

PASSENGER TRANSPORT SERVICE OPERATIONS

**Driver - Bus, Coach and Rail
Level 2 Assessment Plan**

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1. INTRODUCTION

This document sets out the requirements and processes for the End Point Assessment (EPA) of the Level 2 Passenger Transport Service Operations (PTSO) Driver Apprenticeship Standard.

This document is designed for employers, apprentices, training providers and assessment organisations, and should be read in conjunction with the approved apprenticeship standard.

The PTSO Driver Level 2 Apprenticeship will require a minimum period of learning of 12 months, prior to the end point assessment.

This document has been designed to ensure that:

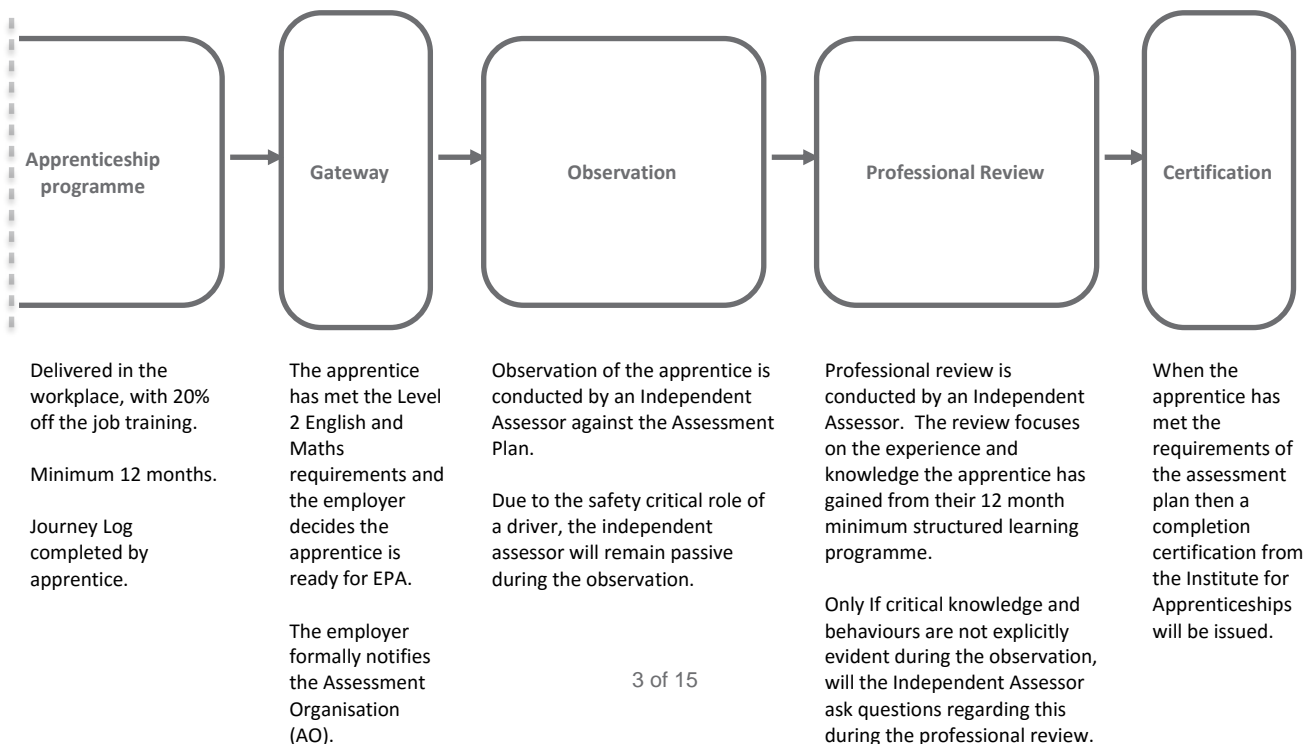
- Apprentices meet the skills, knowledge and behaviours as defined within the standard.
- The end point assessment is appropriate, feasible and consistent.
- The process adds value for both the apprentice and employer.

This apprenticeship standard covers broad and diverse industries, therefore the method of assessment has been designed to ensure it is applicable across a range of contexts. The assessment process:

- Will build on and compliment the on-programme learning and development.
- Should encourage continuing professional development.
- Should position the apprenticeship as a starting point for a career and encourage apprentices to explore progression opportunities.

