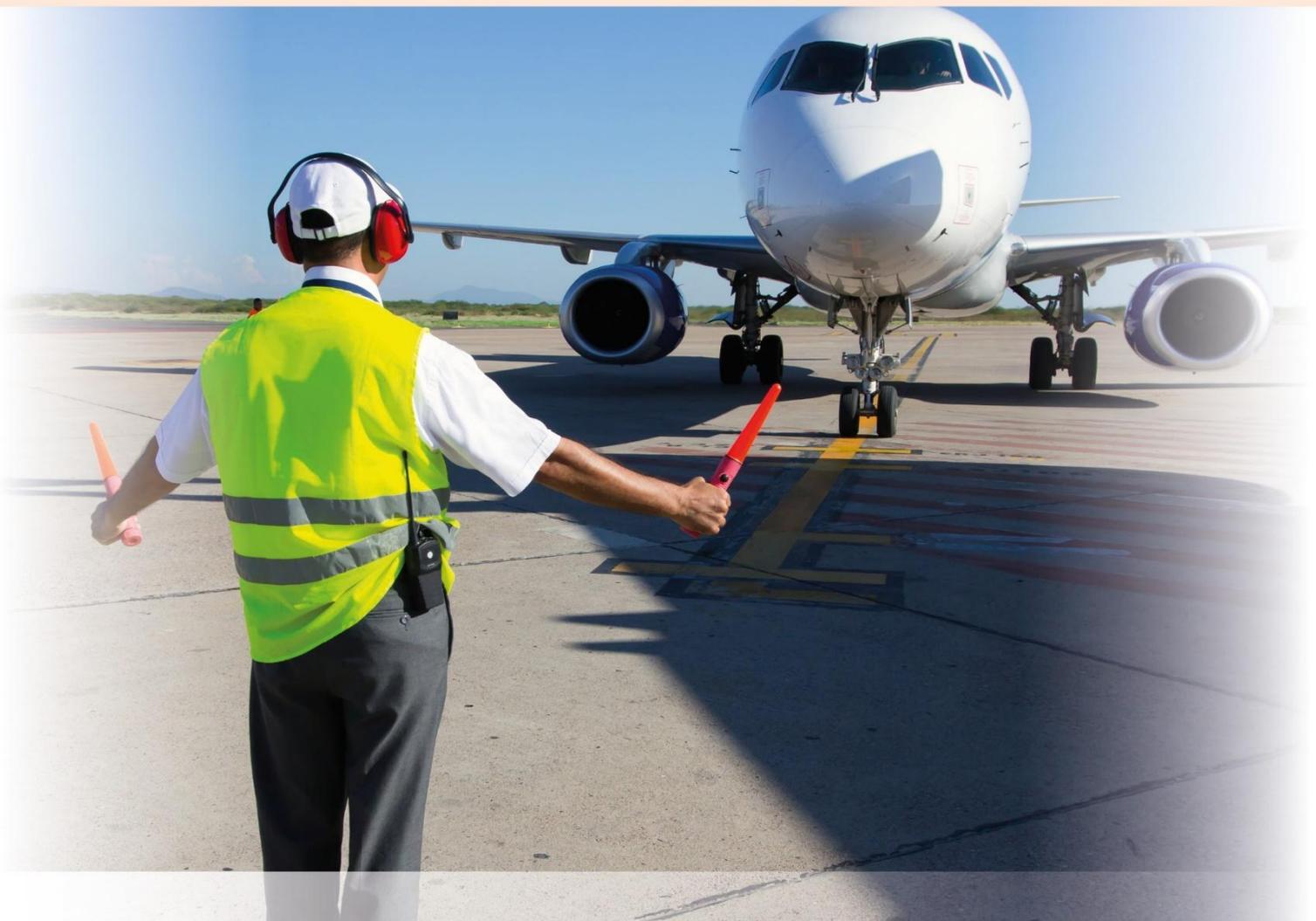




Highfield Level 3 End-Point Assessment for ST0954 Aviation Movement Specialist

End-Point Assessment Kit



Highfield Level 3 End-Point Assessment for ST0954 Aviation Movement Specialist

EPA Kit

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Version:

ST0954 / v1.1

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How to use this EPA Kit

Welcome to the Highfield end-point assessment kit for the Aviation Movement Specialist apprenticeship standard.

Highfield is an end-point assessment organisation that has been approved to offer and carry out end-point assessments for the Level 3 Aviation Movement Specialist apprenticeship standard.

This guide is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful.

In this guide, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on amplification
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

Introduction

Aviation Movement Specialist overview

This occupation is found in the aviation sector, across a range of different types of organisations and employers such as airlines, fixed based operators (FBOs), airports and service providers. This role is found in both general, commercial and military aviation. Aviation movement specialists therefore work in a wide range of environments that involve all kinds of landing platforms/runways and aircraft types. This ranges from heliports and small airfields all the way through to multi-runway global airport hubs. Demand for aviation movement services will much depend on the scale of operations. For instance, when working at a major commercial airport, such services are often needed constantly and around the clock. In the military, demand might be less predictable but sometimes intense.

The broad purpose of the occupation is to move aircraft into position.

An aviation movement specialist provides the necessary under wing ground service support to aircraft as required. They will ensure the safe and efficient movement and recovery of fixed and rotary wing aircraft and the safety of other team members involved in aircraft arrival and departures. Aviation movement specialists take responsibility for the safety of team members and themselves using highly specialised equipment to move aircraft within an aviation environment in accordance with standard operating procedures. This could mean, for instance, using a tractor to tow a jet airplane into position, so it may take off.

