</p> <p>B2.2 Attitude is respectful and positive and never has a negative impact on other people (B2)</p> <p>B3.1 Concentrates on immediate task at hand (B3)</p> <p>B3.2 Remains calm and professional when under pressure (B3)</p>
Amplification and guidance
<p>Risks impacting on passenger safety</p> <ul style="list-style-type: none"> • 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

Specific bus requirements	
Knowledge	Skills
<p>K8 Know the correct procedures for collecting revenues and understand how to use the appropriate equipment</p> <p>K9 Understand the importance of correct signage and how to display it. Understand the importance of good customer service and know where to locate information regarding timetables, delays and on-board services.</p>	<p>S39 Receive fares and issue tickets, receipts or passes, using the appropriate systems and equipment, recording transactions and dealing with errors</p> <p>S40 Welcome customers in a polite and reassuring manner, directing and assisting as appropriate and provide information relating to timetables, delays and onboard services</p>
Observation with questions criteria	
<p>SB1.1 Demonstrates how to use the appropriate systems and equipment when recording transactions, including reconciling errors (S39)</p> <p>SB2.1 Demonstrates a good polite manner when assisting customers as appropriate, providing relevant information when asked (S40)</p>	
Professional review criteria	
<p>KB1.1 Able to explain the procedures for collecting revenues and know how to use appropriate equipment (K8)</p> <p>KB2.1 Describes the different types of correct signage and how they would be displayed (K9)</p> <p>KB2.2 Describes the importance of good customer service and has a good knowledge of where to locate relevant information (K9)</p>	

Amplification and guidance
<p>Collecting revenues</p> <ul style="list-style-type: none"> • 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 <p>Good customer service</p> <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.

Specific coach requirements	
Knowledge	Skills
K8 Know the correct procedures for collecting revenues and understand how to use the appropriate equipment	S39 Receive fares and issue tickets, receipts or passes, using the appropriate systems and equipment, recording transactions and dealing with errors

<p>K9 Understand the importance of correct signage and how to display it. Understand the importance of good customer service and know where to locate information regarding timetables, delays and on-board services.</p> <p>K10 Understand the international requirements for operating a passenger carrying vehicle</p>	<p>S40 Welcome customers in a polite and reassuring manner, directing and assisting as appropriate and provide information relating to timetables, delays and onboard services</p> <p>S41 Comply with the statutory requirements for any country outside of the United Kingdom you are driving in when operating a vehicle</p>
Observation with questions criteria	
<p>SC1.1 Demonstrates how to use the appropriate systems and equipment when recording transactions, including reconciling errors (S39)</p> <p>SC2.1 Demonstrates a good polite manner when assisting customers as appropriate, providing relevant information when asked (S40)</p>	
Professional review criteria	
<p>SC3.1 Describe two different statutory requirements when operating a vehicle outside of the United Kingdom (S41)</p> <p>KC1.1 Able to explain the procedures for collecting revenues and know how to use appropriate equipment (K8)</p> <p>KC2.1 Describes the different types of correct signage and how they would be displayed (K9)</p> <p>KC2.2 Describes the importance of good customer service and has a good knowledge of where to locate relevant information (K9)</p> <p>KC3.1 Demonstrates a good knowledge of statutory requirements when operating a vehicle outside of the United Kingdom (K10)</p>	
Amplification and guidance	
<p>Collecting revenues</p> <ul style="list-style-type: none"> • 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 	

Good customer service

- 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.

Specific tram requirements

Knowledge	Skills
K11 Know the principles of the operational tramway system, its components and their functionality, including abnormal operations, for example, overhead line, signalling	S42 Follow the safe working practices when operating a vehicle to minimise risk to those on or near the tramway and tramway environment
K12 Understand the tramway environment, its customers and relationship between stakeholders and users	S43 Be able to monitor and maintain your vehicle's progress against an operating schedule
K13 Understand the interface with highways, railways and the pedestrianised environment	S44 Be able to bring trams into service safely and in accordance with relevant company procedures
Observation with questions criteria	

ST1.1 Demonstrates good core safety and protection requirements of trams including obtaining the appropriate authority prior to preparing the vehicle (S42)

