



Highfield Level 2 End-Point Assessment for ST0908 Aviation Ground Handler

End-Point Assessment Kit



Highfield Level 2 End-Point Assessment for ST0908 Aviation Ground Handler

EPA kit

Contents

Please click on the headings below to navigate to the associated section of the EPA kit.

<u>How to use this EPA kit</u>	<u>2</u>
<u>Introduction</u>	<u>3</u>
<u>The Highfield approach</u>	<u>6</u>
<u>Gateway.....</u>	<u>7</u>
<u>Aviation Ground Handler Apprenticeship Standard.....</u>	<u>10</u>
<u>Assessment summary.....</u>	<u>22</u>
<u>Assessing the observation with questions and answers</u>	<u>24</u>
<u>Assessing the professional discussion.....</u>	<u>28</u>

How to use this EPA kit

Welcome to the Highfield end-point assessment kit for the Aviation Ground Handler Apprenticeship Standard.

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the end-point assessments for the Level 2 Aviation Ground Handler Apprenticeship Standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process. Additionally, all end-point assessments are externally quality assured by the relevant EQA organisation.

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 as a starting point.

Key facts

Apprenticeship standard:	Aviation Ground Handler
Level:	2
On-programme duration:	Minimum of 12 months
Grading:	Pass or distinction
End-point assessment duration:	3 months
End-point assessment methods:	Observation with questions and answers and professional discussion

In this guide, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on delivery, where the standard and assessment criteria are presented in a suggested format that is suitable for delivery
- 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 Ground Handler overview

This occupation is found in the aviation sector, across a range of different types of organisations and employers including all those working in roles supporting the safe arrival, turnaround and departure of aircraft at airports, military bases, heliports and other airfields.

This occupation requires aviation ground handlers to be physically fit and active, working mainly outdoors in all weathers and commonly requires shift working. The broad purpose of the occupation is to ensure the efficient and effective arrival, turnaround and departure of aircraft. Aviation ground handlers work in a number of environments, such as a commercial airport, military base/aerodrome, Royal Navy aircraft carrier, heliport or other airfield. Aviation ground handlers work in highly organised teams below wing.

In their daily work, an employee in this occupation interacts with members of their immediate team and other airfield stakeholders critical to aircraft arrival, turnaround and departure. Typically, aviation ground handlers' work is coordinated by an aviation specialist/operations manager. At the heart of this role, aviation ground handlers' day-to-day duties provide all necessary help and support when guiding aircraft and transport, loading and unloading luggage and cargo, checking luggage against flight lists and taking it to the aircraft/reclaim conveyor belt and other duties as assigned while maintaining health and safety and overall good working practices that comply with aviation regulations. Effective communication and teamwork ensure that all aspects of preparing cargo, moving, loading, unloading and servicing a range of aircraft form a critical role that helps achieve the objectives of their organisation in this diverse field.

An employee in this occupation will be responsible for the safe, secure and timely delivery of tasks associated with their work area (including safely operating equipment and machinery) to ensure the aircraft is ready for arrival, turnaround and departure, as instructed and guided by the aviation specialist or aviation operations manager.

On-programme requirements

The period of learning, development and continuous assessment is managed by the employer, in most cases with the service of an education or training provider. Although this method is flexible and the process is not prescribed, the following best practice recommendation is made:

Throughout the programme, and at least every 3 months, the apprentice should meet with the continuous assessor and record their progress against the standard. At these reviews, evidence should be recorded and, once the apprentice is competent, sections of the standard signed off by the employer. The process of maintaining a continuous assessment record is important so employers are confident in determining when the apprentice has achieved full competence in their job roles and is ready for end-point assessment. The continuous assessment record is not a portfolio of evidence, but a practical record of what the apprentice can do following periods of training, development and assessment. A minimum of 4 meetings and completed records are recommended to show ongoing competence across the entire standard, over a minimum of a 12-month period prior to starting the end-point assessment.

Use of Artificial Intelligence (AI) in the EPA

Where AI has been used as part of the apprentice's day-to-day work and forms part of a project report, presentation, or artefact, it should be referenced as such within the work. AI must not be used to produce the report or portfolio.

Where AI has been used as part of a portfolio that underpins an interview or professional discussion or any other assessment method, it should be fully referenced within the portfolio.

Additional, relevant on-programme qualifications

Learners must complete the Level 2 Category 8 Certificate in Dangerous Goods Awareness, as well as a valid driving licence, prior to entering gateway.

Readiness for end-point assessment

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

- they must have successfully completed the English and maths components of the apprenticeship.
- they must have achieved the Level 2 Category 8 Certificate in Dangerous Goods Awareness.
- they must have a valid driving licence.
- 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.
 - Systems and use of ground service equipment (GSE)
 - Loading and unloading of an aircraft
 - Pre-departure checks
 - Data protection/information security

- Health & safety and safe working practices
- Risk assessments
- Customer service standards

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 a 3-month end-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 Assessment.