In their daily work, an employee in this occupation interacts with an aviation operations manager, who they typically will report to and who usually has oversight of the entire planned operation. They will also interact with the ground handling team members, who work to prepare and receive aircraft. The aviation movement specialist will need to brief and monitor the ground handling team members to ensure they all work compliantly.

On-programme requirements

Although learning, development and on-programme assessment is flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Aviation Movement Specialist apprenticeship standard.

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including preparation for the observation with questions, professional discussion underpinned by a portfolio of evidence and collation of the portfolio of evidence (such as a provision of recordings of professional discussions or workplace evidence).

The training programme leading to end-point assessment should cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the end-point assessment. Training, development and ongoing review activities should include:

- achievement of level 2 English and maths. If the apprentice began their apprenticeship training before their 19th birthday, they will still be subject to the mandatory requirement to study towards and achieve English and maths. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship standard

Use of artificial intelligence (AI) in the EPA

Assessments must be carried out in accordance with the published assessment plan and all work submitted must be the apprentice's own. AI tools must not be used to generate evidence in its entirety or to replace the apprentice's own judgement, performance or competence. Any use of AI must be transparent, limited and properly referenced.

Where AI has been used by the apprentice as part of normal work activity (for example, drafting a document, worksheet or PowerPoint) this may form part of the portfolio provided that:

The apprentice has materially authored, verified and taken responsibility for the content:

- AI use is clearly declared and referenced within the work (include tool name, purpose and how outputs were verified)
- Source prompts, system settings and the portions influenced by AI are retained and available for review
- AI outputs must not substitute for authentic demonstration of competence against the standard

If an AI tool is used at any stage of an assessment method (for example, to prepare a presentation outline or to organise notes), its use must be fully referenced in the submission or assessor records, and must not compromise authenticity, validity or security. Assessors must be satisfied that decisions remain rooted in the apprentice's knowledge, skills and behaviours, and in direct evidence gathered through observation, questioning and professional discussion.

AI tools must not be used to produce assessment evidence end-to-end, to fabricate logs/records or to simulate performance.

Readiness for end-point assessment

In order for a learner to be ready for the end-point assessments:

- they must have achieved level 2 English and maths. The requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- the apprentice must have gathered their organisation's policies and procedures as requested by Highfield. For guidance, a list of examples has been provided below.
 - Standard operating procedures (SOPs) for aircraft movement
 - Hazards and reporting procedures
 - Security procedures
 - Health & safety and safe working practices

This list is not definitive.

- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the gateway readiness report.

- the apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within the **mandated** end-point assessment window. Further information about the gateway process is covered later in this kit.

If you have any queries regarding the gateway requirements, please contact your EPA Customer Engagement Manager at Highfield.

Order of end-point assessments

There is no stipulated order of assessments, therefore the assessments can be taken in any order.

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The Highfield approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

Specific considerations

Within the assessment plan there is conflicting information provided on the total EPA window length permitted. In some areas '4 months' is quoted and in other areas '3 months'. We have confirmed with Ofqual that 4 months is the correct EPA window length. A new and corrected version of the assessment plan is expected to replace the current version soon.

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Gateway

How to prepare for gateway

After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have completed the following. The requirements for English and maths listed below are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths listed below are optional for apprentices aged 19+ at the start of their apprenticeship training.

- Achieved level 2 English
- Achieved level 2 maths
- Submitted their organisation's policies and procedures as requested by Highfield

Therefore, apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

The following organisational policy and procedure documents will need to be provided at gateway:

- Standard operating procedures (SOPs) for aircraft movement
- Hazards and reporting procedures
- Security procedures
- Health & safety and safe working practices

The gateway meeting

The gateway meeting should be attended by the apprentice and a representative from the employer and training provider.

The **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed by all three parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield. If you require any support completing the Gateway Readiness Report, please contact your EPA Customer Engagement Manager at Highfield Assessment.

Reasonable adjustments

Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment Reasonable Adjustments policy for further information/guidance.

ID requirements

Highfield Assessment will complete an identification check before starting any assessment and will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, for example, employee ID card or travel card

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The Aviation Movement Specialist apprenticeship standard

Below are the knowledge, skills and behaviours (KSBs) from the standard and related assessment criteria from the assessment plan. On-programme learning will be based upon the KSBs and the associated assessment criteria are used to assess and grade the apprentice within each assessment method.

Test
Knowledge
<p>K1 The range of specialist vehicles and equipment and how they are used in airside movements</p> <p>K2 Techniques to monitor compliance with relevant health and safety and environmental legislation</p> <p>K3 Principles for moving different types of aircraft</p> <p>K5 Aviation and other applicable legislation, procedures and regulations relating to an aviation environment, and monitoring procedures within own area of responsibility</p> <p>K8 Principles of equality, diversity, and inclusivity in the workplace</p> <p>K13 Types of dangerous goods relevant to a range of aviation operations and the procedures for management</p>
Amplification and guidance
<p>Range of specialist vehicles and equipment</p> <ul style="list-style-type: none">• Purpose, use and safety features of ground equipment and vehicles such as:<ul style="list-style-type: none">○ pushback equipment used for moving the aircraft, for example:<ul style="list-style-type: none">▪ aircraft tugs▪ tractors○ tow bars used for connecting aircraft to pushback equipment and are specific to individual aircraft○ baggage carts/dollies used to deliver baggage to the aircraft○ cargo and baggage loading equipment used to load cargo containers and baggage onto aircraft, for example:<ul style="list-style-type: none">▪ hi-loaders▪ lo-loaders▪ FMC cargo loaders

