



# Highfield Level 2 End-Point Assessment for ST0339 Passenger Transport Service Operations Onboard and Station Team Member

End-Point Assessment Kit



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Pathway:

**Station or Depot**

# Highfield Level 2 End-Point Assessment for ST0339 Passenger Transport Service Operations Onboard and Station Team Members – Station or Depot Pathway

EPA-Kit

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# How to use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Passenger Transport Service Operations Onboard and Station Team Member – Station or Depot 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 Service Operations Onboard and Station Team Member apprenticeship standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process, and additionally all end-point assessments are externally quality assured by the relevant EQA organisation.

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

## Key facts

<b>Apprenticeship standard:</b>	Passenger Transport Service Operations Onboard and Station Team Member
<b>Pathway:</b>	Station or Depot
<b>Level:</b>	2
<b>On-programme duration:</b>	Minimum of 12 months
<b>End-Point Assessment duration:</b>	Typically within 1 month
<b>Grading:</b>	Only pass available
<b>End-Point Assessment methods:</b>	Observation Professional review

## 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 an 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

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Every day millions of people travel on trains, 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 can 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 transport service to all customers. A career in service operations allows you to follow a profession in the rail, bus and coach sectors.

A passenger transport services operations station team member is required to provide high quality customer service within the safety critical transport environment. Their primary duty is the safety of themselves, the passengers, their customers and their colleagues. They need to be aware of the operational passenger transport service, its targets and obligations, the relevant infrastructure and its assets. With this apprenticeship you will be the face of the passenger transport service, delivering front-line customer services on board or in stations. At a busy station you could be responsible for ensuring passengers board the correct service, that services are dispatched properly and, when on board, that customers have the best possible experience. An apprenticeship in passenger transport services is your first step to a great career in a dynamic and exciting industry.

## On-programme requirements

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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 Service Operations Onboard and Station Team Member apprenticeship standard.

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

## Journey log

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.

Using a journey log will help to show how the apprentice has worked towards the achievement of competence across the standard and how their knowledge, skills and behaviours have developed during their apprenticeship. A journey log should:

- focus on personal development
- include reference to the station team member role
- include an initial, midway and end self-assessment of apprentices' skills and behaviours
- help prepare them for the workplace

A journey log, or its equivalent, 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 journey log must contain **30 pieces of evidence** with +/-10% variance permitted. These pieces of evidence could include:

- an observation report undertaken by a 3rd party, for example, an assessor
- completed observational checklists and related action plans
- witness testimonies
- worksheets
- assignments/projects/reports
- records of any formal discussions, e.g. 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 an 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. The **journey log matrix** is available to download from the Highfield website.

The journey log, along with the matrix, 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**

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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**

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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**

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

- the apprentice must have achieved level 1 English and maths.
- the journey log, along with the journey log matrix, 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 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 typically within a 1-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

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The order of end-point assessment will be as follows: the assessment of the observation 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 (2015, ST0339)

<https://www.instituteforapprenticeships.org/apprenticeship-standards/passenger-transport-onboard-and-station-team-member-v1-0>

End-point assessment plan (2017, ST0339/1)

<https://www.instituteforapprenticeships.org/media/1443/ptso-team-member-assessment-plan.pdf>

## Specific considerations

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

The journey log, along with the journey log matrix, 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.

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# Gateway

## How to prepare for gateway

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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
- journey log

As well as evidence from others, such as:

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

In advance of gateway, apprentices will need to have:

- achieved level 1 English
- achieved level 1 maths
- collated journey log evidence

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

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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 Service Operations Onboard and Station Team Member 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 knowledge
<b>Observation</b>
<b>Pass criteria</b>
<p><b>K1</b> Understand what is required to ensure you and your customers comply with relevant <b>procedures, regulations and laws</b> that impact on the transport environment and its operation</p> <p><b>K2</b> Understand the range of customers within the transport services industry, their <b>needs, rights and expectations</b> and how to provide an excellent service that promotes the transport industry</p>
<b>Professional review</b>
<b>Pass criteria</b>
<p><b>K3</b> Understand the <b>range of services available</b> and have an appreciation of the commercial transport environment</p> <p><b>K4</b> Understand the needs of <b>customers who may need assistance</b> including those who have disabilities and particular requirements</p> <p><b>K5</b> Understand assistance that can be provided and the relevant <b>legislation and responsibilities</b> of the organisation and those who work there</p>
<b>Amplification and guidance</b>
<ul style="list-style-type: none"> <li>● <b>Procedures, regulations and laws</b> <ul style="list-style-type: none"> <li>○ personal track safety regulations, for example, wearing correct personal protective equipment (PPE), knowing what to do in an emergency situation</li> <li>○ national conditions of travel, for example, importance of clean carriages, knowledge of different types of tickets</li> <li>○ passenger charters (or equivalents)</li> </ul> </li> </ul>

