

End-point assessment plan for the Passenger transport operative apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0339	2	No

Contents

Contents	1
Introduction and overview	2
EPA summary table	4
Length of EPA period.....	5
EPA gateway	5
End-Point assessment methods	7
Grading descriptors	114
Overall grading of assessment methods	20
Re-sits and re-takes.....	21
Roles & responsibilities.....	22
Reasonable adjustments.....	25
Internal quality assurance.....	25
KSB mapping	27

Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Passenger transport operative apprenticeship standard. It explains how EPA for this apprenticeship must operate.

It provides the EPA design requirements for end-point assessment organisations (EPAOs) for this apprenticeship standard. It will also be useful for apprentices undertaking this apprenticeship, their employers and training providers.

EPA must be conducted by an EPAO approved to deliver EPA for this apprenticeship standard. Each employer should select an approved EPAO from the Education & Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

Full-time apprentices will typically spend 12 months on-programme (before the gateway) working towards this occupational standard. All apprentices must spend a minimum of 12 months on-programme. All apprentices must spend a minimum of 20% of on-programme time undertaking off-the-job training.

Passenger transport operative is a core and options apprenticeship standard. Apprentices must be trained and assessed against the core and one option. There are 3 options:

- Option 1: ticketing operative
- Option 2: onboard operative
- Option 3: dispatch operative

Before starting EPA, an apprentice must meet the gateway requirements. For this apprenticeship they are:

- the employer must be content that the apprentice is working at or above the occupational standard
- apprentices must have achieved English and mathematics Level 1 and have taken the assessments for Level 2

The EPAO must confirm that all required gateway evidence has been provided and accepted as meeting the gateway requirements. The EPAO is responsible for confirming gateway eligibility. Once this has been confirmed, the EPA period starts. This EPA should then be completed within an EPA period lasting typically for 3 months.

This EPA consists of 2 discrete assessment methods.

It will be possible to achieve the following grades in each end-point assessment method:

Assessment method 1 – Observation with questions:

- fail
- pass

Assessment method 2 - Interview underpinned by portfolio:

- fail
- pass
- distinction

Performance in these end-point assessment methods will determine the overall apprenticeship standard grade of:

- fail
- pass
- distinction

For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

EPA summary table

On-programme (typically, 12 months)	<p>Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <ul style="list-style-type: none"> • training towards English and mathematics Level 2, if required • compiling a portfolio of evidence
End-point assessment gateway	<ul style="list-style-type: none"> • the employer must be content that the apprentice is working at or above the level of the occupational standard for their option • apprentices must have achieved English and mathematics Level 1 and have taken the assessments for Level 2 • apprentices must submit a portfolio of evidence to underpin the interview • the employer must provide the EPAO with any workplace specific policies, requirements and or instructions at least two weeks in advance of the apprentice being assessed.
End-point assessment (typically, 3 months)	<p>Assessment method 1: Observation with questions:</p> <ul style="list-style-type: none"> • fail • pass <p>Assessment method 2: Interview underpinned by portfolio:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Performance in these assessment methods will determine the EPA overall apprenticeship standard grade of:</p> <ul style="list-style-type: none"> • fail • pass • distinction

Length of EPA period

The EPA will be completed within an EPA period lasting typically for 3 months, starting when the EPAO has confirmed that all gateway requirements have been met.

EPA gateway

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above the level of the occupational standard. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

The EPAO determines when all other gateway requirements have been met, and the EPA period will only start once the EPAO has confirmed this.

In addition to the employer's confirmation that the apprentice is working at or above the level of the occupational standard, the apprentice must have completed the following gateway requirements prior to starting EPA:

- achieved English and mathematics Level 1 and taken the assessments for Level 2. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics requirements is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language
- for the observation with questions the employer needs to provide any workplace specific policies, requirements and or instructions as referenced in the grading descriptors
- for the Interview underpinned by portfolio, the apprentice will be required to submit a portfolio of evidence

Portfolio of evidence requirements:

Apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should contain evidence related to the KSBs that will be assessed by the interview assessment method. The portfolio of evidence will typically contain 10 discrete pieces of evidence. Evidence should be clearly mapped against all the KSBs.

Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested. Evidence sources may include:

- workplace documentation/records, for example workplace
- policies/procedures, records
- witness statements (which may include customer feedback if applicable)
- annotated photographs
- video clips (maximum total duration 10 minutes); the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources can be included.

