



As of 1 August 2022, the English and maths requirements for on-programme and new apprentices undertaking level 2 apprenticeships have changed and are detailed as part of the [apprenticeship funding rules](#). These requirements supersede the current wording in this apprenticeship standard and EPA plan.

Network Operations Apprenticeship Standard (Level 2) End Point Assessment Plan

Table of Contents

1. Introduction	3
2. Network Operations Apprenticeship Standard	3
4. End Point Assessment Gateway	4
5. End Point Assessment	4
6. On–Programme Assessment	14
7. Re-takes/Re-sits	14
8. End-Point Summary of Roles and Responsibilities	14
9. Grading Criteria	15
10. Quality Assurance	22
11. Implementation	26
12. Professional Body Recognition	26
13. Consistent	26
14. Volumes	26

1. Introduction

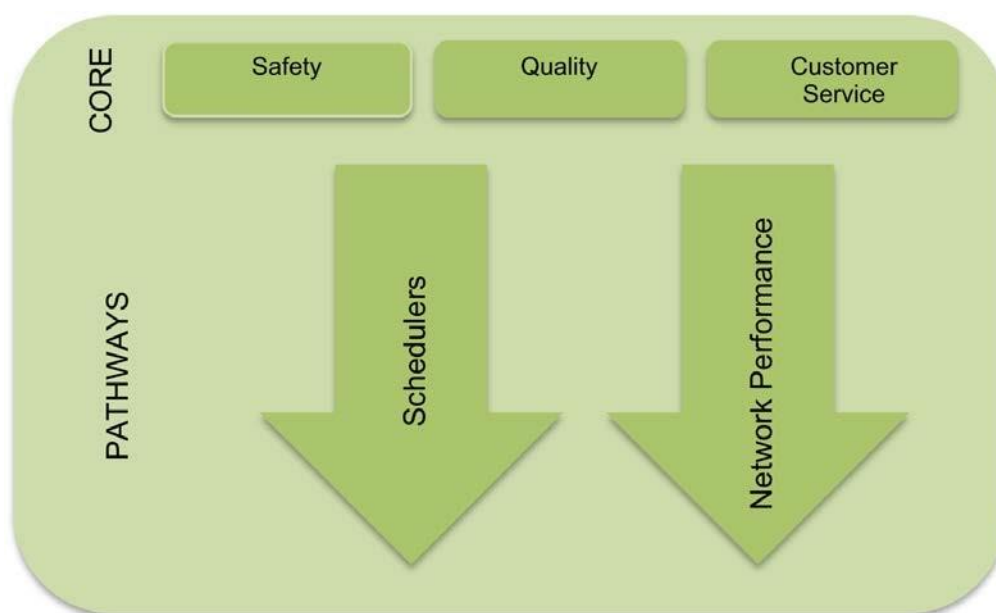
Network Operators support the safe and efficient operation of the bus, coach and rail transport networks. Adhering to rigorous rules and guidelines, which comply with commercial and legal frameworks, Network Operators design, develop and monitor the performance of timetables and transport services ensuring they meet the requirements of stakeholders and customers.

Network Operators will be required to work closely with, front-line operations managers, engineers, business support functions and stakeholders. Their role contributes to the operational effectiveness and integrity of the UK transport network.

Network Operators may be required to work in a small control location, a major operations control room or a head office.

This apprenticeship adopts a core and options approach to allow flexibility for employers and enable transferability between roles and employers for apprentices. The core content includes safety, quality and customer service, the apprentice will then follow one of the following specialist pathways: Scheduler or Network Performance Operator.

2. Network Operations Apprenticeship Standard



Schedulers: are responsible for the design and development of operating plans/timetables for vehicles, bus, coach, and/or train-crew duties and operational staff rosters for day-to-day, temporary and emergency operations, and short-term service changes in response to disruption or to enable work on projects, maintenance and upgrades for future services. Schedulers are responsible for delivering solutions to service stakeholders such as: commercial managers, specifiers, operations and engineering managers, and will collaborate with front-line

staff, network operators and others involved in the scheduling process, e.g. diagram planners for crew and vehicles. Schedule designers work with time and performance information from specifications, historic data, and observations of real-time or simulated services, and will review and validate their solutions against existing services, business requirements, customer expectations and standards, contracts and service charters.

Network Performance Operators: are responsible for monitoring the performance of services on a transport network and identify when services are not running to plan such as: failures, events and incidents, escalating to stakeholders to take appropriate action. Network Performance Operators will capture and monitor data such as: reliability of services, delay information and analysing data for trends to support management to make improvements to performance, safety and financial efficiencies. Network Performance Operators will analyse data following investigation of incidents capturing lessons learnt to improve future performance and/or response to prevent reoccurrence.

3. Assessment Overview

The assessment plan for Network Operators has been developed to ensure the apprentice has the knowledge, skills and behaviours required to be competent in carrying out their role to a level that will be recognised by all employers. The assessment plan covers the following two occupational pathways: Schedulers and Network Performance Operators.

This plan outlines the end-point assessment that apprentices must successfully complete to achieve their apprenticeship. The apprenticeship must be at least 12 months' in duration, followed by the end-point assessment, which will take between 1-2 months. Apprentices will be awarded a fail, pass or distinction based on their competency.