- **Needs, rights and expectations**
  - different types of customers, for example, passengers with disabilities or impairments, pregnant or elderly passengers
  - how to assist different types of customers, taking into account their needs and rights, for example, disabled toilets
  
- **Range of services available** refers to the platform services and facilities available. This may include:
  - catering
  - toilets
  - ticket sales
  - information help desks
  
- **Customers who may need assistance**
  - customers who have disabilities or particular requirements, for example, passengers in wheelchairs or those with visual impairments
  - different types of assistance available to customers, for example, ramps, designated seating areas
  - importance of good customer service, for example, being polite and friendly, not making assumptions
  
- **Legislation and responsibilities** refer to the duties and services required, as per the passenger charter (or equivalent), for example, walkthroughs, providing assistance

## Core skills and competence

### Observation

### Pass criteria

**S1 Welcome customers** in a polite and reassuring manner, directing and escorting them as appropriate

### Professional review

### Pass criteria

**S2** Recognise **inappropriate behaviour that could lead to a conflict and remain alert for breaches of security**, e.g. suspicious packages and emergency situations, taking prompt and appropriate action to ensure safety

**S3 Act appropriately** during incidents and emergency situations to minimise risk

**S4 Evaluate situations**, which impact on the transport service and provide solutions to restore operations

**S5** 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

### Amplification and guidance

- **Welcome customers** refer to the demonstration of excellent customer service when directing/escorting customers, following organisational guidelines
- **Inappropriate behaviour that could lead to a conflict and remain alert for breaches of security**
  - organisational procedures for suspicious packages, for example, identifying suspicious behaviour, differentiating between typical packages and those that are out of the ordinary
  - organisational rules and procedures for leaving a train or station, for example, evacuation procedures
  - safeguarding procedures relevant to the role
- **Act appropriately** refers to appropriately responding to instances of inappropriate behaviour, incidents and emergency situations

- **Evaluate situations** refers to following organisational procedures during emergency situations, for example, who to contact and what information needs to be communicated/reported
- **When circumstances could lead to confusion, panic or conflict**
  - anticipating when certain actions or situations may lead to confusion, panic or conflict
  - roles and responsibilities required during certain situations, as set out in organisational procedures
  - importance of clear communication and empathy when dealing with problems

Behaviours
Observation
Pass Criteria
<p><b>B1</b> Be <b>approachable and friendly</b> at all times</p> <p><b>B2</b> Act as a <b>good listener</b>, respectful of other’s beliefs and personal circumstances</p> <p><b>B3</b> Be conscientious of <b>risks impacting on passenger safety</b> and remain calm under pressure when issues occur</p> <p><b>B4</b> Be confident of their role regarding <b>passenger safety</b> and organised in its delivery</p> <p><b>B5</b> Be passionate about providing <b>quality passenger services</b> and a role model to colleagues</p> <p><b>B6</b> Pay <b>attention to detail</b> and take pride in providing a quality service</p>
Amplification and guidance
<ul style="list-style-type: none"> <li>• <b>Approachable and friendly</b> refers to welcoming customers and establishing a rapport with them, for example, treat all passengers equally</li> <li>• <b>Good listener</b> refers to the process of using active listening techniques. This may include: <ul style="list-style-type: none"> <li>○ maintaining eye contact</li> <li>○ listening and responding appropriately</li> </ul> </li> <li>• <b>Risks impacting on passenger safety</b></li> </ul>

- report hazardous situations in line with organisational procedures and warn others while remaining calm
- be confident when handling tough situations
- **Passenger safety** refers to following organisational policies and procedures to ensure safety of passengers, yourself and others, for example, know where emergency exits are
- **Quality passenger services**
  - importance of using interpersonal skills to create a positive impression of the transport industry
  - deliver results and resolve problems for internal and external customers, following organisational procedures
- **Attention to detail**
  - checking how the weather may affect journeys
  - being aware of any passengers with particular needs, for example, requiring ramp access

## Specific station or depot skill requirements

### Observation

### Pass criteria

**SS1** Contribute to the **safe dispatch of trains** from a platform (rail only)

**SS2** Support the **vehicle turnaround service**

**SS3** Contribute to the sale and issue of tickets, receipts or passes, using the appropriate systems and equipment, recording transactions and dealing with errors

**SS4** Support revenue inspections in line with legal and company requirements

### Amplification and guidance

- **Safe dispatch of trains**
  - relevant procedures for the safe dispatch of trains from a platform, for example, no obstructions or signal checks
  - carrying out effective observations and communications to assist in the safe dispatch of a train (both manned and unmanned)