- baggage belts used to load loose baggage onto aircraft
- ground power units used instead of aircraft power
- air start units used when the auxiliary power unit (APU) is unavailable
- refueling vehicles
- de-icing vehicles
- passenger boarding steps and air stairs
- passenger special services such as ambulift
- catering trucks
- lavatory service trucks
- water service trucks (drinking/potable water)
- air conditioning units
- aircraft rescue and firefighting vehicles
- ramp buses
- maintenance support vehicles and steps

Health and safety and environmental legislation

- Legislation:
 - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
 - Health and Safety at Work etc. Act
 - Air Navigation Order (ANO)
 - CAP 168 Aerodrome Licensing
 - Control of Substances Hazardous to Health (COSHH)
 - Military Aviation Authority (MAA) regulations:
 - MAA02 Master Glossary
 - MAS regulations 1000 to 5000
 - local bylaws and local operating procedures
 - relevant CAPs such as:
 - CAP642 Airside Safety Management

- CAP 772 Wildlife Hazard Management

Moving different types of aircraft

- Awareness and use of designated areas such as:
 - movement/dispersal areas
 - safety zones for personnel
 - awareness of moving aircraft/aircraft not cleared to approach
 - following procedures when operating in the manoeuvre/movement areas
- Runway incursions:
 - runway crossings
 - incorrect runway use:
 - mistakes in identifying runways/taxiways
 - attempting to take-off or land on the incorrect runway
- Emergency situations:
 - aircraft brake failure
 - aircraft engine failure
 - evacuation hazards

Other applicable legislation, procedures and regulations

- Procedures may include:
 - standard operating procedures (SOPs), industry, organisational and regulator specific instructions and guidance and are based on:
 - safe methods of working
 - safe systems of working
 - risk assessment:
 - fire drill

- Procedures for reporting incidents/accidents airside:
 - follow airfield safety and emergency procedures
 - alert supervisors
 - activate emergency services (if necessary)
 - follow internal reporting procedures
 - notify any relevant authorities or the nominated health and safety representative
 - report near misses or concerns to airport authorities
- Compliance:
 - completing all mandatory training and refreshers to ensure compliance within valid currency
 - completion of daily inspection of equipment
 - awareness of incursion procedures
 - environmental concerns such as engine start up or use of APUs

Equality, diversity, and inclusivity in the workplace

- Compliance with the current Worker Protection (amendment of the Equality Act) Act
- Equality, diversity and inclusion training, policies and reporting of concerns

Dangerous goods

- Procedures for management:
 - ensuring proper packaging:
 - using ICAO/IATA-approved packaging
 - ensuring secure sealing
 - following quantity restrictions
 - segregation of incompatible goods, for example:
 - oxidisers and flammable liquids
 - using designated storage areas

- following compartmentalisation rules
 - manual handling safety
 - using specialised equipment
 - maintaining safe loading practices
 - avoiding damages or spillages
 - monitoring and inspection
- Understanding types of dangerous goods and hazard classes as stipulated by dangerous goods regulations:
 - class 1 – explosives
 - class 2 – gases:
 - flammable
 - non-flammable
 - toxic
 - class 3 – flammable liquids
 - class 4 – flammable solids, substances liable to spontaneous combustion and substances that emit flammable gases when in contact with water
 - class 5 – oxidising substances and organic peroxides
 - class 6 – toxic and infectious substances
 - class 7 – radioactive materials
 - class 8 – corrosive substances
 - class 9 – miscellaneous dangerous goods:
 - lithium batteries
 - dry ice
 - environmentally hazardous substances
 - aircraft fuel
 - items specific to airfields
- Labelling and marking:

- hazard labels relevant to the material's classification
- handling labels, for example:
 - fragile
 - keep away from heat
- Correct documentation

Aviation systems	
Knowledge	Skills
<p>K9 Procedures for preparing and operating the aviation systems used for moving aircraft, within own role</p> <p>K10 Aviation system faults and errors and what remedial action to take</p>	<p>S1 Selects vehicle(s) and equipment applicable to the aircraft and the type of aviation movement</p> <p>S7 Prepare and use aviation systems to move aircraft, including taking remedial action upon identification of faults or errors</p> <p>S8 Monitor area of responsibility and take appropriate action to reduce the impact of emergencies, incidents or disruption</p> <p>S14 Monitor marshalling of aircraft and or vehicles in accordance with organisation's standard operating procedures</p>
Observation with questioning	
Pass criteria	<i>Distinction criteria</i>
<p>AS1 Selecting vehicle(s) and equipment relevant to the aircraft and the type of aviation movement, monitoring the marshalling according to the standard operating procedures of the organisation (S1, S14)</p> <p>AS2 Demonstrates the preparation and use of aviation systems, justifying any remedial action taken to address faults or errors (K9, S7)</p>	<p><i>No distinction criteria available for this component</i></p>
Professional discussion	
Pass criteria	<i>Distinction criteria</i>

<p>AS3 Explains the different types of aviation systems used in their role and describes how to operate them, identifies examples of a system fault or error that could occur and the action they would take to remedy (K10)</p> <p>AS4 Outlines how their area of responsibility is monitored to identify potential incidents, emergencies and disruption and explains how to take remedial action if any are encountered (S8)</p>	<p><i>No distinction criteria available</i></p>
<p>Amplification and guidance</p>	
<p>Aviation systems</p> <ul style="list-style-type: none"> • Ground support equipment (GSE) • Aircraft communication systems • Aircraft maintenance systems • Airside vehicle management systems • Baggage handling systems • Fueling systems • Handheld devices: <ul style="list-style-type: none"> ○ tablets ○ networked laptop ○ desktop computer systems that contribute to the overall management of ground operations <p>Marshalling of aircraft</p> <ul style="list-style-type: none"> • Use of marshalling signals as laid out by the CAA, for example: <ul style="list-style-type: none"> ○ straight ahead ○ turn left/right (from pilot’s point of view) ○ normal/emergency stop 	