Order of end-point assessments

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

[Click here to return to contents](#)

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.

Documents used in developing this end-point assessment

Standard (2021)

<https://www.instituteforapprenticeships.org/apprenticeship-standards/aviation-ground-handler-v1-0>

End-point assessment plan (September 2021)

https://www.instituteforapprenticeships.org/media/5496/st0908_aviation_ground_handler_l2_for_publication_7921.pdf

Specific considerations

The assessment plan states that there is a 90-minute time allocation for the entire component of the observation with questions and answers. The assessment plan also states that a minimum of 8 questions must be asked during the questions and answers section. In order to ensure that there is sufficient time available to cover the questions, Highfield has mandated that a minimum of 15 minutes be allocated at the end of the 90-minute total time allocation. The assessor will have the discretion to allocate a longer period of time, should they believe this will be necessary.

For the Professional Discussion, the assessment plan states that at least 2 questions must be asked against each of the following 4 categories: aviation specialist equipment (2), regulatory requirements (2), compliance (2) and teamwork/communication (3). As there are 9 grading descriptors, assessors will ask a minimum of 9 questions to ensure complete coverage. The numbers in brackets after the categories listed above show how many of the grading descriptors are within each category – so the requirement to ask a minimum of 2 questions against each category will naturally be covered.

[Click here to return to contents](#)

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:

- achieved level 1 English
- achieved level 1 maths
- achieved the Level 2 Category 8 Certificate in Dangerous Goods Awareness
- a valid driving licence
- 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.

- Systems and use of ground service equipment (GSE)
- Loading and unloading of an aircraft
- Pre-departure checks
- Data protection/information security
- Health & safety and safe working practices

- Risk assessments
- Customer service standards

The gateway meeting

The gateway meeting should last around an hour and must be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business).

During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training. The **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed by all 3 parties. This report is available to download from the Highfield Assessment website.

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

Please note: a copy of the standard should be available to all attendees during the gateway meeting.

Reasonable adjustments and special considerations

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 need to ensure that the person undertaking an assessment is indeed the person they are claiming to be. All employers are therefore required to ensure that each apprentice has their identification with them on the day of the assessment so the end-point assessor can check.

Highfield Assessment 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, e.g. employee ID card or travel card

[Click here to return to contents](#)

Highfield Level 2 End-Point Assessment for Aviation Ground Handler 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 on the KSBs and the associated assessment criteria are used to assess and grade the apprentice within each assessment method.

Knowledge, skills, and behaviours (KSBs)

Observation with questions		
Knowledge	Skills	Behaviours
<p>K3 - The aviation systems and ground service equipment used and the operational procedures</p> <p>K6 - Communication methods to transfer relevant information to people</p> <p>K10 - The procedures for marshalling, and controlling the movement of vehicles in close proximity of aircraft, including requirements and importance of distance, speed and safe positioning of vehicles near aircraft</p> <p>K12 - The safe, correct, and timely on-load/off-load operation, and use of Unit Load Devices (ULD) and restraints to ensure the safety and security of loads</p> <p>K14 - Aircraft servicing/turnaround management, aircraft services, pre/post use checks of holds and all hold locks</p> <p>K15 - The procedures for checking specialised aircraft movement equipment prior to use, how to operate specialist equipment safely and the procedure for storage after use</p> <p>K16 - The procedures and processes when preparing to move an airframe, including</p>	<p>S2 - Complete and maintain documentation to meet current legislative aviation guidelines</p> <p>S3 - Use aviation systems</p> <p>S4 - Be polite, helpful and customer focused whilst maintaining customer service standards</p> <p>S6 - Work as part of a team, identifying and responding to the needs of individuals, including colleagues, other organisations or customers.</p> <p>S7 - Communicate by transmitting and receiving information and recording it as required</p> <p>S9 - Use the correct marshalling hand signals and techniques required to safely position and manoeuvre vehicles into and around the aircraft</p> <p>S10 - Complete loading and unloading of aircraft safely within the allocated time in accordance with the LIR and organisational procedures where applicable, including restraint/unrestraint of a ULD and baggage nets following supervisor's instruction</p>	<p>B1 - Has a proactive approach to work</p> <p>B3 - Treat team, customers and other stakeholders with courtesy and respect</p> <p>B5 - Work responsibly to keep people safe and operations flowing smoothly, complying with working practices</p> <p>B6 - Treat equipment and technology responsibly and effectively</p> <p>B7 - Seeks to always treat work areas and equipment with care</p>