ST2.1 Demonstrates how to monitor and maintain a vehicles progress against an operating schedule (S43)

ST3.1 Able to identify safety requirements when carrying out tram preparation, service safety check or tram mobilisation (S44)

ST3.2 Able to carry out preparation and or mobilisation and or service safety checks of tramcar being operated within timescales (S44)

Professional review criteria

KT1.1 Describes a good range of tramway principles including how the system operates, its components and abnormal operation (K11)

KT2.1 Describes the key features of the Tramway environment and the different organisations involved in the running of the Tramway (K12)

KT3.1 Describes the relationship between the Tramway and heavy rail, highways and the pedestrianised environment (K13)

Amplification and guidance

Stakeholders and users

- 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

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Assessment summary

The end-point assessment for this standard is made up of 2 components, which must be taken in the following order:

1. 1-hour observation with questions
2. 1-hour professional review, which should take place within 7 days of the observation with questions

As a centre, 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 guide, which will be used to determine whether the apprentice has passed.

Highfield must be given access to evidence of the apprentice's structured on-the-job learning, (for example, the journey log) at the point at which the employer notifies Highfield that the apprentice is ready for end-point assessment; this must be at least 1 week prior to the end-point assessment formally commencing.

Observation with questions

- To achieve a pass in the observation with questions, all assessment criteria must be achieved
- The observation with questions is not graded above a pass

Professional review

- To achieve a pass in the professional review, all assessment criteria must be achieved
- The professional review is not graded above a pass

Grading

Owing to the Railways and Other Guided Transport Systems (Safety) Regulations 2006, this standard is graded as either pass or fail.

In order to pass, the apprentice must pass each of the components of the end-point assessment. The pass or fail will be determined by collective performance in both assessment methods in the end-point assessment.

An automatic fail can be awarded during the observation with questions if the apprentice is seen to undertake any action that would endanger themselves or the lives of others and/or that is in violation of any legislation and/or regulation.

Retake and resit information

If an apprentice does not pass one or more of the components, there will be opportunity to resit/retake, at the discretion of the employer. Apprentices must have a supportive action plan in place identifying any further learning before additional end-point assessments take place. The apprentice may resit/retake 1 or more elements within 6 months of the EPA taking place.

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.

Resits/retakes outside of the 6-month end-point assessment period will require all elements to be reassessed. However, all parties should be confident that the apprentice is ready to start the end-point assessment before the process is started.

Further retakes/resits would be at the discretion of the employer following a one-to-one review with the apprentice to determine the suitability of the apprentice for further assessment.

All assessment methods must be successfully completed within a 6-month period of each other, after the EPA gateway.

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Assessing the observation with questions

The observation with questions will be carried out by the end-point assessor. Highfield will work with individual employers/training providers to ensure that the observation with questions is planned to meet the relevant bus, coach or tram requirements.

The observation with questions can be of real work activities or through simulation, provided the end-point assessor is satisfied that these sufficiently replicate a realistic working environment. If part of the observation with questions is through simulation, away from the apprentice's normal working area, it is possible for the time to be paused between the 2 sections. However, the observation with questions must be completed over a single day.

The observation with questions should cover key activities, which include:

- starting or finishing a service (for example, bringing a vehicle in and out of service, handing a vehicle over to another driver)
- operating the vehicle
- interacting with passengers and/or colleagues

Due to the safety critical role of a driver, the end-point assessor will remain passive during the observation with questions. The end-point assessor will be responsible for ensuring there are measures in place to stop the observation with questions if the apprentice is deemed to be operating the vehicle unsafely.

The observation with questions will be 1 hour +/- 10%.

If the knowledge, skills and behaviour criteria are not explicitly evident during the observation with questions, then the end-point assessor will ask questions regarding them at the end of the observation, after all driving activities have ceased. These questions will be based on what has been observed and will explore how the apprentice would have dealt with hypothetical situations had they arisen.

Example questions may include:

- 'What actions would you take in the event of a fire?'
- 'If you had identified a fault with the vehicle, what would be your next steps?'
- 'What actions would you have taken if there had been a passenger with a wheelchair?'