The portfolio should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions. The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The portfolio of evidence is not directly assessed. It underpins the Interview, therefore it should not be marked by the EPAO. EPAOs should review the portfolio of evidence in preparation for the Interview. They are not required to provide feedback after this review.

For the observation with questions, there are no specific requirements to submit supporting materials.

End-point assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

End-point assessment method 1: Observation with questions

Overview

This assessment method has one component.

An observation involves an independent assessor observing an apprentice undertaking work as part of their normal duties in the workplace and asking questions. This allows for a demonstration of the KSBs through naturally occurring evidence. The observation must be of an apprentice completing their usual work and simulation is not permitted. Apprentices must be observed by the independent assessor completing work under normal working conditions. The independent assessor can ask questions in relation to KSBs that have not been observed although these should be kept to a minimum. Questioning may also be used to seek clarification where required.

The observation and responses to questions will be assessed holistically.

The rationale for this assessment method is:

- the occupation involves practical activity best assessed through the completion of tasks in a real work setting
- observation makes use of employer resources and equipment, which will be familiar to the apprentice and thus allow them to perform at their best
- tasks completed during the observation should contribute to workplace productivity and are valid questioning allows for the assessment of the breadth and depth of underpinning knowledge against the grading descriptors
- it is a holistic assessment method focusing on the specialist option taken by the apprentice out of ticketing operative, dispatch operative and onboard operative

Delivery

The observation with questions must take 75 minutes. The observation must take 50 minutes, followed by 25 minutes allocated for questions.

The independent assessor has the discretion to increase the time of the observation by up to 10% to allow the apprentice to complete a task or respond to a question.

The observation with questions may not be split, other than to allow comfort breaks as necessary or to allow the apprentice to move from one location to another as required. Where breaks occur, they will not count towards the total assessment time.

EPAOs must manage invigilation of apprentices during breaks in order to maintain security of the assessment in line with their malpractice policy.

The independent assessor may observe only one apprentice at any one time to ensure quality and rigour. The independent assessor must be unobtrusive whilst conducting the observation and questions will be left until the end.

Apprentices must be provided with information on the format of the observation, including the timescales they will be working to before the start of this assessment method. This time is exclusive of the assessment time.

The following activities should be observed during the observation, with apprentices undertaking all core activities, plus those related to their chosen option:

Core observation requirements for ALL apprentices:

- utilisation of tools (travel equipment/systems)
- communication methods
- directing passenger techniques.

Option specific requirements:

In addition to the core activities, apprentices should be observed undertaking the following activities from one of the below options:

Option 1: Ticketing operative

- supporting customer journey planning.
- cash handling

OR

Option 2: Onboard operative

- taking action to maintain the onboard service in accordance with operator requirements

OR

Option 3: Dispatch operative

- monitoring safety in a live transportation environment such as a train, bus, tram or coach station
- receiving and dispatching transport services into the station

An observation without these activities would limit the opportunity for the apprentice to demonstrate occupational competence against the KSBs assigned to this assessment method.

The independent assessor must be unobtrusive whilst conducting the observation.

As only naturally occurring work is observed, those KSBs that the apprentice did not have the opportunity to demonstrate can be assessed via questioning, although these should be kept to a minimum.

Questions must be asked at the end of the observation. The independent assessor must ask a minimum of 5 questions. The independent assessor must use the full time available for questioning to allow the apprentice the opportunity to evidence occupational competence at the levels available.

Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgement to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions in line with the EPAO's training and standardisation process. KSBs observed, and answers to questions, must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

Assessment location

The observation with questions should normally take place in the apprentice's workplace.

The employer should ensure the necessary tools, equipment and materials are available for the apprentice during the observation with questions.

The nature of workplaces that apprentices operate in will inevitably vary, from major transport hubs through to quieter branch line stations. It is the responsibility of EPAO's to ensure that the venue chosen for the observation provides the apprentice with sufficient opportunity to potentially demonstrate all pass criteria. If the chosen venue is not the apprentices workplace, then the EPAO must allow the apprentice time to familiarise themselves with the environment.

Question and resource development

Questions must be written by EPAOs, be relevant to the occupation and assess the KSBs mapped to this assessment method. It is recommended that this be done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of their questions when consulting employers.