4. End Point Assessment Gateway

A formal review between the employer, apprentice and the training provider will take place at the Employer Gateway stage. During the formal review employers will make the decision whether the apprentice is ready for the end point assessment. During the formal review the employer will ensure the apprentice consistently demonstrates the relevant knowledge, skills and behaviours as described in the standard. Prior to taking the end point assessment the apprentice must have achieved at least a level 1 qualification in both English and maths and have also taken the test for level 2.

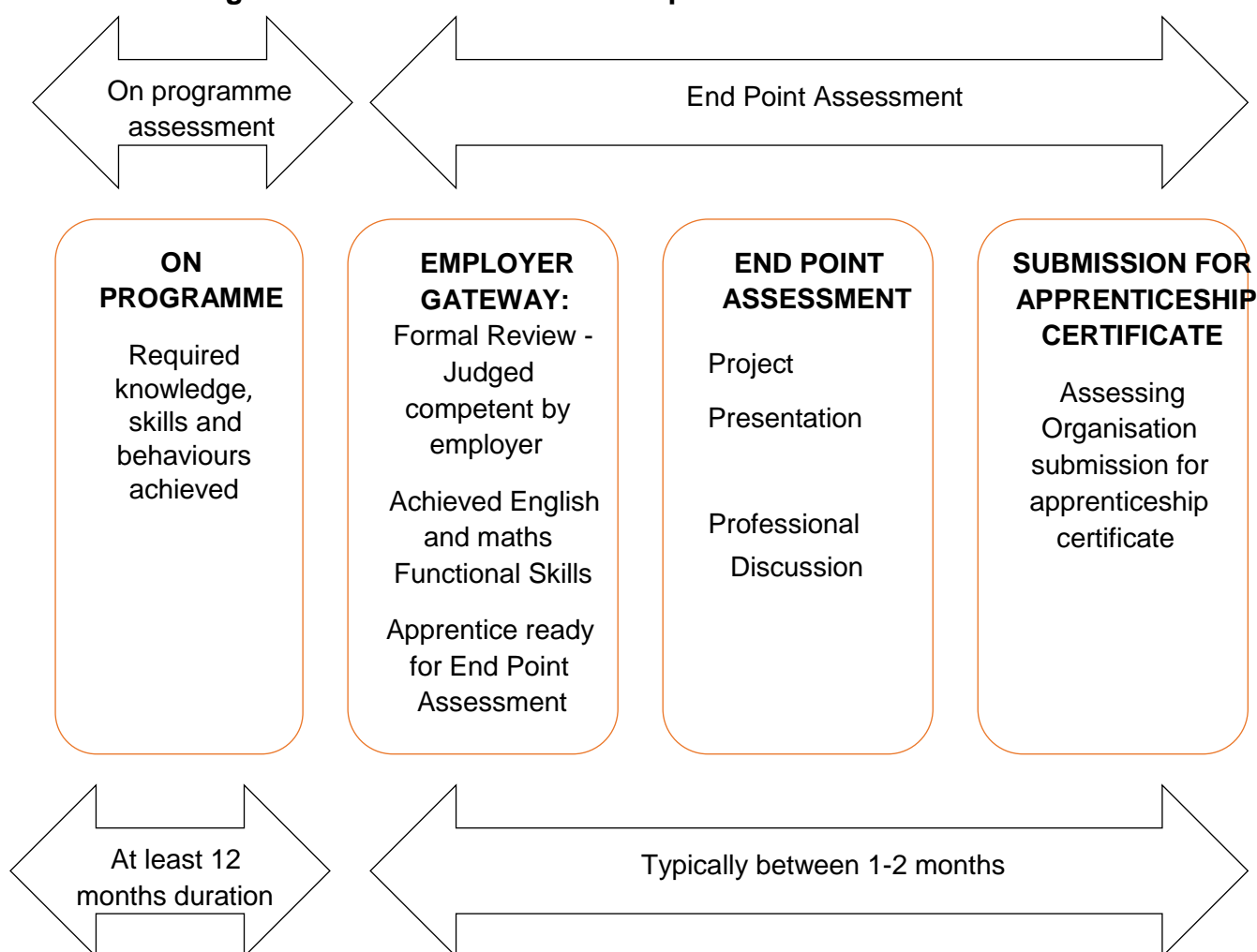
5. End Point Assessment

End point assessment must be undertaken by an independent End-point Assessment Organisation (EPAO) that is registered on the Education and Skills Funding Agency Register of End-point Assessment Organisations (RoEPAO). The selected EPAO will

be responsible for coordinating and carrying out the end point assessment. End-point assessment organisations must appoint appropriately qualified and experienced independent assessors to conduct the end-point assessment, as defined in this plan. Independent assessors involved in the end point assessment must not have had direct involvement with the apprentice as their mentor, coach, direct trainer or direct supervisor/line manager.

Successful achievement of the end-point assessment will lead to final certification of the apprenticeship and will demonstrate that the apprentice is a fully competent Network Operator in their occupational job role.

The following summarises the assessment process



Methods of Assessment

The end point assessment uses the following assessment tools and should be undertaken in the order shown. The presentation and professional discussion will ideally take place on the same day; if this is not possible the professional discussion must take place within seven days of the presentation taking place.