The observation with questions - 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 observation with questions in preparation for the real thing. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time.

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

- the mock observation with questions should take place in a real workplace or a realistic simulation if the real workplace does not present all the required assessment opportunities.
- the participation of other personnel to play the parts of customers and team members. It is strongly recommended that the mock observation with questions has been practised beforehand and all personnel involved are properly briefed on their roles.
- a 1-hour time slot should be available for the complete observation with questions if it is intended to be a complete mock covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video recording of the mock assessment and allow it to be observed by 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. The mock assessment sheets may be used for this purpose.

Example mock assessment - bus/coach pathway

- Receive fees and issue tickets using appropriate systems (approx. 10 mins)
- Welcome customers, direct and assist as appropriate, providing an excellent service (approx. 5 mins)
- Operate the bus/coach (approx. 40 mins)
- Q&A to cover any criteria not covered during the observation (approx. 5 mins)

Example mock assessment - tram pathway

- Prepare a tram to bring into service (approx. 10 mins)
- Provide excellent service to customers (approx. 5 mins)
- Operate the tram (approx. 40 mins)
- Q&A to cover any criteria not covered during the observation (approx. 5 mins)

Observation with questions criteria

During the 1-hour observation with questions, the following standards should be evidenced. Apprentices should prepare for the observation with questions by considering how the criteria can be met.

Core knowledge

To pass, the following must be evidenced

- K3.1** Uses clear and engaging communication to establish a good rapport with customers
- K3.2** Able to ask relevant questions to determine customers' needs
- K4.1** Describes how to carry out pre-drive checks to the vehicle and that the vehicle's documents are in line with organisational procedures
- K4.2** Demonstrates a good awareness of staff roles and operating instructions for locations where vehicles are stored
- K5.1** Shows full knowledge of the range of route features required and knows how to identify irregularities with systems and equipment, problems are recorded and promptly reported using approved methods

Core skills and competence

To pass, the following must be evidenced

- S1.1** Meets the requirements for personal preparation and appearance
- S1.2** Obtains relevant information and documentation to ensure duties can be performed in a safe and efficient manner
- S3.1** Applies rules, procedures and company policies at all times and demonstrates due regard for safety when carrying out duties
- S7.1** Demonstrates how to book on duty at the correct time ensuring all required checks have been completed in time for the start of the shift
- S8.1** Demonstrates how to prioritise own duties ensuring all activities are completed to time and the service is maintained
- S9.1** Carries out duties in accordance with appropriate organisational policies concerning conduct and appearance
- S10.1** Ensures a clean and tidy working environment is maintained at all times
- S19.1** Demonstrates a consistent approach to all customer interactions, treats all customers fairly and in line with requirements

Core skills and competence

To pass, the following must be evidenced

S22.1 Demonstrates core safety requirements of vehicle within a depot or station including the appropriate authority to be gained prior to preparing vehicle

S22.2 Demonstrates due regard for safety by using authorised walking routes and wearing appropriate PPE

S23.1 Demonstrates how to carry out preparation and or mobilisation and or service safety checks of vehicle within timescales

S23.2 Demonstrates good core safety and protection requirements of vehicles within a depot or station

S23.3 Able to report any vehicle defects or problems when preparing the vehicle

S25.1 Demonstrates good decision-making skills, considers risks, takes appropriate action, makes decisions when needed and is not impulsive

S25.2 Is able to identify problems and remedy them without jumping to conclusions or making assumptions

S29.1 Checks the vehicle displays the correct destination, signage and information and able to make changes if necessary, without impacting on the service

S31.1 Ensures the vehicle is operating efficiently and knows what action to take if any irregularities are identified

S33.1 Demonstrates a good understanding of how to start and control the vehicle safely

S33.2 Any irregularities are identified, communicated and recorded promptly using approved methods

S34.1 Demonstrates an ability to ensure passengers' comfort, for example, smooth braking

S35.1 Demonstrates a good understanding of the route being driven and applicable risks including how to make scheduled stops, assisting customers where necessary