Each EPAO must develop a test specification. They must also develop a question bank of sufficient size to prevent predictability and review it regularly (and at least once a year) to ensure it, and the questions it contain, are fit for purpose.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- independent assessor assessment materials
- training materials
- administration materials
- moderation and standardisation materials
- guidance materials
- grading guidance
- observation specifications
- question bank
- guidance documentation for the apprentice and employer

End-point assessment method 2: Interview underpinned by portfolio

Overview

This assessment method has one component.

An interview consists of an independent assessor asking an apprentice a series of questions to assess their competence against the KSBs. The independent assessor's role is restricted to asking set questions. The independent assessor leads this process to obtain information from the apprentice to enable structured assessment decision-making to occur.

The rationale for this assessment method is:

- it allows for assessment of KSBs that do not occur on a predictable or regular basis
- it is cost effective, as it can be conducted remotely, potentially reducing costs.

Delivery

The independent assessors will conduct and assess the interview.

The interview underpinned by portfolio must last for 60 minutes. The independent assessor has the discretion to increase the time of the interview by up to 10% to allow the apprentice to complete their last answer.

The interview underpinned by portfolio will have a minimum of 10 questions. During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves in line with the EPAO's training and standardisation process.

The interview underpinned by portfolio must be appropriately structured to draw out the best of the apprentice's competence and cover the KSBs assigned to this assessment method.

The purpose of the questions will be to cover the following core themed topics, plus those related to the apprentices' chosen option:

Core topics for ALL apprentices:

- preparing for work
- legislative, procedural and operator requirements
- customer diversity and customer requirements
- identifying possible incidents and responding to incidents/emergencies
- working in differing conditions and supporting others
- performance standards

Option specific topics:**Option 1: Ticketing Operative**

- promoting sales

OR

Option 2: Onboard Operative

- checking tickets

OR

Option 3: Dispatch Operative

- vehicle turnaround and emergencies

EPAOs must arrange the interview underpinned by portfolio in conjunction with the apprentice's employer.

The independent assessor should have a minimum of 2 weeks to review the portfolio of evidence.

Apprentices must be given at least 2 weeks' notice of the date and time of the interview underpinned by a portfolio.

Questions should be open and competence based. Additional follow up questions are allowed, to seek clarification and to make a judgement against the grading descriptors.

Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable questions in line with the EPAO's training and standardisation process.

Apprentices must have access to their portfolio of evidence during the interview underpinned by portfolio.

Apprentices can refer to and illustrate their answers with evidence from their portfolio of evidence, however the portfolio of evidence is not directly assessed.

Evidence from the interview underpinned by portfolio must be assessed holistically using the grading descriptors for this assessment method.

KSBs met and answers to questions, must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

Assessment location

The interview underpinned by portfolio should take place in a quiet room, free from distractions and influence.

Video conferencing can be used to conduct the interview underpinned by portfolio, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The interview underpinned by portfolio can take place in any of the following locations:

- employers' premises
- other suitable location determined by the EPAO (e.g. assessment centre or training provider)
- via video conferencing

Question and resource development

A 'question bank' must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the KSBs, must be varied yet allow assessment of the relevant KSBs.

Questions must be written by EPAOs, be relevant to the occupation and assess the KSBs mapped to this assessment method. It is recommended that this be done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of their questions when consulting employers.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- independent assessor assessment materials
- training materials
- administration materials
- moderation and standardisation materials
- guidance materials
- grading guidance
- observation specifications
- question bank
- guidance documentation for the apprentice and employer

Grading Descriptors

End-point assessment method 1: Observation with questions

KSBs	Fail	Pass - In order to achieve a pass, apprentices must demonstrate all of the pass descriptors	Distinction – not applicable
Core			
K21, K22, K24, S10, S12, S13, B1, B2, B3, B4, B6	Does not meet the pass criteria	<p>Theme – Utilisation of tools (travel equipment/systems)</p> <p>Takes responsibility for own actions by checking applicable travel related systems and equipment are working correctly in line with operational requirements. Adapts use of systems and equipment to meet customer needs. Monitors the working environment to ensure it is safe and secure.</p> <p>K24, S13, B1, B2, B3</p> <p>Theme – Communication methods</p> <p>Supports the customer by adapting their communication style to the circumstances and checks the customer has understood, whilst maintaining professionalism.</p> <p>K22, S12, B4, B6</p> <p>Theme – Directing passenger techniques</p> <p>Responds to passenger related queries, by providing accurate directions, support or advice.</p> <p>K21, S10</p>	