Assessment Method	Area Assessed	Assessed By	Grading
1. Project	Apprentices will develop a project based on a work-based task which will assess the apprentice's ability to integrate a range of knowledge and skills they have acquired during the apprenticeship	End-point Assessment Organisation	Fail, Pass or Distinction
2. Presentation	Apprentices will present to the independent assessor, based on their response to the project, followed by questions and discussion	End-point Assessment Organisation	Fail, Pass or Distinction
3. Professional Discussion	The professional discussion is a structured discussion between the apprentice and independent assessor covering a range of knowledge, skills and behaviours	End-point Assessment Organisation	Fail, Pass or Distinction

Project Requirements

The project will be managed and assessed and graded by an independent assessor appointed by the EPAO

- The project will be chosen jointly by the apprentice and employer and developed within two months following the Employer Gateway
- The project should consist of 1300 words (+/- 10%), this will also include the schedule/report, as detailed on pages 8 and 9
- The apprentice will have one month to complete
- No less than seven days before the presentation the project will be submitted electronically to the EPAO for assessment

The purpose of the project is to set a task which will assess the ability of the apprentice to integrate a range of knowledge and skills that have been acquired during the apprenticeship. The following knowledge and skills will be assessed:

Core Knowledge

- Safe and professional working practices, complying with relevant rules and procedures including legislation, statutory operating regulations e.g. the Railways and Other Guided Transport Systems (Safety) regulations, industry procedures and safety requirements and instructions, as well as the need to understand and adhere to corporate policies on ethics, equality and diversity.
- The importance of maintaining a safe working environment and resources, including how to secure the work environment, how to take and handover duties and the importance of safe systems of working.
- The general principles of passenger and freight operation including relevant legislative and contractual regulatory standards.

Core Skills

- Keep themselves and others safe by adhering to safe working practices. Comply with statutory regulations, safe systems of work, permits and organisational safety requirements, with or without supervision to support operating activities.
- Prepare for a high standard of work. Gather information from: drawings, plans, specifications and schedules, real-time positional information and historic information to achieve optimum outcomes. Be able to interpret information and solve problems including information about the state of the network in support of all other transport planning and operating.
- Deliver a high standard of work. Continually monitor the situation and undertake planned, unplanned, emergency planning and operating activities diligently at all times. Prioritise activities according to the situation and take responsibility for personal actions. Identify opportunities for continuous improvement and implement where appropriate to achieve customer service outcomes.

Specific Knowledge Scheduler

- Basic knowledge of scheduling design principles including transport service frequencies, running times, fluctuations of customer demand and other transport services within the network area
- Transport planning Rules, safety specifications and processes to ensure compliance e.g. Road Traffic Act, Train Planning Rules, Network Code & asset constraints and regulations governing safety critical workers.
- A good understanding of technical requirements to ensure appropriate and safe scheduling e.g. vehicle and route characteristics, capacity and signalling, maintenance & possession procedure and contract agreements.
- How to create robust schedules for transport services and staff including how to use relevant tools, systems and data, and being able to work to the different requirements for producing internal or public schedules.
- Understand the operation of traffic management or service control systems, including rail signalling (rail only)

Specific Skills Scheduler

- Use industry scheduling systems, software and processes to create robust schedules for vehicles and/or staff in order to deliver an effective and efficient transport service
- Design accurate schedules by applying detailed knowledge, problem solving, numeracy and communication skills, complying with defined technical and operational criteria
- Optimise a scheduling solution to make maximum use of the capacity and constraints of the transport network, its vehicles and staff, taking into account for example: vehicle, staff and route availability to match customer demands, appropriate vehicle capability for the route, adequate stop and terminal provision for the scheduled vehicles, resilience to disruption, adverse weather and environment, maintenance, training, engineering and customer service standards.
- Be able to analyse the design and/or performance of a transport service to identify areas of improvement for future prevention.

Specific Knowledge – Network Performance

- Basic knowledge of various performance control regimes e.g. maintenance regimes and training schedules for operators.
- Understand the baseline schedule so that variances from this can be identified, analysed and improvements put in place to prevent reoccurrence
- Understand employers and/or performance management framework and systems e.g. databases, key performance indicators and contracts

Specific Skills – Network Performance

- Identify variances to the plan and know how to interpret the information and respond accordingly e.g. monitoring the performance of buses, coaches and/or trains.
- Generate and publish reports on performance, safety and cost to managers and collate feedback.
- Assist in the implementation of quality improvement initiatives and/or containment actions e.g. investigating reoccurring incidents, supporting action planning and making recommendations to improve business performance.
- Monitor the performance of transport services to identify trends and ensure the standard of provision (including frequency, punctuality and capacity where relevant) meet stakeholder needs and expectations

The project will follow a basic structure, which will be agreed between end-point assessment organisations and employers (a template will be provided by the end-point assessment organisation) and it must contain the following:

Scheduler	Network Performance
Develop a schedule for one or more of the following: <ul style="list-style-type: none"> ➤ Short-term planning ➤ Long-term planning ➤ Freight planning ➤ Special event planning ➤ Staff planning 	Develop a report to monitor performance using one month of data, historical or tracking on a daily basis <ul style="list-style-type: none"> ➤ Frequency, punctuality and capacity ➤ Trends, performance of a service and identify where it doesn't meet expectations
The plan needs to be based over a 24 hour period that shows vehicle and/or staff planning	Analyse and identify where there has been at least two of the following: <ul style="list-style-type: none"> ➤ Failure ➤ Events ➤ Incidents
At least three vehicles or six staff must be included in the plan	Identify the variance
The plan will include different levels of demand: <ul style="list-style-type: none"> ➤ Peak and off-peak 	Make recommendations based on the findings
<ul style="list-style-type: none"> ➤ Vehicles and/or staff start and finish at the correct location ➤ Alert to potential disruptions 	
The project will be based on a real-life scenario to enable analysis of the performance of the transport service to inform the schedule <ul style="list-style-type: none"> ➤ Current solution or historical data ➤ Peak and off peak ➤ Level of demand and journey time (timing point, round trip) 	Generate and publish a report

The Independent Assessor will verify with the employer that the work described in the project has been carried out by the apprentice. The Independent Assessor will assess the project against the knowledge and skills listed above.

Presentation Requirements

The presentation will allow the apprentice to show and explain how they have approached the project and the skills shown in doing so; building towards how they would improve the outcome next time. The presentation will demonstrate the ability to respond, think under pressure and manage discussion.

The presentation will be managed and assessed by an independent assessor appointed by the independent EPAO.

- The presentation will be carried out over a 20-25 minute period. The apprentice will have 10 minutes to present and there will be 10-15 minutes for questions and answers at the end.

- The presentation must be supported by 'hard copy' such as slides, drawings, spreadsheets, which the apprentice will have prepared beforehand and made available at the start of the presentation.
- The presentation should consist of at least four pieces of evidence:
 - introduction, aims and objectives
 - major points and ideas explained and summarised
 - results, related points, issues
 - conclusion

The following skills will be assessed as part of the presentation:

Core Skills

- Understand and comply with statutory regulations, safe systems of work, permits and organisational safety requirements, with or without supervision to support operating activities
- Gather and interpret information from drawings, plans, specifications and schedules, real-time positional information and historic information to achieve optimum design outcomes. Be able to interpret information and solve problems including information about the state of the network in support of all other transport planning and operating.
- Continually monitor the situation and undertake planned, unplanned and emergency planning and operating activities diligently at all times. Prioritise activities according to the situation and take responsibility for personal actions. Identify and evaluate opportunities for continuous improvement and implement where appropriate to achieve customer service outcomes.

The presentation must take place away from normal duties. Away from normal duties is defined as a quiet room, with access to all the equipment the apprentice requires to deliver the presentation. If for any reason it is not possible for the apprentice and independent assessor to meet in the same place, the independent assessor must ensure adequate controls are in place to maintain fair and accurate assessment. The presentation may be conducted using technology, as long as fair assessment conditions can be maintained. Acceptable means of remote assessment include video conferencing / video calling and must include a two-way visual and audio link.

Apprentices may choose the most appropriate method to present to the assessor e.g. PowerPoint presentation or an interactive demonstration, supported by their submitted documents.

At the end of the presentation the independent assessor will make a judgement as to whether the apprentice successfully met the requirements of the end point assessment. The independent assessor should note particular aspects of the presentation that they wish to discuss with the apprentice during the question and answer session, either to confirm their judgement and/or provide further information on which to base the grading decision. Results from the presentation will be withheld until after the professional discussion and will be given in writing to the apprentice within three working days of the end point assessment taking place.

Professional Discussion Requirements

The professional discussion is a synoptic assessment testing knowledge, skills and behaviours together to ensure competence; it will be the final stage of the end point assessment process. An independent assessor appointed by the EPAO will carry out the professional discussion, this should ideally be the same person who assessed the project and presentation.

- The professional discussion will be carried out over a one-hour period.
- The professional discussion will include competence-based questions to ensure a consistent approach is adopted.

The professional discussion will assess the following knowledge, skills and behaviours:

Core Knowledge

- The diverse range of customers within transport services, their needs, rights and expectations and how to provide excellent customer service that promotes the transport industry.
- The importance of delivering a reliable and punctual service including legal, financial, moral and reputational considerations. How to recognise the difference between the service commissioner and the service user when operating in a contracted or regulated environment.
- The importance of commercial principles and understanding different stakeholders applicable to the transport network and the implications of these regarding timetabling, scheduling, planning and performance. How to recognise when circumstances could lead to confusion, panic or conflict e.g. the impact of events, demands, decisions on constraints on customer service and reputation.
- The importance of gathering specific data on transport network geography, human resources and physical assets in order to understand time constraints and events and to learn continuously from past performance, incorporating this into future operations.

Core Skills

- Work with others. Work effectively, efficiently, individually and as part of a team, maintaining effective relationships with colleagues, stakeholders, suppliers and the public, as appropriate. Work with others in a positive, respectful and supportive manner, providing support and help as needed, and managing conflict when required.
- Meeting and identifying customer requirements. Gather information from recognised sources for internal teams to update customers, such as: social media, information systems and face to face. Respond in a timely, positive and helpful manner to enquiries, complaints and compliments. Report & accurately record all required information, using correct terms, standards, templates and protocols, providing assistance that is considerate to risk and reassurance that is sympathetic and promotes goodwill.