Behaviours

To pass, the following must be evidenced

B4.1 Shows ability to act to keep passengers safe at all times

B5.1 Attitude is respectful and positive and never has a negative impact on other people

B6.1 Follows standardised procedures routinely

B6.2 Demonstrates a quality service by working to both legislation and organisational policy requirements

Specific bus requirements

To pass, the following must be evidenced

SB1.1 Demonstrates how to use the appropriate systems and equipment when recording transactions, including reconciling errors

SB2.1 Demonstrates a good, polite manner when assisting customers as appropriate, providing relevant information when asked

Specific coach requirements

To pass, the following must be evidenced

SC1.1 Demonstrates how to use the appropriate systems and equipment when recording transactions, including reconciling errors

SC2.1 Demonstrates a good, polite manner when assisting customers as appropriate, providing relevant information when asked

Specific tram requirements

To pass, the following must be evidenced

ST1.1 Demonstrates good core safety and protection requirements of trams including obtaining the appropriate authority prior to preparing the vehicle

ST2.1 Demonstrates how to monitor and maintain a vehicle's progress against an operating schedule

ST3.1 Able to identify safety requirements when carrying out tram preparation, service safety check or tram mobilisation

ST3.2 Able to carry out preparation and or mobilisation and or service safety checks of tramcar being operated within timescales

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Assessing the professional review

The professional review is the final component of the end-point assessment and should take place within 7 days of the observation with questions. Ideally it will occur on the same day as the observation with questions and will be administered by the same end-point assessor. However, if it is not possible for the same end-point assessor to administer both the observation with questions and professional review, Highfield will ensure there are procedures in place to ensure the feedback and outcomes from the observation with questions are understood and used by the end-point assessor undertaking the review.

The professional review will last 1 hour +/- 10%.

The professional review will be conducted in a 'controlled environment', i.e. a quiet room, away from the normal place of work. The professional review can take place remotely and where the discussion is not face to face, end-point assessors must ensure adequate controls are in place to maintain fair and accurate assessment and have robust procedures in place to authenticate learners' identities.

The end-point assessor needs to see evidence during the professional review that the criteria below have been met, as well as evidence of understanding, not just knowledge recall.

The end-point assessor must be given access to evidence of the apprentice's structured on-the-job learning (for example, the journey log) when entering gateway. The apprentice may also have a copy of their journey log that they can refer to if required.

The review will be structured as a discussion around the criteria listed below. If the conversation does not flow naturally, the end-point assessor will prompt the learner with non-leading questions. The journey log will be used to inform this. The assessor will ask 20 questions.

Before the assessment:

Employers/training providers should:

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

The professional review - mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommends that they experience a mock professional review in preparation for the real thing. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time. In designing a mock assessment, the employer/training provider should consider the following elements in their planning:

- a 1-hour timeslot should be available to complete the professional review, if it is intended to be a complete mock assessment covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider an audio recording of the mock, and to allow it to be heard by 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. The mock assessment document sheets later in this guide may be used for this purpose.
- structured 'open' questions should be used as part of the professional review, which do not lead the candidate, but allow them to express their knowledge in a calm and comfortable manner.

The end-point assessor will need to see evidence of understanding, not just knowledge recall. The discussion will be structured around the criteria listed below.

The sample questions below are indicative and are provided to give an indication of the types of question likely to be asked during the professional review.

Core knowledge

- 'Tell me about your organisation and your position within it.'

Core skills and competence

- 'What are your procedures regarding lost property?'
- 'Tell me about an emergency or potential emergency situation that occurred, and the actions that you took.'

Behaviours

- 'Tell me about the behaviours you should display when interacting with others.'

Specific bus knowledge and understanding

- 'Tell me about the signage involved with your role.'

Specific coach knowledge and understanding

- 'In the event of a route change, how would you adjust signage?'

Specific tram knowledge and understanding

- 'What are the actions you must take at different tramway crossings?'

Professional review criteria

Throughout the professional review, the assessor will review the apprentice's competence in all of the criteria outlined below. Therefore, apprentices should prepare for the professional review by considering how the criteria can be met.