Based on evidence generated from a structured learning programme, the employer will formally notify the assessment organisation when the apprentice is ready for the EPA (this is the Gateway).

The EPA consists of an observation followed by a professional review. Successful completion of the EPA will lead to final certification of the apprenticeship and demonstrate that the apprentice is competent and can work safely and confidently as a Driver.



2. STRUCTURED LEARNING (JOURNEY LOG)

The EPA is the culmination of a 12 month apprenticeship programme. During this programme the apprentice will learn a wide range of skills and knowledge, as well as experiencing incidents and scenarios, which will not occur during the EPA. As part of their professional review the apprentice will need to be able to draw on what they have learnt and experienced over the 12 month programme. Therefore, it will be a requirement that their learning is structured in such a way that apprentices are able to accurately record in a journey log their achievements and experiences, and which allows a third party to be able to review it objectively.

It is the responsibility of the training provider to ensure this structure is in place, below is an example of an approach providers may wish to adopt.

2.1 Journey Log

Using a Journey Log, will help to show how the apprentice has worked towards the achievement of competence across the standard and how their knowledge, skills and behaviours have developed during their apprenticeship. A Journey Log should:

- Focus on personal development.
- Include reference to either the bus, coach or rail roles.
- Include an initial, midway and end self-assessment of the apprentices' skills and behaviours.
- Help prepare them for the workplace.

A Journey Log, or its equivalent, should be based on the Apprenticeship Standard. It should be used by the apprentice to assess themselves against the criteria in the standard, review their effectiveness and identify how to make improvements to their knowledge, skills and behaviours.

2.1.1 Collecting Evidence

A journey log, or equivalent, would allow the apprentice to gather evidence of their experiences and achievements, which could include:

- Observation report undertaken by a 3rd party (e.g. an assessor).
- Completed observational checklists and related action plans.
- Witness testimony.
- Worksheets.
- Assignments/projects/reports.
- Record of any formal discussions (e.g. professional discussion, performance review).
- Record of oral and written questioning.
- Apprentice and peer reports.

3. READINESS FOR END POINT ASSESSMENT (GATEWAY)

The independent end point assessment is synoptic, that is, it takes an overview of an apprentices' competence. It is important therefore, that this should only take place when the employer is confident that the apprentice has met all the knowledge, skills and behaviours as set out in the standard. Once the employer is satisfied the apprentice has demonstrated full competence and that all criteria of the standard have been met, the apprentice can progress to the end-point assessment via the apprenticeship gateway. The gateway is where the employer formally confirms to the assessment organisation that the apprentice is ready to progress to the end point assessment. The employer's decision must be formally recorded by the assessment organisation.

An apprentice should not be recommended for end point assessment until they are ready, and appropriate remediation support should be in place for those who struggle to meet the minimum requirements.

Apprentices without Level 1 English and Maths will need to achieve this level. If they already have level 1 then they should take the tests for Level 2 English and Maths prior to taking the end point assessment. The apprentice will also need to obtain the relevant licence prior to taking their end point assessment as set out in the apprenticeship standard.

In addition, the Journey log is a mandatory requirement of the on-programme phase and must be completed by the Gateway. The employer must be satisfied the Journey log reflects competency across the whole Apprenticeship Standard. The Journey log is not assessed and instead informs the Professional Review.

Apprentices must hold a valid UK driving licence (at least Cat B) in order to access the apprenticeship and must be 18 years old by the time they are ready to gain their provisional vocational licence. It is the employers responsibility to ensure apprentices have, or are eligible to work towards obtaining the relevant licence. The apprentice will need to obtain the relevant licence prior to taking their end point assessment.

3.1 Achieving full competence

Passenger Transport is a safety critical sector and any new entrant will need to demonstrate competence in a given task before they are permitted to undertake this as part of their role. This applies equally to apprentices, who should build and demonstrate their competence across the standard throughout their apprenticeship. The end point assessment serves as a means of confirming their competence, but it would be sensible to build-in and quality assure, ongoing reviews and informal assessments into the programme.

4. COMPONENTS OF END POINT ASSESSMENT

The End Point Assessment (EPA) will be made up of 2 components, which are assessed by an independent assessor. These are:

- **Observation** - Primarily focused on the apprentice's skills and behaviours, but also covering knowledge which is implicit through their demonstration.
- **Professional Review** - Primarily focused on the apprentice's knowledge and understanding, but also covering and confirming skills and behaviours which are implicit with this.