- chocks inserted
- set/release brakes

Selecting vehicle(s) and equipment

- Taking into consideration:
 - aircraft type
 - movement type
 - safety requirements associated with moving the aircraft

Examples of a system fault or error

- Equipment failure
- Radio not transmitting clearly
- Fuel truck leakage

Action they would take to remedy

- Identify the fault
- Take immediate action
- Notify the appropriate individual(s)/team(s)
- Document the fault
- Find alternative equipment

Identify potential incidents, emergencies and disruption

- Walk around and inspect the area for hazards, vehicle positions and equipment
- Listen to radio transmissions to identify if any instructions or alerts are being missed/misinterpreted
- Use operational systems such as vehicle tracking or weather data to stay informed of any anomalies or delays
- Regularly check in with team members to ensure tasks are being completed correctly and safely

Teams, communication, and supervision

Skills	Behaviours
<p>S2 Coordinate the airside team to perform the planned aviation movement</p> <p>S5 Adapt communication methods and language to meet the situation</p> <p>S9 Monitor team members preparing to use a vehicle airside</p> <p>S12 Monitor and supervise team members carrying out safety inspections and secure storage of specialist equipment</p> <p>S13 Monitor the team to ensure correct preparation of the airside environment for marshalling of aircraft and or vehicle(s)</p>	<p>B3 Accountable for own actions and those of the immediate team</p>
Observation with questioning	
Pass criteria	<i>Distinction criteria</i>
<p>TC1 Demonstrates the coordination of a planned aviation movement justifying communication methods and language to reflect the task/situation (S2, S5)</p> <p>TC2 Demonstrates the monitoring of a team to ensure correct preparation of the airside work area and/or vehicles for marshalling of aircraft and/or vehicles. Assumes responsibility for their own actions and those of the immediate team (S9, S13, B3)</p> <p>TC3 Monitors and supervises team members carrying out daily inspections prior to using specialist equipment, safely operating, and storing in allocated areas after use (S12)</p>	<p><i>No distinction criteria available for this component</i></p>

Amplification and guidance

Planned aviation movement

- Liaising with ground crews
- Handling aircraft pushbacks
- Checking airside driving permits (ADPs) and selecting positions according to training/experience/business need
- Ensuring the correct equipment is available and serviceable

Communication methods

- Clear, precise and standardised communication
- Radio communication
- Verbal communication
- Hand signals
- Electronic messaging systems
- Use of pertinent marshalling signals/moves
- Team briefs

Monitoring of a team

- Ensuring work area is clear of foreign object debris (FOD), well-lit and safe
- Inspecting vehicles to make sure they are functional and compliant
- Ensuring the team is briefed and properly equipped
- Ensuring aircraft/vehicles are guided safely and accurately
- Maintaining situational awareness
- Taking ownership of tasks assigned
- Leading by example in safety, communication and efficiency and addressing any errors or misjudgements

Legislation, regulation and compliance

Skills	Behaviours
<p>S3 Monitor area of responsibility to comply with applicable legislation and organisational procedures, addressing and/or reporting hazards</p> <p>S4 Identify and respond to security risks in own area of operations e.g. challenging people in restricted areas, recording and/or reporting of security incidents</p> <p>S15 Ensure the rules and regulations for aircraft, vehicles and team members operating airside are adhered to in accordance with airport safety requirements</p>	<p>B6 Puts safety first for themselves and others</p>
Observation with questioning	
Pass criteria	Distinction criteria
<p>LR1 Performs tasks within their area of responsibility in compliance with legislative/organisational guidelines and if encountered addresses and/or reports hazards (S3)</p> <p>LR2 Evaluates potential security risks within their area of operation and responds if any are identified by following the procedures/policies of their organisation (S4)</p> <p>LR3 Reviews tasks to ensure there is compliance with legislative safety guidelines for aircraft, vehicles and team members during airside operations. Demonstrating an approach to work which prioritises the safety of everyone by following industry legislative guidelines/procedures set out by the organisation (S15, B6)</p>	<p style="text-align: center;"><i>No distinction criteria available for this component</i></p>

Amplification and guidance

Hazards

- Foreign object debris (FOD)
- Fuel/oil spills
- Vehicle/equipment malfunctions
- Unsafe behaviour from colleagues

Security risks

- Avoided by ensuring standard operating procedures are followed by self and team
- Observe who, what, where, when and why the situation seems unusual
- Assess whether the risk is immediate or requires further investigation
- Determine if the risk falls under a security policy violation
- Follow communication protocols and take appropriate action, including:
 - securing the area
 - reporting to security
 - assisting with an evacuation
- Document the incident

Communication, teams, and supervision

Knowledge	Skills	Behaviours
<p>K6 Communication methods and techniques applicable to different audiences</p> <p>K7 Roles within the team and how these work together to achieve the organisation's objectives</p> <p>K15 The method for matching the planned airside movement with the team roles, including briefing on the equipment/vehicles to be used, and incident/emergency responses</p> <p>K16 The requirements and responsibilities of self and team members in checking specialised equipment prior to use, ensuring safe operation and correct storage after use</p>	<p>S6 Manage own and team's workload to meet performance objectives</p>	<p>B1 Embeds and promoted the organisation's values</p> <p>B2 Treat people with courtesy and respect</p> <p>B4 Reliable and pro-actively challenges poor practice</p> <p>B5 Sources solutions and seeks to continuously improve and develop</p>
Professional discussion		
Pass criteria	Distinction criteria	