Core knowledge
To pass, the following must be evidenced
K1.1 Knows how to comply and monitor legislation, procedures and regulations
K1.2 Demonstrates a good awareness of changes to rules/regulations and operating instructions
K2.1 Demonstrates a good knowledge of company structure and their role within the company
K6.1 Demonstrates a full understanding of route features and risks applicable to the routes assigned to the apprentice
K7.1 Able to explain the procedures to follow when dealing with a range of situations and what actions and considerations to be taken when these have been identified

Core skills and competence
To pass, the following must be evidenced
S2.1 Able to identify, communicate and act on company information and notices
S4.1 Able to recognise inappropriate behaviour and knows how to assess the risks in the situation
S4.2 Able to prioritise the action to be taken, in line with approved organisational guidelines
S5.1 Describes when and how to get help from other sources in situations outside own personal authority or ability to deal with
S6.1 Able to collect and report information following a situation
S11.1 Can explain in full the procedures to follow when lost property is reported or found
S12.1 Demonstrates a good knowledge of progression opportunities and reflects on opportunities for personal improvement
S13.1 Able to demonstrate where feedback on personal performance has been collated

Core skills and competence

To pass, the following must be evidenced

S14.1 Proactively shares information, which can be trusted

S14.2 Considers impact of own actions on other people or activities

S15.1 Able to ask relevant questions to determine customers' and stakeholders' needs

S16.1 Is cooperative and helpful to customers, colleagues and managers

S17.1 Describes the needs of others when taking action, in a way that reduces any potential conflict

S18.1 Attitude is respectful and positive and does not have a negative impact on other people

S20.1 Considers the impact of own actions on other people or activities

S21.1 Routinely follows standardised procedures relating to planned activities

S24.1 Describes how to drive the vehicle in a way that does not put others at risk including restricted spaces and different weather conditions

S26.1 Able to clearly describe the procedure and prepare the relevant information for handing the vehicle over to others

S27.1 Able to prepare and submit documentation containing performance, incident and technical information

S28.1 Able to describe how and when to make timely and clear announcements to passengers

S30.1 Describes how to assist customers with enquiries in a clear, polite, respectful and friendly manner

S32.1 Describes the different warnings and indications

S32.2 Able to establish the occurrence and location of faults and failures accurately and promptly and report using the appropriate organisational procedures

S36.1 Able to implement approved safety measures for protection following organisational procedures

S37.1 Able to identify and report an emergency situation, understands how to contain the risk and minimise the effect the emergency has on others

S38.1 Able to clearly describe the actions and reporting procedures when a vehicle needs to be taken out of service

Behaviours

To pass, the following must be evidenced

- B1.1** Proactively shares information, which can be trusted at all times
- B1.2** Openly supports change
- B2.1** Listens to and acts on feedback
- B2.2** Attitude is respectful and positive and never has a negative impact on other people
- B3.1** Concentrates on immediate task at hand
- B3.2** Remains calm and professional when under pressure

Specific bus requirements

To pass, the following must be evidenced

- KB1.1** Able to explain the procedures for collecting revenues and know how to use appropriate equipment
- KB2.1** Describes the different types of correct signage and how they would be displayed
- KB2.2** Describes the importance of good customer service and has a good knowledge of where to locate relevant information

Specific coach requirements

To pass, the following must be evidenced

- SC3.1** Describe two different statutory requirements when operating a vehicle outside of the United Kingdom
- KC1.1** Able to explain the procedures for collecting revenues and know how to use appropriate equipment
- KC2.1** Describes the different types of correct signage and how they would be displayed
- KC2.2** Describes the importance of good customer service and has a good knowledge of where to locate relevant information
- KC3.1** Demonstrates a good knowledge of statutory requirements when operating a vehicle outside of the United Kingdom

Specific tram requirements

To pass, the following must be evidenced

KT1.1 Describes a good range of tramway principles including how the system operates, its components and abnormal operation

KT2.1 Describes the key features of the tramway environment and the different organisations involved in the running of the tramway

KT3.1 Describes the relationship between the tramway and heavy rail, highways and the pedestrianised environment

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