Behaviours

- Act professionally, demonstrating dependability, determination, honesty and integrity. Be approachable, respect others, act ethically and contribute to sustainable development
- Be risk aware, in order to reduce risks by checking information, concentrating on the task, maintaining an awareness of changing circumstances and remaining calm under pressure
- Display a self-disciplined, self-motivated, proactive approach to work, the ability to make independent decisions whilst understanding limits and knowing when to ask for help or to escalate
- Be receptive to feedback, willing to learn new skills and to adjust to change. Undertaking professional development necessary in order to maintain and enhance competence
- Make a personal commitment to an employer, the industry and its professional standards

Pathway Specific Knowledge – Schedulers

- A good understanding of technical requirements to ensure appropriate and safe scheduling e.g. vehicle and route characteristics, capacity and signalling, maintenance & possession procedure and contract agreements

Pathway Specific Skills – Schedulers

- Optimise a scheduling solution to make maximum use of the capacity and constraints of the transport network, its vehicles and staff, taking into account for example: vehicle, staff and route availability to match customer demands, appropriate vehicle capability for the route, adequate stop and terminal provision for the scheduled vehicles, resilience to disruption, adverse weather and environment, maintenance, training, engineering and customer service standards

Pathway Specific Knowledge - Network Performance

- Awareness of continuous quality improvement methodologies and change management such as: lean and Six Sigma

Pathway Specific Skills – Network Performance

- Capture and analyse data for failures, events and incidents, which could be safety or performance to inform management decisions

The professional discussion must be conducted away from normal duties. Away from normal duties is defined as a quiet room. If for any reason it is not possible for the apprentice and independent assessor to meet in the same place, the independent assessor must ensure adequate controls are in place to maintain fair and accurate assessment.

The professional discussion may be conducted using technology, as long as fair assessment conditions can be maintained. Acceptable means of remote assessment

include video conferencing / video calling and must include a two-way visual and audio link.

Independent assessors will select 6 questions from a bank of thirty standardised competency based questions to ensure a consistent approach is adopted, as well as ensuring all required areas of the standard are appropriately covered. EPAO's must review their bank of questions every six months.

Examples of questions that could be used during the professional discussion:

Core Knowledge
Can you tell me about a time where you have produced a schedule or report, which had to meet different needs and expectations from several customers?
Can you tell me about the difference between the service commissioner and the service user and how this relates to your business?
Can you tell me about a situation where you gathered data on a transport network, its geography and the resources required to operate it? Did this data influence future plans?
Core Skills
Describe a time you have found yourself in a situation where someone does not understand what you are trying to explain
Could you describe a situation where you have gathered information to answer a customer comment or complaint? What sources did you use and what did you consider when responding?
Can you tell me about a time when you were unable to meet the customer's requirements and how did you go about it?
Behaviours
Can you tell me about a time where changing circumstances may have presented a health and safety risk and you worked to overcome this?
Can you tell me about a time you have had a number of different options to go with when making a decision and how you chose the way forward?
Can you tell me what you have done in the last year to develop yourself?
Scheduler
Talk me through how you would approach producing a schedule
What are the key stages and principles of the planning process?
Network Performance Operator
Can you tell me about a time where you have captured data on failures, events or incidents? How did you analyse this data to inform management decisions?

Follow-up questions may be used to probe further into the detail in order to satisfy the independent assessor of the depth of knowledge, skills and behaviours. The independent assessor will document the questions asked as well as the apprentice's responses.

A structured brief and question bank will be developed by EPAO's to support independent assessors in reaching a consistent judgement.

By the end of the professional discussion the independent assessor will make a judgement as to whether the apprentice successfully met the requirements of the end point assessment.

6. On-Programme Assessment

The training and assessment programme is required to meet the knowledge, skills and behaviours of the standard and will cover activities as detailed in the core and specific pathways. It is recommended employers will have assessment arrangements, which will be a combination of knowledge testing and practical assessments throughout the programme.

It is recommended regular progress reviews will take place between the apprentice, employer and training provider giving those involved the opportunity to give feedback. These will not contribute to the end point assessment.

7. Re-takes/Re-sits

If an apprentice fails one or more elements, the apprentice may re-take/re-sit one or more elements within six months of the end-point assessment taking place.

Retake/re-sits outside of the six-month end-point assessment period would require all elements to be re-assessed. Apprentices must have a supportive action plan to prepare for the re-take/re-sit. Further re-takes/re-sits would be at the discretion of the employer following a 1:1 review with the apprentice to determine the suitability of the apprentice for further assessment.

8. End-Point Summary of Roles and Responsibilities

It is recommended that the employer supports the apprentice and conducts regular reviews to monitor their progress throughout the apprenticeship. The employer will determine when the apprentice should be put forward for the end point assessment.