CT1 Explains how they would **brief a team** on the procedures of a planned airside movement including the equipment/vehicles to be used. Explains how they **match the roles** of the team with the tasks involved and how they would inform them to respond to **incidents and emergencies** that could occur while operating an airside vehicle (K15)

CT2 Explains the **methods and/or techniques of communication** used in aviation, and how they adapt them in reflection of the audience (K6)

CT3 Outlines the roles within aviation teams and how they work together to continuously **improve and develop** with a solution focused approach to achieving organisation objectives (K7, B5)

CT4 Explains how to **manage own and teams workload** to meet performance objectives and describes how they show courtesy and respect to workers in a manner which reflects the behavioural expectations of the organisation while embedding and promoting the **organisations values** (S6, B1, B2)

CT5 Establishes an approach to work tasks which reflects the organisation's reliability requirements and challenges practices which fall outside these guidelines (B4)

CT6 Outlines procedures for **checking specialised equipment** before use, it's safe operation and how it should be stored after use (K16)

CT7 Summarises the importance of matching aviation movement tasks to team resources and describes the potential implications of not matching correctly (K15)

CT8 Justifies the procedures for checking of specialised equipment to ensure safe use (K16)

Amplification and guidance

Brief a team

- Explain the task's objective and the equipment/vehicles to be used

- Communicate safety protocols and communication methods

Match the roles

- Assign team members roles based on:
 - equipment used
 - experience
 - task requirements
 - checking of ADPs

Incidents and emergencies

- Discuss potential risks and define actions for emergencies
- Outline the emergency communication process and equipment
- Ensure the team know how to respond to equipment failures, accidents and emergencies, including first aid and fire protocols

Methods and/or techniques of communication

- Verbal such as a team brief
- Individual one-to-ones
- Telephone
- Email
- Radio
- Marshalling
- Use of aviation terminology and jargon

Improve and develop

- Training offered by employers
- Training offered by regulators/trade associations
- Standards committee

- Incentivised bonus/reward schemes for suggestions by employers
- Working parties

Managing own and teams workload

- Consideration given to service level agreements (SLAs) and on-time departures
- Use of flying programmes
- Use of online systems such as flight information display systems (FIDS)
- Referral to internal policies such as equality and inclusion

Organisations values

- Mission statements
- Vision statements
- Strap lines
- Ethos, values and standards such as C-drills
- Service level agreements (SLAs)
- Awareness and compliance with all internal policies including disciplinary and grievance procedures

Checking specialised equipment

- Equipment pre-use checks and daily inspections
- Following safety protocols and standard operating procedures for the correct use of equipment
- Ensuring equipment is stored safely and maintained according to guidelines to prevent damage
- Reporting any issues if faults or irregularities are found and reporting them for corrective action
- Return to parking bay after use

Policies and procedures	
Knowledge	Skills
<p>K4 Requirements for maintaining aviation security in own area of authority and action to take in the event of a breach of security</p> <p>K11 Procedures to follow in an emergency, within own area of responsibility</p> <p>K12 Range of potential aviation incidents and disruption that may occur and the correct action to take in accordance with standard operating procedures</p> <p>K14 Timelines for aviation operations performance and consequences of not meeting them</p> <p>K17 Procedures for preparing the area and required equipment prior to marshalling of aircraft and/or vehicles</p> <p>K18 Techniques for identifying relevant rules and regulations for aircraft, vehicles and personnel operating airside</p> <p>K19 Marshalling procedures, including the correct monitoring of operation of marshalling equipment and team members</p>	<p>S10 Ensure vehicle operations comply with aviation standard operating procedures</p> <p>S11 Implement the correct procedures in the event of incidents or emergencies with an airside vehicle</p> <p>S16 Identify and report compliance risks in line with organisational procedures</p> <p>S17 Handle dangerous goods correctly</p>
Professional discussion	
Pass criteria	Distinction criteria

PP1 Explains the **maintenance of aviation security** in own area of authority and the action to take in the event of a breach of security (K4)

PP2 Give an example of how to apply the correct procedures for dealing with **emergencies, incidents and disruption** in relation to an airside vehicle (K11, K12, S11)

PP3 Describes the part **timelines** play in aviation operations performance (K14)

PP4 Describes how they **prepare the area and equipment prior to marshalling** of aircraft and or vehicles. Explains the marshalling procedures including how they monitor their team when operating marshalling equipment (K17, K19)

PP5 Describes how they ensure the **rules and regulations** for aircraft, vehicle operations and personnel operating airside are complied with within the limits of own role (K18, S10)

PP6 Explains how they deal with **dangerous goods**, including their reasons for their choice how they check compliance, and why their reporting of events is procedurally correct (S16, S17)

***PP7** Justifies chosen example of procedure for dealing with emergencies, incidents and disruption (K12)*

***PP8** Evaluates the impact adhering to **timelines** has on performance in the aviation industry (K14)*

Amplification and guidance

Timelines

- Ensure that operations run on schedule, maintaining the flow of air traffic and airside activities
- Ensures minimal delays, enhancing operational efficiency and customer satisfaction
- Accurate timelines help in optimising resources
- Allow for early identification of potential delays and the implementation of contingency measures

- Allocation of staff to the most appropriate task/role
- Significance and consequences of delays to departure
- Awareness of the components of an airline/aircraft turnaround/critical path

Dangerous goods

- Procedures for management:
 - ensuring proper packaging:
 - using ICAO/IATA-approved packaging
 - ensuring secure sealing
 - following quantity restrictions
 - segregation of incompatible goods, for example:
 - oxidisers and flammable liquids
 - using designated storage areas
 - following compartmentalisation rules
 - manual handling safety
 - using specialised equipment
 - maintaining safe loading practices
 - avoiding damages or spillages
 - monitoring, inspection and reporting procedures
- Understanding types of dangerous goods and hazard classes as stipulated by dangerous goods regulations:
 - class 1 – explosives
 - class 2 – gases:
 - flammable
 - non-flammable
 - toxic
 - class 3 – flammable liquids