Option 1 - ticketing operative			
K25, K27, K28, K29, K31, K32 S14, S15, S17, S18	Does not meet the pass criteria	<p>Theme – Supporting customer journey planning</p> <p>Promotes the range of tickets, products and services available across the national travel network, matching products to the needs of the customer(s). Explains viable options while remaining impartial. Uses questioning techniques, to establish the route from embarkation to destination.</p> <p>Theme – Cash handling</p> <p>Handles any cash in accordance with regulations and balances sales records.</p> <p>K25, K27, K28, K29, K31, K32, S14, S15, S17, S18</p>	
Option 2 - Onboard operative			
K33 S19	Does not meet the pass criteria	<p>Theme – Monitoring the onboard service in accordance with operator requirements.</p> <p>Monitors the onboard travel service environment, identifying both actual and potential issues, taking action to maintain the integrity of the travel service in line with organisational requirements.</p> <p>K33, S19</p>	
Option 3 - Dispatch operative			
K36, K37, S22	Does not meet the pass criteria	<p>Theme - Monitoring safety in a live transportation environment.</p> <p>Acts upon environmental factors that could risk safety to those using the transport service.</p> <p>Theme - Receiving and dispatching transport services into the station</p> <p>Receives and dispatches transport services (e.g., train, tram, bus, coach) in line with organisational procedures and within limits of own role.</p> <p>K36 K37, S22</p>	

End-point assessment method 2: Interview underpinned by Portfolio

KSBs	Fail	Pass - In order to achieve a pass, apprentices must demonstrate all of the pass descriptors	Distinction - In order to achieve a distinction, the apprentices must demonstrate all of the pass descriptors, all of the core distinction descriptors and all distinction descriptors for their option
Core			
K1 K2 K3 K5 K4 K6 K7, K8, K9, K10, K11, K12, K13, K14, K15, K16, K17, K18, K19, K20, K23 S1, S2, S3, S4, S5, S6, S7, S8, S9, S11, B5	Does not meet the pass criteria	<p>Theme - Preparing for work</p> <p>Outlines the steps they take when preparing their own work area for use during a shift. Explains how their approach to work ensures they meet own organisations safety and efficiency requirements.</p> <p>S2 S7</p> <p>Theme - Legislative, procedural and operator requirements</p> <p>Outlines the relevant legislation/ procedures and health and safety regulations that apply in the travel environment and the impact that they have on operations.</p> <p>Describes how they observe safe and compliant working practices and educate passengers to keep travel environments safe, whilst adhering to regulation and organisational requirements. Provides at least two different risks associated with non-compliance.</p> <p>K1, K2, K4, S1, S11</p> <p>Theme - Customer diversity and customer requirements</p> <p>Outlines the diverse types of customers who may use transport services. Describes their individual needs, rights and expectations whilst accessing transport services.</p> <p>Describes how they identify vulnerable people and respond to promote their safety,</p>	<p>Explains how they have incorporated lessons learnt into preparing their own work area and how this enhanced safety or efficiency.</p> <p>S2 S7</p> <p>Reflects on the importance of compliance with regulations and the impact this has had in the travel environments they work in.</p> <p>S1 S11</p> <p>Identifies the impact of failing to address the diverse needs of customers.</p> <p>K20</p>