For final judgements to be made the following is required:

Role	Responsibilities
Employer:	1. Employer Gateway decisions

EPAO:	<ol style="list-style-type: none"> 1. Project 2. Presentation 3. Professional discussion <p>Ensure the apprentice has been assessed in a fair and consistent way.</p> <p>Must be on the Education and Skills Funding Agency register.</p> <p>The final decision on grading will be made by the end-point assessment organisation; they will consider the performance of the apprentice in all of the assessment methods before deciding if the apprentice has met the requirements for full occupational competence.</p>
-------	---

9. Grading Criteria

The apprenticeship includes pass and distinction grades with the final grade based on the apprentice's combined performance in each assessment activity. In order to pass the apprentice is required to pass each of the three assessments. In order to achieve a distinction the apprentice needs to achieve all of the pass and distinction criterion within each assessment method.

The grading criterion set out in the tables below specifies what is required to achieve a pass or distinction for the project, presentation and professional discussion. The Independent EPAO will use the criterion to assess and grade the apprentice.

Project Grading

<p>The following criteria will demonstrate a pass or distinction for the project</p> <p>Pass - in order to pass the project the apprentice will demonstrate ALL of the core and relevant pathway specific criteria, in the pass column</p> <p>Distinction – in order to gain a distinction the apprentice will demonstrate all the criteria in safety, quality and customer service and three criteria within specialist knowledge and skills, in the distinction column</p>		
	Pass	Distinction
Core Knowledge and Skills		
Safety	<ul style="list-style-type: none"> • Demonstrates ability to maintain system safety throughout 	<ul style="list-style-type: none"> • Demonstrates ability to maintain system safety throughout and proactively applies self-checking techniques and strategies
Quality	<ul style="list-style-type: none"> • Involves all relevant parties in the activity: communicating clearly and working together as required • Records/logs details of actions in accordance with written down procedures 	<ul style="list-style-type: none"> • Involves all relevant parties in the activity: communicating clearly and working together as required and understands who else the activity may effect • Records/logs details of actions in accordance with written down procedures and reflects on opportunities for continuous improvement
Customer Service	<ul style="list-style-type: none"> • Reaches a clear understanding through appropriate use of questioning, summarising and read backs. 	<ul style="list-style-type: none"> • Reaches a detailed and in-depth understanding through appropriate use of questioning, summarising and read backs. Takes responsibility for personal actions

	Pass	Distinction
Specialist Knowledge and Skills		
Scheduler and Network Performance	<ul style="list-style-type: none"> • Demonstrates effective communication, specifically in relation to observing the safety critical communication protocols • Act on information in an appropriate and timely manner • Responds to a situation/event in accordance with the relevant rules and regulations • Demonstrates the ability to maintain personal and other team member's safety Demonstrates understanding of impact of own actions on others and the train service • Able to analyse information - identify and report areas of improvement for future prevention • Demonstrates good knowledge of scheduling design principles (Schedulers only) • Able to design accurate schedules by applying detailed knowledge (Schedulers only) • Demonstrates a good knowledge of various performance control regimes (Network Performance only) 	<ul style="list-style-type: none"> • Whilst also considering the moral and reputational impacts on the business • Uses a range of design methods and principles, explaining the appropriateness of each as part of the overall approach and eventual solution • Accurately and confidently describes the range of impact of their own actions on the business and travelling public Justify the methods and techniques used to identify and resolve issues in design, with explanation of the recommended choices and the outcomes for the solution • Demonstration of excellent and thorough understanding of the relevant theories and principles relative to their occupation

Presentation

The following criteria will demonstrate a **pass** or **distinction** for the presentation

Pass - in order to pass the presentation the apprentice will demonstrate all of the core and relevant pathway specific criteria, in the pass column

Distinction – In order to gain a distinction the apprentice will demonstrate all the criteria in safety and quality.

	Pass	Distinction
Core Knowledge		
Safety	<ul style="list-style-type: none"> • Applies safe systems of work, permits and organisational safety requirements 	<ul style="list-style-type: none"> • Applies safe systems of work, permits and organisational safety requirements and demonstrates self-checking techniques and strategies
Quality	<ul style="list-style-type: none"> • Demonstrates appropriate techniques, procedures and methods to undertake tasks • Identifies problems and appropriate methods to achieve satisfactory solutions • Identify, organise and use resources effectively to achieve tasks • Uses oral, written and electronic methods for communication in English of technical and other information 	<ul style="list-style-type: none"> • Demonstrates appropriate techniques, procedures and methods to undertake tasks and achieve optimum design outcomes • Identifies problems and appropriate methods to achieve satisfactory solutions, identifies causes and opportunities for continuous improvement

Professional Discussion

The following criteria will demonstrate a **pass** or **distinction** for the professional discussion:

Pass - in order to pass the professional discussion the apprentice will demonstrate all of the core and relevant pathway specific criteria, in the pass column

Distinction – In order to gain a distinction the apprentice will demonstrate all the criteria in safety, quality and customer service, one criteria within each behaviour and all criteria within specialist knowledge and skills in the distinction column