- class 4 – flammable solids, substances liable to spontaneous combustion and substances that emit flammable gases when in contact with water
- class 5 – oxidising substances and organic peroxides
- class 6 – toxic and infectious substances
- class 7 – radioactive materials
- class 8 – corrosive substances
- class 9 – miscellaneous dangerous goods:
 - lithium batteries
 - dry ice
 - environmentally hazardous substances
 - aircraft fuel
 - items specific to airfields
- Labelling and marking:
 - hazard labels relevant to the material's classification
 - handling labels, for example:
 - fragile
 - keep away from heat
- Correct documentation

Emergencies, incidents and disruptions

- Ensure self and team are aware of airfields emergency procedures
- Ensure self and team are aware of the operating procedures to follow should there be an incident or accident with vehicles

Maintenance of aviation security

- Ensure self and team hold the correct pass for the area of work/task
- Awareness of security procedures

- Ensure self and team comply with security policies, procedures and requirements
- Ensure all staff are up to date with 'Read and Sign' or the online equivalent in relation to any relevant updates

Prepare the area and equipment prior to marshalling

- Bats and wand, difference between day and night equipment
- The process for charging/battery replacement as well as logging in and out marshalling equipment
- Preparation of area including foreign object debris (FOD) plod
- Use of banksman and hand signals when driving close to aircraft

Rules and regulations

- Policies and procedures when driving airside
- Considerations for moving and parked aircraft, other vehicles and airfield personnel
- Ensure team members hold relevant ADP for the task allocated

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Assessment summary

The end-point assessment for Aviation Movement Specialist is made up of 3 components:

1. A 60-minute test, consisting of 30 multiple-choice questions
2. A 2-hour observation with questioning
3. A 90-minute professional discussion

The assessments can be taken in any order.

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this guide, which will be used to determine a grade for each individual component.

Test

All assessment methods are weighted equally. Apprentices will be graded against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must score at least 20 out of 30 marks
- To achieve a **distinction**, apprentices must score at least 28 out of 30 marks
- **Unsuccessful** apprentices will have scored 19 or below

Observation with questioning

All assessment methods are weighted equally. Apprentices will be graded against the pass criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve **all** of the pass criteria
- The observation with questioning is **not** graded above a pass

Professional discussion

All assessment methods are weighted equally. Apprentices will be graded against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, all assessment criteria must achieve **all** of the pass criteria
- To achieve a **distinction**, apprentices must achieve **all** of the pass criteria and **all** of the distinction criteria
- **Unsuccessful** apprentices will **not** have achieved **all** of the pass criteria

Grading

The apprenticeship includes pass and distinction grades, with the final grade based on the apprentice's combined performance in each assessment method.

To achieve a pass, the apprentice is required to pass all 3 assessment methods. To achieve a distinction, the apprentice must achieve a distinction in the test and the professional discussion. The overall grade for the apprentice is determined using the matrix below:

Test	Observation with questioning	Professional discussion	Overall grade awarded
Fail	Pass	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Pass	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Distinction	Pass	Pass	Pass
Distinction	Pass	Distinction	Distinction

Retake and resit information

Apprentices who fail **one or more** assessment method/s will be offered the opportunity to take a resit or a retake at the employer's discretion. The apprentice's employer will need to agree that either a resit or retake is an appropriate course of action. Feedback will be provided on the areas of failure and a retake checklist to be submitted when the professional review has taken place.

A resit does not require further learning, whereas a retake does. Apprentices should have a supportive action plan to prepare for a resit or a retake.

The timescale for a resit/retake is agreed between the employer and Highfield. A resit is typically taken **within one month** of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken **within 2 months** of the EPA outcome notification.

All assessment methods must be taken **within a 6-month period**, otherwise the entire EPA will need to be resat/retaken. Resits and retakes are **not** offered to apprentices wishing to move from pass to a higher grade.

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum EPA grade of a **pass**.

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Assessing the test

The following knowledge areas of the Aviation Movement Specialist standard will be assessed by a **60-minute** on-demand test consisting of 30 multiple-choice questions. The **pass** mark for the test is **20 out of 30** and the **distinction** mark for the test is **28 out of 30**. The test can be taken as either an on-screen assessment or via paper.

The topics covered within the core knowledge test are listed below.

- The range of specialist vehicles and equipment and how they are used in airside movements
- Techniques to monitor compliance with relevant health and safety and environmental legislation
- Principles for moving different types of aircraft
- Aviation and other applicable legislation, procedures and regulations relating to an aviation environment, and monitoring procedures within own area of responsibility
- Principles of equality, diversity and inclusivity in the workplace
- Types of dangerous goods relevant to a range of aviation operations and the procedures for management

In each paper, questions will cover each of the areas above. However not every aspect of every area will be covered in every test.

Before the assessment

- While on-programme, the employer/training provider should brief the apprentice on the areas to be assessed by the on-demand test
- In readiness for end-point assessment, the apprentice should complete a mock test

A mock/practice assessment for the test is available in both paper and on-screen formats from the Highfield Assessment website.