		<p>outlining the relevant safeguarding principles.</p> <p>Describes how they assist vulnerable people with specialised equipment or systems to support their use of travel services.</p> <p>K13, K14, K15, K16, K17, K20, S4, S8</p> <p>Theme - Identifying possible incidents and responding to incidents/emergencies</p> <p>Describes how they respond to a sudden event impacting the passenger transport network (either an incident, emergency or disruption). Outlines the procedural steps they followed when reporting the incident in line with requirements.</p> <p>Explains the checks and actions they are required to undertake to determine their response to issues, such as possible incidents, security breaches and emergencies.</p> <p>Outlines the approaches they take to manage suspicious/threatening activity. Describes ways to identify wider organisational response to live incidents.</p> <p>K3, K5, K6, K7, K11, S5, S6</p> <p>Theme - Working in differing conditions and supporting others</p> <p>Outlines approaches to conflict management and states how they utilised these techniques to address inappropriate passenger/public behaviour.</p> <p>Describes the different internal and external stakeholders that must work together to provide safe and effective transport services.</p> <p>Describes expected customer conduct in a safety critical environment. Describes different ways in which criminal activity can adversely impact transport services. Outlines the reporting procedures to follow when identifying such activity.</p> <p>Describes a time when they demonstrated resilience when handling a fast-changing</p>	<p>Reflects on the importance of adhering to requirements when reporting accidents/incidents.</p> <p>K6, S5</p> <p>Explains the balance between passengers own responsibilities for behaving appropriately, and their own role in managing behaviours.</p> <p>K8</p>
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		<p>situation involving unacceptable customer behaviour. Explains how their actions helped maintain the integrity of the transport service.</p> <p>K8, K9, K10, K12, K23, S3, B5</p> <p>Theme - Performance standards</p> <p>Outlines different ways in which a delayed travel service can impact customers and other stakeholders.</p> <p>Describes how their performance is measured at work, and how their role contributes to organisational success.</p> <p>Describes how they handle and resolve complaints in line with their own organisational requirements.</p> <p>K18, K19, S9</p>	<p>Suggests different ways to mitigate the impact of delayed travel services on customers.</p> <p>Evaluates how the current complaints process could be improved to reduce complaints in own organisation.</p> <p>K18, K19, S9</p>
Option 1 - ticketing operative			
K26 K30 S16		<p>Theme – Promoting sales</p> <p>Outlines the different techniques used when promoting sales for a range of products and services. Describes a time when they successfully used one or more techniques to sell a product or service and explains why it was appropriate.</p> <p>K26, K30, S16</p>	
Option 2 - onboard operative			
K34 K35, S20		<p>Theme - Checking tickets</p> <p>Outlines their own limits and responsibilities for checking tickets.</p> <p>Outlines how they check a passenger onboard a service has a correct ticket and describes a range of options for handling non-compliance in line with organisational requirements.</p> <p>K34, K35, S20</p>	

Option 3- dispatch operative			
K38 K39 S21, S23	Does not meet the pass criteria	<p>Theme – vehicle turnaround and emergencies.</p> <p>Explains how they have stopped a vehicle in an emergency situation to reduce risk to those impacted by the emergency, outlines the procedures and rationale involved in reaching this decision.</p> <p>K38 S23</p> <p>Describes how they prepare (ready) a transport service for turnaround in line with organisational requirements.</p> <p>K39 S21</p>	

Overall grading of assessment methods

All assessment methods are weighted equally in their contribution to the overall EPA grade.

Performance in the EPA will determine the apprenticeship grade of fail, pass, or distinction.

Independent assessors must individually grade each assessment method, according to the requirements set out in this plan.

EPAOs must combine the individual assessment method grades to determine the overall EPA grade.

Apprentices who fail one or more assessment method will be awarded an overall EPA 'fail'.

In order to gain an overall EPA 'pass', apprentices must achieve a pass in both the assessment methods.

In order to achieve an overall EPA 'distinction', apprentices must achieve a pass in the observation and a distinction in the interview underpinned by a portfolio.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Assessment method 1	Assessment method 2	Overall grading
Observation with questions	Interview underpinned by portfolio of evidence	
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

Background to grading and the regulated transport sector:

This is a multi-modal apprenticeship covering both road and rail transport. Rail operators must ensure their workforce complies with the Railways and Other Guided Transport Systems (Safety Regulations) 2006 (ROGS). Further to this, in line with the assessment criteria for mainline railway safety and certificate and safety authorisation (see Office of Rail Regulation), rail operators must have in place procedures to ensure that staff with delegated responsibility within the organisation have the authority, competence and appropriate resources to fulfil their duty. They also must demonstrate that safety tasks are clearly defined and delegated to staff with appropriate competence. Finally, train operators must also provide processes for recruitment, training, assessment, competence monitoring and record keeping, indicating how all of these contribute to achieving maintaining competence. As such it is essential that apprentices meet the required standard of competence during the observation, which is not subject to gradations of competency. Therefore, the apprentice will either have passed or failed. This decision is dependent on whether they have met the standard and its end-point assessment criteria. The interview underpinned by a portfolio on the other hand tests KSB's including softer skills, that allows the apprentice the opportunity to demonstrate distinction criteria.

Re-sits and re-takes

Apprentices who fail one or more assessment method(s) will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

A re-sit does not require further learning, whereas a re-take does. Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

The timescale for a re-sit/re-take is agreed between the employer and EPAO. A re-sit is typically taken within 1 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 2 months of the EPA outcome notification.