	Pass	Distinction
Core Knowledge		
Safety	<ul style="list-style-type: none"> • Demonstrates a good understanding of statutory regulations and organisational safety requirements 	<ul style="list-style-type: none"> • Demonstrates a good understanding of statutory regulations and organisational safety requirements. Challenges any unsafe behaviour.
Quality	<ul style="list-style-type: none"> • Evidence is genuinely attributable to the apprentice • Demonstrates development over a minimum of 12 months • Demonstrates specific underpinning knowledge of the activities discussed • Demonstrates an understanding of the roles and responsibilities of other key stakeholders 	<ul style="list-style-type: none"> • Demonstrates an understanding of the roles and responsibilities of other key stakeholders and proactively shares information
Customer Service	<ul style="list-style-type: none"> • Uses clear and engaging communication to establish a good rapport with customers • Able to ask relevant questions to determine customer needs 	<ul style="list-style-type: none"> • Uses clear and engaging communication to establish a good rapport with customers and is able to demonstrate logical thinking in a variety of situations
Behaviours		
Act Professionally	<ul style="list-style-type: none"> • Readily shares information, is dependable, open and honest • Attitude is respectful & positive • Is respectful of relevant rules or policies, and acts ethically 	<ul style="list-style-type: none"> • Proactively shares Information, which can be trusted • Goes out of their way to represent the business • Promotes value of core behaviours • Openly supports change and recommends areas for improvement

Be risk aware	<ul style="list-style-type: none">• Routinely follows standardised procedures• Concentrates on immediate task at hand• Remains calm and professional when under pressure	<ul style="list-style-type: none">• Recognises signs of loss of attention and proactively addresses• Can make rational, logical, and clear decisions under pressure situations and does this proactively (without prompting)
---------------	--	---

	Pass	Distinction
Display a self-disciplined, self-motivated, proactive approach to work	<ul style="list-style-type: none"> • Demonstrates reflective learning • Recognises and chooses best course of action appropriate to situation or task • Considers impact of own actions on other people or activities 	<ul style="list-style-type: none"> • Recognises potentially serious situations and takes appropriate action and able to demonstrate logical thinking in a variety of situations • Knows own limitations, and when to ask for help or escalate and shares learning points
Be receptive to feedback	<ul style="list-style-type: none"> • Listens to and acts upon feedback. • Carries out and records CPD necessary to maintain and enhance competence 	<ul style="list-style-type: none"> • Proactively seeks feedback and acts upon it • Willing to also ask questions and explore the feedback to continuously improve
Make a personal commitment	<ul style="list-style-type: none"> • Demonstrates accountability for own learning • Manages own time and workload to achieve required standards • Stays motivated and committed, when facing challenges 	<ul style="list-style-type: none"> • Manages own time and their workload well and reflects on how to do things more effectively • Is motivated and resilient when facing significant challenges even over a long period of time
Specialist Knowledge and Skills		
	<ul style="list-style-type: none"> • Able to communicate knowledge of their specific pathway and where that sits in the wider transport industry • Can demonstrate experience within the context of their specific pathway 	<ul style="list-style-type: none"> • Confidently communicates knowledge of their specific pathway and where that sits in the wider transport industry • Demonstrates breadth of experience within the context of their specific pathway

Overall Grading

In order to achieve a **pass** overall:

A pass must be achieved in the **project, presentation and professional discussion**

In order to achieve a **distinction** overall:

A distinction must be achieved in the **project, presentation and professional discussion**

If an apprentice fails any part of the end point assessment they will be given the opportunity for additional support in areas as required and to re-take the

assessment. The apprentice must pass all of the pass criterion in each assessment method to pass.

The distinction grade is designed to recognise the proportion of apprentices who are seen as regularly going beyond what is required to be competent in the role. An apprentice who achieves a distinction can be described as:

- Consistently exceeding the standards set for the role (both what is delivered and how it is delivered)
- Going beyond what is typically expected at this level
- Able to work upwards as well as with peers
- Showing they understand the wider context of the work they are doing

10. Quality Assurance

Independence and Internal Quality Assurance, The End-point Assessment Organisation

The EPAO will be responsible for carrying out the end point assessment. Independent assessors involved in the end point assessment must not have had direct involvement with the apprentice as their direct trainer or direct supervisor/line manager.

All end-point assessment organisations must be on the Education and Skills Funding Agency's Register of End-point Assessment Organisations.

The end-point assessment organisation's primary role will be to ensure that all decisions are consistent, credible and undertaken with integrity, it will:

- Provide documentation and guidance in relation to the requirements of the apprenticeship
- Monitor assessors and provide remedial support to ensure consistency and reliability of judgements on a risk based basis, for example, those newly qualified
- Approve assessors for the purposes of conducting assessments, based on a check of knowledge, experience, assessment qualifications and independence
- Provide training for assessors in terms of the requirements of the apprenticeship and marking of the project, portfolio of work and professional discussion
- Provide training for assessors in undertaking fair and impartial assessment and making judgements about performance and the application of knowledge and behaviours within a workplace setting
- Hold at least one standardisation event every six months for assessors to ensure consistent application of the guidance
- Ensure end-point assessment organisation staff are trained in assessment and moderation processes and undertake regular continuing professional development

- Develop and manage a complaints and appeals procedure.

