

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

EPA-Kit

Section 1

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How to Use This EPA-kit

Welcome to the Highfield end-point assessment centre guide for the Passenger Transport Service Operations Onboard and Station Team Member Apprenticeship Standard.

This guide contains advice and guidance for trainers on how to prepare for the end-point assessment. 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 is also developing the Highfield Passenger Transport Service Operations Onboard and Station Team Member Apprenti-kit, which is a comprehensive learning resource designed to be used on-programme. Please note that use of this kit is not a prerequisite for apprentices undertaking the passenger transport service operations onboard and station team member end-point assessment.

Key facts

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

After this introduction, the contents of this kit are divided into sections that correspond with each type of assessment specified in the end-point assessment plan, which can be found at:

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

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 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

Standard overview

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 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 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 onboard/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

Apprentices without level 1 English and maths will need to achieve this level and take the test for level 2 English and maths prior to taking the end-point assessment.

Readiness for end-point assessment

The independent 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 of the standard have been met, the apprentice can progress to the end-point assessment via the apprenticeship gateway. The gateway is where the employer formally confirms to Highfield that the apprentice is ready to progress to the end-point assessment.

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.

Apprentices without level 1 English and maths will need to achieve this level. If they already have level 1 then they should take the tests for level 2 English and maths prior to taking the end-point assessment.

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 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 either the bus, coach or rail roles
- include reference to either the station or on-board 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 27-33 pieces of evidence.

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. It should consist of between 27-33 pieces of evidence. These pieces of evidence could include:

- an observation report undertaken by a 3rd party, e.g. 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
- diaries

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. A sample matrix is provided later in this kit.

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.

Journey Log - Matrix Sheet

This document should be used to map the apprentice's journey log to the Passenger Transport Service Operations - Onboard and Station Team Member standard and should accompany the journey log when submitted to Highfield Assessment.

Apprentice Name:	
Employer:	
Training Provider:	
End-Point Assessment Start Date:	

Ref	Assessment Criteria	Evidence Ref	Location /Page in Evidence
Core Knowledge			
K1.1	Identify personal track safety regulations		
K1.2	Describe the national conditions of travel		
K1.3	Describe your passenger charter (or equivalent)		
K2.1	Identify the different types of customers		
K2.2	Describe how to assist the different types of customers, taking into account their needs and rights, e.g. disabled toilet		
K2.3	Identify what assistance is required and provide this with an excellent service		
K3.1	Identify the full range of services available		
K3.2	Describe the different types of assistance that may be provided before, during and after the train journey		
K4.1	Understand how to identify customers who have disabilities or particular requirements		
K4.2	Describe the different types of assistance that are available for customers who have disabilities or particular requirements		
K4.3	Demonstrate excellent customer service when providing assistance		
K5.1	Understand the duties and services you must perform, as per your passenger charter (or equivalent)		

Core Skills and Competence			
S1.1	Demonstrate excellent customer service		
S1.2	Direct and inform customers, according to organisational guidelines		
S2.1	Identify suspicious behaviour, appropriate to the location		
S2.2	Differentiate between typical items/packages and those that are out of the ordinary		
S2.3	Describe the rules and procedures for leaving a train or station, including evacuation procedures		
S2.4	Describe the relevant safeguarding procedures for your role		
S3.1	Describe the appropriate responses to instances of inappropriate behaviour, incidents and emergency situations		
S4.1	Describe your role during emergency situations		
S4.2	Identify who to contact and what information needs to be communicated		
S5.1	Describe how to anticipate when certain actions or situations may lead to confusion, panic or conflict		
S5.2	Explain the need for clear communication, ensuring that customers are fully informed at all times		
S5.3	Identify the roles and responsibilities required during certain situations		
S5.4	Describe how to demonstrate empathy, dealing with problems in a practical way		
Behaviours			
B1.1	Establish a rapport with the customer		
B1.2	Show respect to beliefs and personal circumstances of others		
B2.1	Use active listening techniques		
B2.2	Show respect to the beliefs and personal circumstances of others		
B3.1	Report hazardous situations in line with organisational procedures		
B3.2	Warn others when hazardous situations arise, while remaining calm		
B3.3	Demonstrate confidence when handling tough situations		
B4.1	Show confidence in your role as a bus driver		
B4.2	Plan and organise, so you are prepared and safe		
B5.1	Describe how interpersonal skills can create a positive impression of the transport industry		