All failed assessment methods must be re-sat/re-taken within a 5 month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat/re-taken.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to a higher grade.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of Pass, unless the EPAO determines there are exceptional circumstances.

Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • undertake a minimum of 20% off-the-job training as arranged by the employer and training provider • understand the purpose and importance of EPA • undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • work with the training provider (where applicable) to support the apprentice in the workplace to provide the opportunities to develop the KSBs • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for EPA • select the EPAO • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer specific documentations as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met • ensure the apprentice is well prepared for the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for and complete any post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place

	<ul style="list-style-type: none"> • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis • provide the EPAO with any workplace specific policies, requirements and or instructions at least 2 weeks in advance of the apprentice being assessed
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> • agree the EPA price • understand the occupational standard • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer • deliver the EPA as outlined in this EPA plan in a timely manner • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to required resources and liaise with the employer to agree this if necessary • use appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • have no direct connection with the apprentice, their employer or training provider. In all instances including when the EPAO is the training provider (i.e., HEI) there must be no conflict of interest • have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes • conform to the requirements of the nominated external quality assurance provider (EQAP) • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO)

	<ul style="list-style-type: none"> • deliver induction training for independent assessors, and for invigilators and markers where used • undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually) • manage invigilation of apprentices in order to maintain security of the assessment in line with their malpractice policy • verify the identity of the apprentice being assessed • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • request certification via the Apprenticeship Service upon successful achievement of the EPA
Independent assessor	<p>As a minimum, an independent assessor should:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence up to date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances including when the EPAO is the training provider (i.e. HEI) • attend induction training • attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily • assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment

	<p>methods and as determined by the EPAO, and without extending the EPA unnecessarily</p> <ul style="list-style-type: none"> • make all grading decisions • record and report all assessment outcome decisions, for each apprentice, following instructions and assessment recording documentation provided by the EPAO in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard
Training provider	<p>As a minimum, the training provider should:</p> <ul style="list-style-type: none"> • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard • conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan). • monitor apprentices progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. HEI) there must be procedures in place to mitigate against any conflict of interest

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments to the assessment methods for the EPA for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustments and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this EPA plan.

Internal quality assurance (IQA)

Internal quality assurance refers to the strategies, policies and procedures that EPAOs must have in place to ensure valid, consistent and reliable end-point assessment decisions. EPAOs for this EPA must adhere to all requirements within the Roles and Responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- appoint independent assessors who are competent to deliver the end-point assessment and who:
 - have recent relevant experience of the occupation/sector to at least occupational level 2 gained in the last 3 years or significant experience of the occupation/sector
- operate induction training for independent assessors and any other personnel involved in the delivery and or/assessment of the EPA (e.g., markers and invigilators)
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- where appropriate provide ongoing training for markers and invigilators
- provide standardisation activity for this apprenticeship standard for all independent assessors:
 - before they conduct an EPA for the first time
 - if the EPA is updated
 - periodically as appropriate (a minimum of annually)
- conduct effective moderation of assessment decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on assessment decisions and grades

Value for money

Affordability of the EPA will be aided by using at least some of the following:

- utilising digital remote platforms to conduct applicable assessment methods
- using the employer's premises
- conducting assessment methods on the same day

Professional recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Mapping of knowledge, skills and behaviours (KSBs)

Key

O = observation with questions

I= Interview underpinned by portfolio

Knowledge	O	I
Core knowledge		
K1: The principles of identifying and complying with relevant legislation/procedures that impacts the transport environment and its operation.		x
K2: The importance of compliance and potential consequences of non-compliance when working in a regulated travel environment.		x
K3: The routine checks required to ensure a safe and secure working environment.		x
K4: Principles for ensuring health and safety in a regulated travel environment.		x
K5: Techniques for identifying the wider organisational response to live incidents, for instance establishing how other stations are responding to mechanical breakdown, and how your own work contributes.		x
K6: Reporting accidents/incidents.		x
K7: Own responsibilities when responding to an emergency, disruption or other incident impacting any aspect of the passenger transport network.		x
K8: Required passenger conduct in a safety critical environment.		x
K9: Techniques for managing inappropriate passenger/public behaviour.		x
K10: Principles of conflict management.		x
K11: Techniques and procedures for managing suspicious/threatening activity.		x
K12: The procedures for responding to the impact of criminal activity on the transport network, including the reporting processes and stakeholders involved.		x
K13: Identifying the signs of passenger/public vulnerability.		x