- **Vehicle turnaround service**
  - keeping staff and customers informed of the vehicle turnaround
  - using appropriate announcements
  - ensure it is carried out effectively

## Specific station or depot knowledge and understanding

### Professional review

### Pass criteria

**KS1** Know the **procedures for the safe dispatching of trains** (rail only)

**KS2** Know the process and procedures for a turnaround service and understand the importance of safety and efficiency

**KS3** Know how to **sell and issue tickets** and understand the appropriate equipment used

**KS4** Understand the impact of fraud and the procedures taken when identified

### Amplification and guidance

- **Procedures for the safe dispatching of trains**
  - follow organisational policies and procedures correctly
  - know how to use observations and communications effectively to assist in the safe dispatch of a train (both manned and unmanned)
  
- **Sell and issue tickets** refers to how to check whether customers have the correct tickets for the route

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## Assessment summary

The end-point assessment for the Passenger Transport Service Operations Onboard and Station Team Member Apprenticeship Standard is made up of 2 assessment methods, which must be taken in the following order:

1. A 1-hour observation (+/-5% variance tolerance is permitted) with a Q&A session lasting up to 15 minutes (10% +/- variance permitted)
2. A 45-minute professional review (+/-5% variance tolerance is permitted), which should take place within 7 days of the observation

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

### Observation

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All assessment methods are weighted equally. The observation 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 assessment criteria
- **Unsuccessful** apprentices will not have achieved all pass criteria

### Professional review

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All assessment methods are weighted equally. The professional review 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 assessment criteria
- **Unsuccessful** apprentices will not have achieved all pass criteria

## Grading

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

In order to achieve a pass, the apprentice must meet all the assessment criteria for both core and the station/depot pathway. They must pass both assessment components to achieve an overall pass.

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

## Retake and resit information

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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.

When undertaking a resit or retake, the assessment method(s) will need to be re-attempted 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.

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## Assessing the observation

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The observation can be of real work activities, or through simulation, provided the end-point assessor is satisfied in advance of the end-point assessment that these sufficiently replicate a realistic working environment. However, it cannot be a mix of simulation and real work observation. Any simulation, including the use of role play, must place the apprentice under the same physical and mental pressures and time constraints they would experience in the workplace.

The end-point assessor will liaise as appropriate with the employer/training provider to arrange a suitable environment for the assessment to take place. The end-point assessor must be satisfied the environment is suitable.

The observation should cover key activities, which include:

- operating a station-based customer-facing service
- safety checks
- interacting with passengers and colleagues

The observation will be carried out over **1 hour**, with a +/- 5% variance tolerance permitted.

The assessment plan has been designed so that the observation tests knowledge, skills and behaviours that are very likely to occur naturally. However, in the unlikely event that not all of the tested knowledge, skills and behaviours naturally occur in a selected real work environment (during the 1 hour +/-5% allotted observation permitted), then at the end of the observation the assessor will conduct a question and answer session (Q&A). This Q&A will cover all of the knowledge, skills and behaviours being tested that did not naturally occur. Q&A may last **15 minutes** with a 10% +/- variance permitted.

In the very unlikely event that the 1-hour observation breaks down for reasons beyond the apprentice's control (for example, but not limited to, bad weather/illness) the assessor will not grade the observation and instead will liaise with the employer and arrange a subsequent opportunity for the apprentice to resit the whole observation.

### Before the assessment:

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which passenger transport onboard team member criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard and identify real-life examples
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

## Observation mock assessment

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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 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 observation 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 has been practised beforehand and all personnel involved are properly briefed on their roles
- a 1-hour time slot should be available for the observation, if it is intended to be a complete mock observation covering all relevant standards (outlines in the following pages). However, this time may be split up to allow for progressive learning.
- a 15-minute time slot should be available at the end of the observation for the question and answer session to cover the assessment criteria not covered in the observation.
- 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. 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:
  - core knowledge
    - what steps did you take to ensure compliance with regulations while still delivering a high standard of service?
  - core skills and competence
    - when directing or escorting customers, how do you ensure that they understand where to go and feel confident in your guidance?
  - behaviours
    - when have you had to remain calm under pressure, especially in a situation involving passenger safety and how did you stay focused and organised?

- specific station or depot skill requirements
  - When handling ticket sales or issuing passes, how do you ensure accuracy and manage errors and can you share a situation where you had to correct a mistake or deal with an issue during a transaction.

