

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

EPA-Kit

Section 8

Assessing the Professional Review

- The Professional Review - Guidance
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The Professional Review - Guidance

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', i.e. 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).

The criteria below are taken from the apprenticeship standard, and they are critical to the role of an onboard/station team member. The wider criteria, as set out in the standard, are implicit within these criteria.

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

It is suggested that a mock assessment is carried out by the apprentice in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement.

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:

- the participation of other personnel to play the parts of customers and team members:
 - it is strongly recommended that the mock professional review has been practised beforehand and all personnel involved are properly briefed on their roles
- 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 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 that 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 Professional Review - Sample Questions

The criteria below are taken from the apprenticeship standard, and they are critical to the role of an onboard or station team member. The wider criteria, as set out in the standard, are implicit within these criteria. The sample questions below are indicative, and provided to give an indication of the types of questions likely to be asked during the professional review.

Core Knowledge:
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
Sample Questions: <i>'Describe the services you should provide to customers requiring additional assistance'</i> <i>'Outline your legal obligations and duties to provide a service that is inclusive of all persons'</i>

Core Skills and Competence:

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

Sample Questions

'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'

Specific Station or Depot Knowledge and Understanding:

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.

Sample Questions:

'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'

Specific Onboard Knowledge and Understanding:

KO1 Know how to direct and escort passengers

KO2 Know relevant information regarding seat reservation, timetables and onboard services and facilities, and how to appropriately present it

KO3 Understand the importance of routine checks and process and procedures for carrying them out

KO4 Know the procedure for dealing with evidence of illegal substances

KO5 Understand how to provide professional catering service

Sample Questions:

'Describe how to effectively carry out services that you provide onboard'

'What are the checks that must be carried out for the safety and comfort of all staff and customers?'

'Describe how to provide an effective catering service'

Professional Review Criteria

Throughout the 45-minute 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		
Reference	Requirement	Indicative Assessment Criteria
K3	Understand the range of services available and have an appreciation of the commercial transport environment	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	Understand the needs of customers who may need assistance including those who have disabilities and particular requirements	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	Understand assistance that can be provided and the relevant legislation and responsibilities of the organisation and those who work there	K5.1 Understand the duties and services you must perform, as per your passenger charter (or equivalent)

Core Skills and Competence

Reference	Requirement	Indicative Assessment 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	<p>S2.1 Identify suspicious behaviour, appropriate to the location</p> <p>S2.2 Differentiate between typical items/packages and those that are out of the ordinary</p> <p>S2.3 Describe the rules and procedures for leaving a train or station, including evacuation procedures</p> <p>S2.4 Describe the relevant safeguarding procedures for your role</p>
S3	Act appropriately during incidents and emergency situations to minimise risk	S3.1 Describe the appropriate responses to instances of inappropriate behaviour, incidents and emergency situations
S4	Evaluate situations, which impact on the transport service and provide solutions to restore operations	<p>S4.1 Describe your role during emergency situations</p> <p>S4.2 Identify who to contact and what information needs to be communicated</p>
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	<p>S5.1 Describe how to anticipate when certain actions or situations may lead to confusion, panic or conflict</p> <p>S5.2 Explain the need for clear communication, ensuring that customers are fully informed at all times</p> <p>S5.3 Identify the roles and responsibilities required during certain situations</p> <p>S5.4 Describe how to demonstrate empathy, dealing with problems in a practical way</p>

Specific Station or Depot Requirements

Reference	Requirement	Indicative Assessment Criteria
KS1	Know the procedures for the safe dispatching of trains (rail only)	<p>KS1.1 Describe the relevant procedures for the safe dispatch of trains from a platform</p> <p>KS1.2 Describe effective observations and communications to assist in the safe dispatch of a train (both manned and unmanned)</p>
KS2	Know the process and procedures for a turnaround service and understand the importance of safety and efficiency	<p>KS2.1 Describe the procedures involved with a vehicle turnaround</p> <p>KS2.2 Identify the relevant safety precautions relevant to a turnaround service</p> <p>KS2.3 Describe the importance of efficiency during a turnaround service</p>
KS3	Know how to sell and issue tickets and understand the appropriate equipment used	<p>KS3.1 Know if your customers have the correct tickets for the route</p> <p>KS3.2 Describe the equipment used to provide sales of tickets</p> <p>KS3.3 Describe effective use of equipment to provide information and ticket sales</p>
KS4	Understand the impact of fraud and the procedures taken when identified	<p>KS4.1 Identify the correct procedures for when fraud is identified</p>

Specific Onboard Requirements

Reference	Requirement	Indicative Assessment Criteria
KO1	Know how to direct and escort passengers	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	Know relevant information regarding seat reservation, timetables and onboard services and facilities, and how to appropriately present it	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	Understand the importance of routine checks and process and procedures for carrying them out	KO3.1 Describe how and when to carry out routine checks for obstructions and hazards, e.g. bicycles
KO4	Know the procedure for dealing with evidence of illegal substances	KO4.1 Identify the correct reporting procedures for dealing with suspected illegal substances
KO5	Understand how to provide professional catering service.	KO5.1 Describe how to provide a professional and effective catering service