K14: Safeguarding principles.		x
K15: Techniques for engaging potentially vulnerable passengers/public.		x
K16: The range of services available to support vulnerable people and how to signpost.		x
K17: Techniques for identifying and responding to vulnerable passengers who may need assistance.		x
K18: How delayed travel services can adversely impact the passenger and other affected stakeholders.		x
K19: Expected performance standards and how own role contributes to wider commercial success of the organisation.		x
K20: The diverse range of passengers who may access transport services; their needs, rights and expectations.		x
K21: Techniques for directing passengers, for example through underground and overground networks.	x	
K22: Techniques for communicating information using various methods appropriate to the audience.	x	
K23: The range of roles and responsibilities that work together to deliver effective transport services.		x
K24: The different types of travel systems and equipment, their operating methods and techniques.	x	
Option 1 - Ticketing		
K25: The national travel network and range of available tickets.	x	
K26: The range of products and services available for sales or promotion.		x
K27: Techniques for diagnosing passenger travel requirements, for example establishing the number and composition of passengers, destination and any specific support needs.	x	
K28: The principles of route planning.	x	
K29: The principles of offering a travel solution that is in the passengers best interests and without bias to any one particular supplier.	x	
K30: The techniques used for sales and promotion.		x
K31: Cash handling regulations.	x	
K32: Principles of balancing sales records.	x	

Option 2 - Onboard		
K33: How to maintain a high quality onboard environment in line with organisational requirements.	x	
K34: Own limits, authority, and responsibility with regard to ticket checks.		x
K35: The process for on-board checking of tickets and how to respond.		x
Option 3 - Dispatch		
K36: The procedures for the safe arrival and dispatch of transport in line with own organisations requirements.	x	
K37: The wider considerations and factors that contribute to a safe dispatch environment, for example platform/station crowd control, disruption to services, potential dispatch irregularities.	x	
K38: The methods and reasons for stopping a vehicle within the station confines during an emergency.		x
K39: The procedures for transport service turnaround.		x

Skills	O	I
Core skills		x
S1: Maintain safe and compliant working practices and travel environments, in accordance with regulation and organisational requirements.		x
S2: Prepare own work area to support safe and efficient delivery of transport services.		x
S3: Recognise and manage inappropriate passenger/public activity to maintain the integrity of the transport service.		x
S4: Identify passenger/public behaviour that indicates vulnerability and respond to help keep them safe.		x
S5: Respond to incidents and emergency situations in line with requirements.		x
S6: Identify potential incidents, breaches of security and emergency situations, and take appropriate action to ensure safety.		x
S7: Prepare for your next shift in accordance with operational requirements and own organisations procedures.		x

S8: Assist vulnerable passengers who require help, using specialised equipment or systems where necessary.		x
S9: Respond to enquiries and complaints in line with expected own organisation requirements.		x
S10: Diagnose passenger related issues to provide accurate advice and support.	x	
S11: Educate passengers to keep safe within the travel environment.		x
S12: Select from a range of communication methods to tailor messages to the audience.	x	
S13: Utilise available equipment and systems in accordance with operational requirements.	x	
Option 1 - Ticketing		
S14: Recommend an impartial travel solution balancing the passengers circumstances with potential routes, network operations, and available tickets.	x	
S15: Promote the benefits of products and services to eligible passengers.	x	
S16: Determine and sell appropriate products and services to passengers.		x
S17: Handle cash in accordance with regulations.	x	
S18: Account for the balance of payments during your shift.	x	
Option 2 - Onboard		
S19: Identify and respond to onboard environmental circumstances, for example degraded operations.	x	
S20: Carry out ticket checks within limits of responsibility & when practical to do so.		x
Option 3- Dispatch		
S21: Ready the service for turnaround in line with procedures.		x
S22: Receive and dispatch services in line with procedures and prevailing circumstances.	x	
S23: Stop a vehicle to reduce the risk to those potentially affected by an emergency situation.		x

Behaviours	O	I
Core (all)		
B1: Safety first mindset.	x	
B2: Responsible for own actions.	x	
B3: Passenger-focused mindset.	x	
B4: Respectful and supportive of others.	x	
B5: Resilient in challenging & fast-changing travel situations.		x
B6: Acts professionally in line with expectations.	x	

Supporting information

External quality assurance

Option selected: OFQUAL