### **Example mock assessment – station or depot pathway**

- Receive fees, issue and check tickets using appropriate systems (approx. 10 mins)
- Welcome customers, direct and assist as appropriate, providing an excellent service (approx. 30 mins)
- Assist with the dispatch of a train from a platform (approx. 5-10 mins) (rail only)
- Assist with a vehicle turnaround (approx. 10-15 mins)
- Question and answer sessions (approx. 15 mins)

## Observation criteria

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

### Core knowledge

**To pass, the following must be evidenced.**

- K1** Understand what is required to ensure you and your customers comply with relevant procedures, regulations and laws that impact on the transport environment and its operation
- K2** Understand the 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

### Core skills and competence

**To pass, the following must be evidenced.**

- S1** Welcome customers in a polite and reassuring manner, directing and escorting them as appropriate

### Behaviours

**To pass, the following must be evidenced.**

- B1** Be approachable and friendly at all times
- B2** Act as a good listener, respectful of other's beliefs and personal circumstances
- B3** Be conscientious of risks impacting on passenger safety and remain calm under pressure when issues occur
- B4** Be confident of their role regarding passenger safety and 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

### Specific station or depot skill requirements

**To pass, the following must be evidenced.**

- SS1** Contribute to the safe dispatch of trains from a platform (rail only)
- SS2** Support the vehicle turnaround service
- SS3** Contribute to the sale and issue of tickets, receipts or passes, using the appropriate systems and equipment, recording transactions and dealing with errors
- SS4** Support revenue inspections in line with legal and company requirements

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## Assessing the professional review

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The professional review is the final component of the end-point assessment and should take place within 7 days of the observation. Ideally it will occur on the same day as the observation 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 and professional review, Highfield will ensure there are procedures in place to ensure the feedback and outcomes from the observation are understood and used by the end-point assessor undertaking the review. In scenarios like this, the end-point assessor undertaking the professional review will decide if the apprentice has passed.

Having reviewed the journey log submitted in advance, Highfield will build a set of interview questions sufficient to be able to reach an overall decision of competence. The interview will last **45 minutes** and has a +/- 5% variance.

The purpose of the professional review is to:

- explore evidence for areas of the standard that are best assessed verbally
- test an apprentice's competence in relation to the evidence submitted in the journey log

The professional review will be conducted in a 'controlled environment', for example, a quiet room. This can be on the employer's premises, provided the apprentice is not distracted by their day-to-day role. 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 a learner's identity.

### Essential Coverage

The end-point assessor will need to see evidence of understanding, not just knowledge recall.

The review will be structured around the criteria listed below. Ideally it will be a conversation, based on competency interview techniques. If the conversation does not flow naturally, then the end-point assessor will have in place **20 pre-prepared questions** which adequately cover the criteria below (a minimum of 1 question per criterion).

## Before the assessment:

Employers/training providers should:

- plan the professional review to allow the apprentice the opportunity to demonstrate each of the required criteria
- 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 on-programme learning experience and their journey log 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

## Professional review mock assessment

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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 professional review 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 45-minute time slot should be available for the complete professional review, if it is intended to be a complete mock assessment covering all the relevant standards. However, this time may be split up to allow for progressive learning
- consider a video or audio recording of the mock professional review and to 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 website and may be used for this purpose
- use structured 'open' questions that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:
  - describe the services you should provide to customers requiring additional assistance.
  - outline your legal obligations and duties to provide a service that is inclusive of all persons



- describe an incident or emergency that could occur, and the correct actions to minimise risk and ensure safety.
- outline actions you can take to improve the customer experience, avoiding confusion, conflict or panic.
- outline the checks, processes and procedures required to safely dispatch a train (rail only).
- outline the checks, processes and procedures required to effectively turnaround a vehicle.
- describe the different types of tickets available, how these are issued and how to recognise fraudulent activity.

## Professional review criteria

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Throughout the **45-minute** professional review, the assessor will review the apprentice's competence in all of the criteria outlined below.

Apprentices should prepare for the professional review by considering how the criteria can be met.

### Core knowledge

**To pass, the following must be evidenced.**

- K3** Understand the range of services available and have an appreciation of the commercial transport environment
- K4** Understand the needs of customers who may need assistance including those who have disabilities and particular requirements
- K5** Understand assistance that can be provided and the relevant legislation and responsibilities of the organisation and those who work there

### Core skills and competence

**To pass, the following must be evidenced.**

- S2** Recognise inappropriate behaviour that could lead to a conflict and remain alert for breaches of security, e.g. suspicious packages and emergency situations, taking prompt and appropriate action to ensure safety
- S3** Act appropriately during incidents and emergency situations to minimise risk
- S4** Evaluate situations, which impact on the transport service and provide solutions to restore operations
- S5** 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

### Specific station or depot knowledge and understanding

**To pass, the following must be evidenced.**

- KS1** Know the procedures for the safe dispatching of trains (rail only)
- KS2** Know the process and procedures for a turnaround service and understand the importance of safety and efficiency
- KS3** Know how to sell and issue tickets and understand the appropriate equipment used
- KS4** Understand the impact of fraud and the procedures taken when identified

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