The EPA should take place within three months of the employer confirming the apprentice has passed through the gateway.

4.1 Observation

Observation will be carried out by the Independent Assessor.

The observation can be of real work activities, or through simulation, provided the Independent Assessor is satisfied these sufficiently replicate a realistic working environment.

Observation should cover key activities, which include:

- Starting or finishing a service (e.g. bringing a vehicle in and out of service, handing a vehicle over to another driver).
- Operating the vehicle.
- Interacting with passengers and/or colleagues.

Due to the safety critical role of a driver, the independent assessor will remain passive during the observation, but what they observe will inform the professional review. The End Point Assessor will be responsible for ensuring there are measures in place to stop the observation, if the apprentice is deemed to be operating the vehicle unsafely.

The observation will be 1 hour.

4.1.1 Observation - Essential Coverage

The Independent Assessor needs to see evidence that the criteria below have been met (the core knowledge, skills and behaviours). These criteria are taken from the apprenticeship standard, and they are critical to the role of a driver. The wider criteria, as set out in the Standard and not listed here, are implicit within these criteria.

Core Knowledge:

- Understand the diverse range of customers within the transport services industry, their needs, rights and expectations and how to provide an excellent service that promotes the transport industry.
- Know the preparation, tests and checks required to ensure a vehicle is brought into service safely and on time.

- Understand/know the range of route features, characteristics, systems and equipment, and the different conditions and restrictions that may occur when driving.

Core Skills and Competence:

- Complete the required tests, checks and observations prior to commencing the journey to ensure the vehicle is safe, meets the standards required and the correct documentation is in place

Specific Bus Skill Requirements:

- Receive fares and issue tickets, receipts or passes, using the appropriate systems and equipment, recording transactions and dealing with errors.
- Welcome customers in a polite and reassuring manner, directing and assisting as appropriate and provide information relating to timetables, delays and onboard services.

Specific Coach Skill Requirements:

- Receive fares and issue tickets, receipts or passes, using the appropriate systems and equipment, recording transactions and dealing with errors.
- Welcome customers in a polite and reassuring manner, directing and assisting as appropriately and provide information relating to timetables, delays and on-board services.
- Comply with the statutory requirements for the country you are driving when operating a vehicle.

Specific Rail Skill Requirements:

- Follow the safe working practices when operating a vehicle to minimise risk on or near the line.
- Follow the safe working practices when on foot, to minimise risk on or near the line.
- Be able to monitor and maintain your vehicle's progress against an operating schedule.
- Be able to bring trains into service safely and in accordance relevant company procedures.

Behaviours:

- Be approachable and friendly at all times.
- Act as a good listener, respectful of other's beliefs and personal circumstances.
- Be conscientious of risks impacting on passenger safety and remain calm under pressure when issues occur.
- Be confident of their role regarding passenger safety and organised in its delivery.
- Be passionate about providing quality passenger services and a role model to colleagues.
- Pay attention to detail and take pride in providing a quality service.

If these knowledge, skill and behaviours criteria are not explicitly evident during the observation then the Independent Assessor will ask questions regarding them during the professional review. These questions will be based on what has been observed and will explore how the apprentice would have dealt with hypothetical situations had they arisen.

4.2 Professional Review

The professional review is the final component of the EPA and should take place within 7 days of the observation. Ideally it will occur on the same day as the observation and will be administered by the same Independent Assessor. However, if it is not possible for the same Independent Assessor to administer both the observation and professional review, then the Assessment Organisation must ensure there are procedures in place to ensure the feedback and outcomes from the observation are understood and used by the Independent Assessor undertaking the review.

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

The independent assessor will follow the requirements of the Assessment Organisation and record their evidence in a format agreed with the Assessment Organisation.

The professional review will be conducted in a 'controlled environment' i.e. a quiet room, away from the normal place of work. The professional review can take place remotely and where the discussion is not face-to-face, independent assessors must ensure adequate controls are in place to maintain fair and accurate assessment, and have robust procedures in place to authenticate the learners' identity.

4.2.1 Professional Review - Essential Coverage

The Independent Assessor needs to see evidence during the professional review that the criteria below have been met. The Independent Assessor will need to see evidence of understanding, not just knowledge recall.

