Highfield Level 2 End-Point Assessment for Passenger Transport Service Operations Driver - Bus, Coach and Rail

EPA-Kit

Assessing the Professional Review

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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.

The professional review will last approximately between 45 minutes to 1 hour. Adequate breaks must be provided.

The end-point assessor will follow the requirements of the assessment organisation and record their evidence in a format agreed with the assessment organisation.

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 the learners' identity.

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 (e.g. 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.

The review will be structured as a discussion around the criteria listed below. If the conversation does not flow naturally, then the end-point assessor must have in place 20 pre-prepared questions which adequately cover the criteria below. The journey log will be used to inform this.

The criteria below are taken from the apprenticeship standard, and they are critical to the role of a driver. 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 standards
- 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 standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

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 recommend 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 45-60 minute time slot should be available for the complete 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. If the conversation does not flow naturally, then the end-point assessor must have in place a set of pre-prepared questions which adequately cover the criteria.

The Professional Review - Sample Questions

The criteria below are taken from the apprenticeship standard, and they are critical to the role of a driver. 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:
Sample Question: 'What events may occur that cause you to make changes to your route, and how would you adapt?' (K4)

Core Skills and Competence:
Sample Questions: 'Tell me about the documents that you need to fill out over the course of a scheduled service.' (S7) 'Tell me about an emergency or potential emergency situation that occurred, and the actions that you took.' (S10)

Specific Bus Knowledge and Understanding:
Sample Question: 'What actions should you take when encountering a customer who requires priority seating?' (KB3)

Specific Coach Knowledge and Understanding:

Sample Question:

'In the event of a route change, how would you adjust signage?' (KC2)

Specific Rail Knowledge and Understanding:

Sample Question:

'How would you bring a train into service?' (KR4)

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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		
Reference	**Requirement**	**Indicative Assessment Criteria**
K3	Understand/know the range of route features, characteristics, systems and equipment, and the different conditions and restrictions that may occur when driving	K3.1 Identify route features, characteristics, systems and equipment in use when driving K3.2 Describe different conditions and restrictions which may occur when driving
K4	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	K4.1 Identify a range of situations, failures, incidents and emergencies that could occur when driving K4.2 Describe typical failures, the action(s) and consideration needed and the correct procedure to deal with the situation K4.3 Describe incidents that may occur and identify what action(s) you should consider, and the correct procedure to deal with the situation K4.4 Describe emergencies that could occur while operating a vehicle, what action(s) should be considered, and the correct procedure to deal with the situation

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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	S2.1 Continuously be alert and scan for any breaches in security S2.2 Take action when a breach of security has happened or is suspected S2.3 Recognise situations that involve inappropriate behaviour S2.4 Assess the risks in a conflict situation S2.5 Obtain assistance in situations outside own personal authority and ability S2.6 Offer assistance to colleagues who are dealing with a conflict or dangerous situation
S3	Act appropriately during incidents and emergency situations to minimise risk	S3.1 Deal with incidents and emergencies in line with organisational requirements S3.2 Carry out an evacuation of people from an area S3.3 Provide reassurance to customers who have been affected S3.4 Seek assistance from the appropriate sources S3.5 Report the details of incidents and emergencies in line with organisational requirements

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S4	Evaluate situations, which impact on the transport service, and provide solutions to restore operations	S4.1 Assess the effect of a situation on normal working practices
		S4.2 Take remedial action after a situation has taken place to restore normal working practices
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	S5.1 Identify the cause or potential causes of confusion, panic or conflict
		S5.2 Assess personal risks and risks to others during situations of confusion, panic or conflict
		S5.3 Provide assistance and reassurance within the limits of your own personal authority
		S5.4 Get help from the appropriate sources during circumstances outside your own personal authority
		S5.5 Make announcements to ensure passengers are kept informed of delays and interruptions to the service and implications to the timetable
		S5.6 Ensure the vehicle displays the correct destination, signage and information
S6	Drive safely and efficiently, and operate in all weather conditions	S6.1 Start and control the vehicle safely and efficiently, responding to signals, signage and instructions
		S6.2 Show consideration for other road/rail users

		S6.3 Monitor the instrumentation and ensure the vehicle is operating efficiently and effectively
		S6.4 Maintain the speed and position of the vehicle in a way that is appropriate to the current road/rail conditions
		S6.5 Give timely and clear signals when intending to change direction or the position of the vehicle (where applicable)
		S6.6 Make visual checks around the vehicle to decide how safe the immediate environment is
		S6.7 Drive the vehicle in different weather conditions
		S6.8 Operate the vehicle in restricted spaces
S7	Prepare and submit documents, reports and logs, containing performance, incident and technical information	S7.1 Hand over a vehicle to the control of others by ensuring that appropriate procedures are followed, and the required information and documents are complete