Minimum requirements of Assessors

Assessors must:

- Be registered and recognised by the end-point assessment organisation
- Be competent to make qualitative judgements about the occupations they are assessing. Illustrations of competence could include the assessor
 - Having substantial demonstrable experience in the job roles they are assessing
 - They must be currently working in the industry and be occupationally competent, with a minimum three years' experience
 - Being in a day-to-day line management, training or quality assurance role in the area they are assessing
- Carry out their duties in accordance with the current national occupational standards for Assessment, and in line with current guidance on assessment practice issued by the end-point assessment organisation
- Be in possession of or working towards the assessment qualifications or hold the A1/A2, D32/33 award
- Maintain appropriate evidence of development activities to ensure their assessment skills and occupational understanding are current (CPD)
- Have a working knowledge of the apprenticeship standard and a full understanding of that part of the apprenticeship standard for which they have responsibility. The end-point assessment organisation will confirm this through examination of relevant CVs supported by relevant references
- Be approved by the end-point assessment organisation that must maintain records demonstrating how they meet the requirements. The appointment of assessors may require the prior approval of the end-point assessment organisation.
- Meet any additional requirements as specified by the end-point assessment organisation

External Quality Assurance – The professional Institution of Railway Operators will monitor the External Quality Assurance of the standard and assessment plan on a not-for-profit basis.

External quality assurance visits will be completed regularly with each end-point assessment organisation, and may include more than one visit where an end-point assessment organisation operates in more than one

geographical location, or uses multiple assessment centres. External quality assurance will comprise a range of activities, examples of which are detailed below.

External quality assurance activities

External quality assurance will focus on the following four defined areas to ensure compliance:

Ensuring consistency of assessment tools

- Development of the assessment materials
- Consistent application and internal quality assurance of assessment materials used during end point assessments

Competence of staff – EQA activity will check

- Occupational competence of assessment and internal verification staff
- Assessment and internal quality assurance staff have been trained to provide end point assessment for the Network Operations standard
- Continuous professional development of both occupational and assessment competence is occurring to the prescribed standard

Internal quality assurance – EQA activity will check

- EPAO's have implemented internal quality assurance procedures as set out in the assessment plan

Reporting and management of information – EQA activity will check

- Timely and accurate registration of the apprentice and notification of results
- Accuracy of internal data
- Full accurate and legible records

Frequency of quality assurance visits

The frequency of quality assurance visits will vary depending on the structure of the end-point assessment organisation for example: if an end-point assessment organisation operates multiple teams of assessors they will be sampled more regularly. The baseline sample for the first external quality assurance visit will be 10%. At the end of each quality assurance visit the end-point assessment organisation's performance will be graded – outstanding, adequate or poor. Future quality assurance visits will be planned using the following guidelines:

- Outstanding EQA results can expect future samples to be less than 10%
- Poor EQA results can expect increased frequency of activity and size of EQA sample.

At each quality assurance visit the sample required will include:

- Apprentices who are currently in the assessment window and those who have completed their end point assessment since the previous full external quality assurance visit

It is expected that EQA activity will typically occur every six months, but this frequency may be adjusted in accordance with the volume of apprentices completing end point assessment and the past performance of the end-point assessment organisation.

Prior to an external quality assurance visit, end-point assessment organisations will be contacted to provide and confirm relevant information regarding apprentices. From this information a sample will be selected and names of apprentices for whom evidence and activity are to be quality assured will be notified to the end-point assessment organisation prior to the visit.

Typically, an external quality assurance visit will involve:

- Meetings between the external quality assurance representatives and apprentices, assessors and internal quality assurance staff.
- A desk review of assessment documentation, covering each assessment activity and usually covering the range of results from pass and fail, validating the internal quality assurance activity.
- Review records relating to the planning of internal quality assurance and feedback from end point assessments.
- Review records relating to appeals and grievances.
- Review of competence and CPD for assessment and internal quality assurance staff.
- Review evidence of satisfaction measures for apprentices and employers.
- External quality assurance activity will normally include an opportunity to observe part of a presentation or professional discussion. Both forms of assessment will be observed over time during the course of external quality assurance visits.

Reporting and recommendations

- Within 10 working days after the quality assurance visit a draft report will be sent to the EPAO, including recommendations, actions and a provisional risk grading. The end-point assessment organisation will be given a further 10 working days to provide any feedback, as necessary, after which the final edition of the report, including final grade, will be sent to them. The report will remain confidential and will not be made publically available.
- Subsequent external quality assurance activity will be appropriate to the findings, recommendations and actions and may include interim EQA activity prior to the next full visit.

11. Implementation

Affordability

The end point assessment process developed is both efficient and cost effective. It builds on the processes in place (above those required for delivery of the apprenticeship). It is affordable for employers of all sizes. The cost for end point assessment is estimated to be in the region of 15% of the total apprenticeship costs.

12. Professional Body Recognition

Successful completion of their apprenticeship programme allows apprentices to progress to Associate level (IRO) and Affiliate grade (CILT) of membership.

13. Consistent

This assessment plan is designed to produce outcomes that are consistent and reliable across apprentices employed in different sizes of organisation with different specialisms.

There has been a collaborative approach across the transport sector in developing the standard and the end point assessment plan. End-point Assessment Organisations will produce guidance for apprentices, employers, training providers and subject matter experts to ensure consistency and accuracy. Any other guidance/information produced will be made freely available through the EPAO's and the National Skills Academy for Rail website.

14. Volumes

The number of Network Operations apprentices for this apprenticeship standard is estimated to be in the region of 50-75 for the first year rising to approximately 100 per annum by 2020.