The Independent Assessor must be given access to evidence of the apprentice's structured on the job learning (e.g. the journey log) at the point at which the employer notifies the AO that the apprentice is ready for EPA; this must be at least 1 week prior to the EPA formally commencing

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

The criteria below/overleaf are taken from the apprenticeship standard, and they are critical to the role of a driver. The wider criteria, as set out in the Standard, are implicit within these criteria.

Core Knowledge:

- Understand/know the range of route features, characteristics, systems and equipment, and the different conditions and restrictions that may occur when driving.
- Know the range of situations, failures, incidents and emergencies that could occur and the actions and considerations to be taken when these have been identified and the procedures to follow.

Specific Bus Knowledge and Understanding:

- Know the correct procedures for issuing tickets, receipts or passes and understand how to use the appropriate equipment.
- Understand the importance of correct signage and how to display it.
- Understand the importance of good customer service and know where to locate information regarding timetables, delays and onboard services.

Specific Coach Knowledge and Understanding:

- Know the correct procedures for issuing tickets, receipts or passes and understand how to use the appropriate equipment.
- Understand the importance of correct signage and how to display it.
- Know the international requirements for operating a passenger carrying vehicle.

Specific Rail Knowledge and Understanding:

- Understand the importance of correct signage and how to display it.
- Know the safe working practices and understand their importance.
- Know how to monitor and maintain progress against operating schedules and its importance.
- Know the correct procedures for bringing a train into service.

Core Skills and Competence:

- Recognise inappropriate behaviour that could lead to a conflict and remain alert for breaches of security e.g. suspicious packages and emergency situations, taking prompt and appropriate action to ensure safety.
- Act appropriately during incidents and emergency situations to minimise risk.
- Evaluate situations, which impact on the transport service and provide solutions to restore operations.
- Recognise when circumstances could lead to confusion, panic or conflict, providing assistance that is considerate of risk and reassurance that is sympathetic and promotes good will.
- Complete the required tests, checks and observations prior to commencing the journey to ensure the vehicle is safe, meets the standards required and the correct documentation is in place.

- Drive safely and efficiently, and operate in all weather conditions.
- Prepare and submit documents, reports and logs, containing performance, incident and technical information.
- Respond to warnings and indications, adopt a systematic approach to diagnose and rectify faults and failures using approved methods and techniques.
- Take appropriate action when external factors interfere with the planned journey.
- Take appropriate action when emergency situations arise ensuring that priority is given to the safety of people.

5. ROLES AND RESPONSIBILITIES

Ensuring independence is key to the validity of this assessment plan. The final decision on whether the apprentice has passed lies solely with the assessment organisation.

5.1 The Independent Assessor

Independent Assessors are responsible for conducting the end point assessment of the apprenticeship. Independent Assessors are appointed and managed by an assessment organisation. An Independent Assessor must be someone who has nothing to gain from the outcome of the assessment and has had no involvement in the training, on programme assessment, employment or line management of the apprentice. When conducting an end point assessment, the Independent Assessor is acting on behalf of the relevant assessment organisation, and is subject to the procedures set by them.

Independent assessors will be subject to rigorous quality assurance, proportionate to their experience and performance over time, and must take part in regular standardisation activities as laid out by the assessment organisation.

The following key principles are mandatory for independent assessors:

5.1.1 Occupational expertise

Independent Assessors must:

- Have at least 3 years experience as a qualified driver or equivalent.
- Have excellent knowledge and understanding of the apprenticeship standard.
- Have occupational expertise and knowledge, at the relevant level of the occupational areas they are assessing, which has been gained through working in the industry.
- Hold qualifications, or have undertaken training, that has legislative and technical relevance to the PTSO Driver Apprenticeship Standard (e.g. they should be a qualified driver in the area they are assessing).

5.1.2 Continuous professional development (CPD)

Independent Assessors must regularly update their occupational expertise and industry knowledge in the areas being assessed to ensure currency of skills and knowledge. This should be achieved through planned CPD, appropriate to their individual development needs and any requirements specified by the Assessment Organisation. A record of this should be maintained through an up-to-date CPD log. Examples of CPD could be (but are not limited to):

- Internal work placements.
- External visits.
- Achievement of new or updated training or qualifications.
- Trade fairs and conferences.
- Attendance at development days.