S7.2 Complete and submit documentation:
• performance
• any incidents
• technical information |
| S8 | Respond to warnings and indications, adopt a systematic approach to diagnose and rectify faults and failures using approved methods and techniques | S8.1 Use approved methods to respond to warnings and indications

S8.2 Fix faults using approved methods and techniques |

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S9	Take appropriate action when external factors interfere with the planned journey	S9.1 Report incidents and take appropriate actions
		S9.2 Follow advice offered by supervisory team or authorised person, e.g. police
		S9.3 Offer passengers suitable advice, so they can make informed decisions for their journey
S10	Take appropriate action when emergency situations arise ensuring that priority is given to the safety of people	S10.1 Actively carry out a dynamic risk assessment and take appropriate action to either remove, isolate or highlight the hazard, keeping yourself safe at all times
		S10.2 Ensure passengers are safe and continuously informed
		S10.3 Make vehicle safe and secure
		S10.4 Report, record and complete appropriate paperwork required, as a result of the emergency, e.g. witness statement

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Specific Bus Requirements

Reference	Requirement	Indicative Assessment Criteria
KB1	Know the correct procedures for issuing tickets, receipts or passes and understand how to use the appropriate equipment	KB1.1 Describe how to operate the appropriate equipment for the issue of tickets, receipts and passes KB1.2 Explain the correct procedure when appropriate equipment is faulty KB1.3 Explain the correct procedure for issuing tickets and passes KB1.4 Explain the correct procedure for issuing a receipt
KB2	Understand the importance of correct signage and how to display it	KB2.1 Describe the importance of correct signage KB2.2 Explain how to display signage correctly KB2.3 Explain the procedure(s) to follow if signage display is faulty
KB3	Understand the importance of good customer service and know where to locate information regarding timetables, delays and on-board services	KB3.1 Describe the importance of good customer service KB3.2 Identify where timetables can be found KB3.3 Identify where information on delays and on-board services can be found

Specific Coach Requirements

Reference	Requirement	Indicative Assessment Criteria
KC1	Know the correct procedures for issuing tickets, receipts or passes and understand how to use the appropriate equipment	KC1.1 Describe how to operate the equipment for processing fares KC1.2 Describe how to follow the alternative ticket procedure in case of machine failure
KC2	Understand the importance of correct signage and how to display it	KC2.1 Describe the importance of correct signage KC2.2 Explain how to display signage correctly and what issues may occur if it is not correctly displayed
KC3	Know the international requirements for operating a passenger-carrying vehicle (PCV)	KC3.1 Explain where the international requirements for operating a PCV can be found KC3.2 Explain and adhere to the international requirements of a PCV

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Specific Rail Requirements		
Reference	Requirement	Indicative Assessment Criteria
KR1	Understand the importance of correct signage and how to display it	KR1.1 Describe the importance of correct signage KR1.2 Explain how to display signage correctly KR1.3 Knows how to set up the PIS (Passenger Information System) KR1.4 Knows the correct reporting procedures to follow if signage is ineffectively displayed
KR2	Know the safe working practices and understand their importance	KR2.1 Discuss the importance of on-board safety systems and their effective use, e.g. AWS (automatic warning system), DSD/DVD (driver safety device/driver vigilance device) KR2.2 Explain the correct processes to undertake when faults and failures occur with safety systems, e.g. AWS (automatic warning system), DSD/DVD (driver safety device/driver vigilance device) KR2.3 Explain the procedure to follow after an operating incident, e.g. SPAD (signal passed at danger), wrong side door release, overspeed KR2.4 Understands the risks when on foot near the line

KR3	Know how to monitor and maintain progress against operating schedules and its importance	KR3.1 Know how to read and interpret the schedule card KR3.2 Understand the consequences of misreading the schedule card KR3.3 Explain the correct procedures to follow when handling diversions, alterations to routes and unscheduled stops/not-to-stops
KR4	Know the correct procedures for bringing a train into service	KR4.1 Submit reports when unable to bring a train into service safely KR4.2 Identify how to locate and navigate to your train KR4.3 Explain how to prepare a train from berth KR4.4 Explain how to obtain permission to bring the train into service

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