B5.2	Show a drive to deliver results and resolve problems for internal and external customers		
B6.1	Demonstrate attention to detail which leads to quality		

Specific Station or Depot Requirements			
SS1.1	Demonstrate the relevant procedures for the safe dispatch of trains from a platform		
SS1.2	Carry out effective observations and communications to assist in the safe dispatch of a train (both manned and unmanned)		
SS2.1	Make appropriate announcements to inform staff and customers of the vehicle turnaround		
SS2.2	Carry out an effective vehicle turnaround service		
SS3.1	Demonstrate a thorough knowledge of equipment to be able to provide sales of tickets		
SS3.2	Carry out effective use of equipment to provide information and ticket sales		
SS4.1	Carry out effective checks and inspections of tickets		
KS1.1	Describe the relevant procedures for the safe dispatch of trains from a platform		
KS1.2	Describe effective observations and communications to assist in the safe dispatch of a train (both manned and unmanned)		
KS2.1	Describe the procedures involved with a vehicle turnaround		
KS2.2	Identify the relevant safety precautions relevant to a turnaround service		
KS2.3	Describe the importance of efficiency during a turnaround service		
KS3.1	Know if your customers have the correct tickets for the route		
KS3.2	Describe the equipment used to provide sales of tickets		
KS3.3	Describe effective use of equipment to provide information and ticket sales		
KS4.1	Identify the correct procedures for when fraud is identified		
Specific Onboard Requirements			
SO1.1	Demonstrate how to direct passengers appropriately		
SO1.2	Demonstrate, when appropriate, how to escort passengers, e.g. disabled or those with excessive baggage		
SO1.3	Answer customers' questions and enquiries appropriately		

SO2.1	Carry out routine checks and walkthroughs to identify and address irregularities		
SO2.2	Demonstrate the correct procedures to deal with irregularities		
SO3.1	Carry out routine procedures to provide a catering service		
SO3.2	Demonstrate how to display products as part of a catering service		
SO3.3	Accept and reconcile payments for products as part of a catering service		
KO1.1	Describe how to direct and escort passengers appropriately		
KO1.2	Identify when it is appropriate to escort passengers, e.g. disabled, excessive baggage		
KO2.1	Describe vehicle layout and features		
KO2.2	Describe how to direct passengers appropriately with regards to seat reservations, timetables and onboard service and facilities		
KO2.3	Describe the onboard services and facilities available		
KO3.1	Describe how and when to carry out routine checks for obstructions and hazards, e.g. bicycles		
KO4.1	Identify the correct reporting procedures for dealing with suspected illegal substances		
KO5.1	Describe how to provide a professional and effective catering service		

Apprentice Declaration

I confirm that the evidence I have provided has been produced and authenticated in accordance with the assessment specification for this end-point assessment and that the assessment was carried out under the specific conditions for the end-point assessment.

**Apprentice
signature:**

Date:

Order of end-point assessments

The observation must be the first assessment component, followed by the professional review.

Retake and resit information

If an apprentice does not pass one or more of the components there will be an opportunity to resit/retake. However, all parties should be confident that the apprentice is ready to start the end-point assessment before the process is started.

Resits should be scheduled as soon as the apprentice is ready, when practicable for the business and in line with the policies, practices and procedures of Highfield Assessment.

The resit is normally expected to take place after all the required assessments have been taken and the individual assessment results and overall apprenticeship result has been given to the apprentice.