5.1.3 Best practice in assessment

Independent assessors should:

- Practice standardised assessment principles as set out by the assessment organisation.
- Attend regular standardisation meetings with colleagues.
- Share best practice in assessment through a range of appropriate activities, such as email, meetings and social media.
- Have sufficient time to carry out the role of assessor.

5.2 Assessment Organisations

Assessment Organisations must be approved by and registered with the Education and Skills Funding Agency (ESFA).

Assessment Organisations are responsible for appointing and managing independent assessors and for ensuring that assessments are carried out fairly, are valid, reliable and consistent.

Assessment Organisations wishing to offer end point assessment services for this apprenticeship, must:

- Ensure independent assessors meet the criteria outlined in this plan.
- Deliver the end point assessment outlined in this plan.
- Be able to demonstrate a detailed understanding of the sector.
- Provide appropriate recourse and processes for apprentices, employers and providers, to clarify and/or dispute the outcome of an end point assessment.

Assessment Organisations must maintain high quality systems and processes, which validate and continuously review an independent assessors' experience, skills and competence.

Assessment Organisations must provide independent assessors the opportunity to attend at least two standardisation workshops annually. These workshops will be run by the assessment organisation and attendance of at least one per year should be mandatory for all independent assessors.

6. QUALITY ASSURANCE

6.1 Consistency

Independent end point assessment is a culmination of a learning and development journey resulting in external independent confirmation of an apprentice meeting the industry defined standard. As such the process and procedure for carrying out an end point assessment must be quality assured to ensure consistent, reliable and valid judgments.

6.2 Internal quality assurance

Internal quality assurance is carried out by the approved assessment organisation and involves ensuring that individual end point assessments are undertaken correctly and consistently including the marking, standardising, sampling and reporting of the outcomes of the end point assessment. It must:

- Ensure there are robust processes in place to deliver end point assessments to the required standard and that they are appropriate for the sector.
- Train and standardise all independent assessors to ensure they assess consistently against the requirements of the standard.
- Apply robust internal quality assurance and verification processes to the end point assessments.

Internal quality assurance must be completed by an appropriately qualified person, and that person must not have been involved in any aspect of the delivery or assessment of the programme they are quality assuring.

6.3 External quality assurance

The Institute for Apprenticeships (IFA) will conduct the external quality assurance for the PTSO Driver apprenticeship.

7. IMPLEMENTATION

7.1 Affordability

The cost and practicalities of the assessment have been key considerations in the development of the assessment plan due to the range of businesses likely to deliver these apprenticeships. Both large and small employers alike must manage the apprenticeship process within organisations of varying sizes and the assessment needs to be affordable for venues housing small numbers of apprentices.

It is anticipated that the cost of the end-point assessment will be circa 20% of the total available for funding for the PTSO Driver standard. This cost can be reduced by utilising shared networks of resource across organisations, in line with the restrictions in the plan.

Cost will primarily be based on activity of the Independent Assessor, which should constitute a maximum of 2 days per apprentice. It is expected that circa 750 drivers will be trained a year using this apprenticeship standard.

7.2 Manageability

This assessment plan has been designed to be delivered cost effectively within an employer's workplace. This includes the professional review, which can be on an employer's premises, but in a 'controlled environment' i.e. a quiet room, away from the normal place of work.

Assessment organisations must work with employers to manage end point assessments in a way that minimises the impact on the employers business activity.

8. GRADING

This is a multi-modal framework, covering both road and rail transport. Rail operators must ensure their workforce complies with the “The Railways and Other Guided Transport Systems” (Safety Regulations) 2006 (ROGS). As such it is essential that apprentices meet the required standard of competence. 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.

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

Failed:

- The apprentice has not demonstrated competency in all of the knowledge, skills and behaviours tested (see 4.2.1 and 4.1.1).

Pass:

- To achieve a Pass grade the candidate will be able to meet all of the assessment criteria for both the core and specific knowledge, understanding skills in this assessment plan (see 4.2.1 and 4.1.1).

The apprentice must pass both components of the EPA in order to pass.

An automatic fail can be awarded during the observation if the apprentice is seen to undertake any action which would endanger themselves or the lives of others and/or which is in violation of any legislation and/or regulation.