Test criteria

Test

- K1** The range of specialist vehicles and equipment and how they are used in airside movements
- K2** Techniques to monitor compliance with relevant health and safety and environmental legislation
- K3** Principles for moving different types of aircraft
- K5** Aviation and other applicable legislation, procedures and regulations relating to an aviation environment, and monitoring procedures within own area of responsibility
- K8** Principles of equality, diversity and inclusivity in the workplace
- K13** Types of dangerous goods relevant to a range of aviation operations and the procedures for management

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Assessing the observation with questioning

The observation with questioning will last **two hours** and will be conducted on a one-to-one basis. The observation with questioning is split into two sections; a **one hour and 30-minute** observation, where the end-point assessor will take a passive role, observing the apprentice undertaking their work, followed by a **30-minute** questioning session. The assessor has the discretion to add up to 10% additional time to allow the learner to finish their last point or task.

A **minimum of five questions** will be asked. The end-point assessor may ask follow-up questions where clarification is required.

The observation will be of the apprentice completing their normal work activities and must include:

- select vehicle(s) and equipment applicable to the aircraft and the type of aviation movement
- marshalling of aircraft and or vehicle(s)
- move aircraft by preparing and using aviation systems
- coordinate and monitor the airside team to prepare vehicles airside
- monitor and supervise team members carrying out daily inspections prior to using specialist equipment
- identify and respond to potential security risks in own area of operations
- ensure the rules and regulations for aircraft, vehicles and team members operating airside are adhered to in accordance with airport safety requirements

The observation with questioning must be carried out in 1 session, with pauses only being allowed for comfort breaks or when moving between locations.

The observation with questioning assessment criteria are detailed in the following section.

Before the assessment:

Employers/training providers should:

- plan potential tasks during the observation to allow the apprentice the opportunity to demonstrate each of the required assessment criteria
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed during the observation with questioning
- encourage the apprentice to reflect on their experience and on-programme learning to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the observation with questioning

Apprentices will be marked against the pass criteria included in the tables on the following pages. The observation with questioning is not graded above a pass.

- To achieve a **pass**, apprentices must achieve **all** of the pass criteria
- **Unsuccessful** apprentices will have **not** achieved **all** of the pass criteria

Observation with questioning - mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommend that the apprentice experiences a mock observation with questioning in preparation for the real assessment. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time.

When designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock observation should take place in a real workplace, or a realistic simulation if the real workplace does not present all the required assessment opportunities.
- the participation of other personnel to play the parts of customers and team members:
 - it is strongly recommended that the mock observation has been practised beforehand and all personnel involved are properly briefed on their roles.
 - the roles should provide the opportunity for the apprentice to demonstrate all the pass criteria.
- a 1 hour and 30-minute (+10% if necessary) time slot should be available for the observation, if it is intended to be a complete mock observation covering all relevant standards. However, this time may be split up to allow for progressive learning, and a 30-minute (+10% if necessary) time slot should be available for the questioning.
- consider a video recording of the mock assessment, and allow it to be observed by other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. The mock assessment sheets may be used for this purpose and are available to download from the Highfield Assessment website.
- use structured 'open' questions that do not lead the apprentice but allows them to give examples for how they have met each area in the standard. For example:
 - aviation systems:

- When you are supervising an aircraft during turnaround, how would you ensure the team have the correct ground equipment to complete an aircraft turnaround?
- What processes do you need to follow when pushing back an aircraft ready for departure?
- teams, communication, and supervision:
 - How would you brief your team prior to starting an aircraft movement?
 - What would you include in the brief, specifically relating to instructions to follow should an incident or emergency occur during the movement?
- legislation, regulation and compliance:
 - Which airport bylaws or aviation legislation would you expect your team to follow during working shifts to ensure they are compliant with legislation?

Observation with questioning criteria

During the observation with questioning, the following assessment criteria should be evidenced. The apprentice can only achieve a pass by covering all pass criteria to the standard described in the grading descriptors.

Aviation systems

To pass, the following must be evidenced

AS1 Selecting vehicle(s) and equipment relevant to the aircraft and the type of aviation movement, monitoring the marshalling according to the standard operating procedures of the organisation (S1, S14)

AS2 Demonstrates the preparation and use of aviation systems, justifying any remedial action taken to address faults or errors (K9, S7)

Teams, communication, and supervision

To pass, the following must be evidenced

TC1 Demonstrates the coordination of a planned aviation movement justifying communication methods and language to reflect the task/situation (S2, S5)

TC2 Demonstrates the monitoring of a team to ensure correct preparation of the airside work area and/or vehicles for marshalling of aircraft and/or vehicles. Assumes responsibility for their own actions and those of the immediate team (S9, S13, B3)

TC3 Monitors and supervises team members carrying out daily inspections prior to using specialist equipment, safely operating, and storing in allocated areas after use (S12)

Legislation, regulation and compliance

To pass, the following must be evidenced

LR1 Performs tasks within their area of responsibility in compliance with legislative/organisational guidelines and if encountered addresses and/or reports hazards (S3)

LR2 Evaluates potential security risks within their area of operation and responds if any are identified by following the procedures/policies of their organisation (S4)

LR3 Reviews tasks to ensure there is compliance with legislative safety guidelines for aircraft, vehicles and team members during airside operations. Demonstrating an approach to work which prioritises the safety of everyone by following industry legislative guidelines/procedures set out by the organisation (S15, B6)

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Assessing the professional discussion

The professional discussion will be a 2-way discussion which involves both the end-point assessor and apprentice actively listening and participating in a formal conversation. It will give the apprentice the opportunity to make detailed and proactive contributions to affirm their competency across the knowledge, skills and behaviours on this assessment method.

The professional discussion will need to take place in a suitable environment and must last for **90 minutes**. The discussion will be against the set criteria that are outlined in the following pages and it will be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence. The assessor has the discretion to increase the time up to 10% to allow the apprentice to finish their last point.

A minimum of 12 open-response questions will be asked. The end-point assessor may ask follow-up questions where clarification is required.

Areas covered within the professional discussion include:

- aviation systems
- communication, teams and supervision
- policies and procedures

The professional discussion will take place either in person or via videoconference. This will be organised by Highfield's scheduling team once the apprentice has been submitted for gateway.

The employer may be present but must remain passive during the discussion. The employer will not be allowed to add any further information or examples to what the apprentice has stated or lead them in any way. Highfield would encourage the employer/training provider and the apprentice to plan for the professional discussion and consider what resources they may bring with them to support them during their professional discussion. This must be their own work and will only be used to support their discussion.

Before the assessment:

Employers/training providers should:

- plan the professional discussion to allow the apprentice the opportunity to demonstrate each of the required standards
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and on-programme learning to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the professional discussion

Apprentices will be graded against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, all assessment criteria must achieve **all** of the pass criteria
- To achieve a **distinction**, apprentices must achieve **all** of the pass criteria and **all** of the distinction criteria
- **Unsuccessful** apprentices will **not** have achieved **all** of the pass criteria

Professional discussion - mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommend that they experience a mock professional discussion in preparation for the real thing. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time.

When designing a mock assessment, the employer/training provider should consider the following elements in their planning:

- the mock professional discussion should take place in a suitable location.
- a 90-minute (+/- 10%) time slot should be available for the complete professional discussion if it is intended to be a complete mock assessment covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider an audio recording of the mock, and to allow the mock to be heard by other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.

- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice, to complete the learning experience. The mock assessment sheets may be used for this purpose and are available to download from the Highfield Assessment website.
- structured 'open' questions should be used as part of the professional discussion which do not lead the candidate but allows them to express their knowledge in a calm and comfortable manner. For example:
 - aviation systems:
 - Tell me about the key systems which assist you with aircraft movements.
 - What is best practice when using the systems and how can you best avoid faults or failures?
 - Identify some of the ground equipment used during airside movements, the uses for these items and essential checks before and after use.
 - communication, teams, and supervision:
 - How do you remain vigilant during aircraft movements, keeping careful watch to avoid accidents, incidents, emergencies and major Disruptions from occurring?
 - What are the components of your pre-task team brief?
 - How do you allocate tasks to individuals and ensure they are all aware of all their responsibilities while working airside, specifically if they are using ground service equipment and faults occur?
 - Give some examples of the terminology you use in the work environment and who you would use this with.
 - policies and procedures:
 - How does your role and the roles of your team fit within organisational strategy, values and aims?
 - What is offered to employees to help them develop and fit in with the strategy/values/aims?
 - How does your organisation ensure it meets its objectives and goals?
 - How does this link in with your team's workload and objectives?
 - What precautions are you required to take to ensure you comply with security, and what guidelines are in place should you witness a breach?

Professional discussion criteria

Throughout the professional discussion, the assessor will review the apprentice's competence in all of the assessment criteria outlined below. Therefore, apprentices should prepare for the professional discussion by considering how the criteria can be met.

Aviation systems
To pass, the following must be evidenced
AS3 Explains the different types of aviation systems used in their role and describes how to operate them, identifies examples of a system fault or error that could occur and the action they would take to remedy (K10)
AS4 Outlines how their area of responsibility is monitored to identify potential incidents, emergencies and disruption and explains how to take remedial action if any are encountered (S8)
To gain a distinction, the following must be evidenced
<i>No distinction criteria available for this component</i>

Communication, teams, and supervision
To pass, the following must be evidenced
CT1 Explains how they would brief a team on the procedures of a planned airside movement including the equipment/vehicles to be used. Explains how they match the roles of the team with the tasks involved and how they would inform them to respond to incidents and emergencies that could occur while operating an airside vehicle (K15)
CT2 Explains the methods and/or techniques of communication used in aviation, and how they adapt them in reflection of the audience (K6)
CT3 Outlines the roles within aviation teams and how they work together to continuously improve and develop with a solution focused approach to achieving organisation objectives (K7, B5)
CT4 Explains how to manage own and teams workload to meet performance objectives and describes how they show courtesy and respect to workers in a manner which reflects the behavioural expectations of the organisation while embedding and promoting the organisations values (S6, B1, B2)
CT5 Establishes an approach to work tasks which reflects the organisation's reliability requirements and challenges practices which fall outside these guidelines (B4)
CT6 Outlines procedures for checking specialised equipment before use, it's safe operation and how it should be stored after use (K16)

To gain a distinction, the following must be evidenced

CT7 Summarises the importance of matching aviation movement tasks to team resources and describes the potential implications of not matching correctly (K15)

CT8 Justifies the procedures for checking of specialised equipment to ensure safe use (K16)

Policies and procedures

To pass, the following must be evidenced

PP1 Explains the maintenance of aviation security in own area of authority and the action to take in the event of a breach of security (K4)

PP2 Give an example of how to apply the correct procedures for dealing with emergencies, incidents and disruption in relation to an airside vehicle (K11, K12, S11)

PP3 Describes the part timelines play in aviation operations performance (K14)

PP4 Describes how they prepare the area and equipment prior to marshalling of aircraft and or vehicles. Explains the marshalling procedures including how they monitor their team when operating marshalling equipment (K17, K19)

PP5 Describes how they ensure the rules and regulations for aircraft, vehicle operations and personnel operating airside are complied with within the limits of own role (K18, S10)

PP6 Explains how they deal with dangerous goods, including their reasons for their choice how they check compliance, and why their reporting of events is procedurally correct (S16, S17)

To gain a distinction, the following must be evidenced

PP7 Justifies chosen example of procedure for dealing with emergencies, incidents and disruption (K12)

PP8 Evaluates the impact adhering to timelines has on performance in the aviation industry (K14)

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