dealing with risks and hazards of operating aircraft and vehicles airside	<p>S11 - Correctly interpret information on a LIR and ensure procedures are conducted according to the report</p> <p>S13 - Undertake the services required to facilitate an aircraft arrival, departure or turnaround and prepare/configure aircraft holds for departure</p> <p>S15 - Follow all correct procedures in order to move back the aircraft accurately, safely and promptly</p> <p>S16 - Follow all correct procedures to prepare for when moving aircraft accurately, safely and promptly</p> <p>S14 - Operate equipment in accordance with standard operating procedures and ensure it is stored in a safe secure manner after use</p>	
Pass criteria		
<p>OB1 - Uses aviation systems and ground service equipment to achieve objectives, using appropriate equipment and technology and following organisational operating procedures. (K3, S3, B6, B7)</p> <p>OB2 - Communicates with others by transmitting, receiving and recording information as and when it is required and establishes an approach to work tasks which demonstrates they are active participants. (K6, S7, B1)</p> <p>OB3 - Demonstrates the loading and unloading of aircraft within the allocated time in accordance with the Load Instruction Report (LIR) and organisational procedures, including restraint/unrestraint of a Unit Load Device (ULD) and baggage nets. (K12, S10, S11)</p> <p>OB4 - Marshalls via hand signals and techniques the control of movement of vehicles in proximity of aircraft, including requirements for distance, speed, and safe positioning of vehicles near aircraft. (K10, S9)</p> <p>OB5 - Demonstrates pre/post use checks of holds and all hold locks, procedures for checking specialised aircraft movement equipment prior to use, operates equipment safely and prepare/configure aircraft holds for departure following the procedure for storage after use in line with organisational requirements. (K14, K15, S13, S14)</p>		

OB6 - Demonstrates the use of aviation systems to complete and maintain documentation in compliance with legislative/operational guidelines and uses correct procedures and processes for preparing and moving back aircraft accurately, safely and promptly. (S2, S15, S16)

OB7 - Demonstrates the procedures and processes of risk assessment when moving an airframe, operating aircraft and vehicles airside following the organisational procedures and safety policies. (K16)

OB8 - Maintains organisational customer service standards when dealing with people by being polite, helpful and customer focused in line with organisation expectations. (S4)

OB9 - Demonstrates working as part of a team and with other stakeholders/customers to meet objectives, establishing an approach which keeps people safe and follows the operational procedures and guidelines for working practices set out by the organisation. (S6, B3, B5)

Aviation specialist equipment

Professional discussion

Knowledge	Skills
<p>K11 - Procedures to follow in an emergency, within own area of responsibility.</p> <p>K13 - The requirements for, and operation of, specialist equipment and vehicles used on and around the aircraft, to prevent damage to the aircraft, baggage, and cargo</p>	<p>S12 - Use the correct specialist equipment that is required for specific purposes on, at and around the aircraft to achieve the desired outcome, report on both serviceability and defects in accordance with organisational procedures</p> <p>S19 - Correctly interpret information on a baggage tag and ensure aviation procedures for baggage are followed</p>
Pass criteria	Distinction Criteria
<p>PDP1 - Describes the purpose of a Load Instruction Report (LIR), the key information contained in the report and why it is important and relevant to every aircraft movement. Describes a time when they have correctly interpreted information on a baggage tag and how they followed correct baggage procedures. (K11, S19)</p> <p>PDP2 - Explains the requirements and operations of specialist equipment and vehicles required on and around the aircraft, to prevent damage to the aircraft, baggage and cargo. Describes a time when they have used the reporting process for both serviceability and defects in line with organisational procedures. (K13, S12)</p>	<p><i>No distinction assessment criteria for these KSBs.</i></p>

Regulatory requirements

Professional discussion

Knowledge	Skills
<p>K1 - Relevant industry specific regulations, legislation, and procedures appropriate to the aviation sector</p> <p>K2 - The importance of following process, legislation, monitoring compliance and the completion of legal documentation</p> <p>K8 - Emergency procedures (including fire, breaches of security, acts of aggression), common incidents and disruption that may occur in an aviation environment and the appropriate action to take in the event of an incident</p> <p>K17 - The importance of executing correct Manual Handling Techniques</p>	<p>S1 - Comply with all aviation regulations, work within legislative guidelines and procedures</p> <p>S8 - Take appropriate action in the event of an incident, disruption, or emergency, liaising with relevant people and recording actions and outcomes as required</p> <p>S18 - Clearly identify and safely deal with carrying baggage of varying weight and size over a continuous period</p>
Pass criteria	Distinction Criteria
<p>PDP3 - Outlines the steps they follow to ensure their own work meets sector specific regulations, legislation and procedures and. outlines sector specific regulations, legislation and procedures and the importance of following legislation and monitoring compliance. (K1, K2, S1)</p> <p>PDP4 - Explains the importance of manual handling techniques when handling baggage of varying weight and size, following legislation and completing legal documentation. Describes the steps they take to ensure they carry baggage safely during a shift. (K17, S18)</p> <p>PDP5 - Identifies emergency procedures, common incidents and disruptions that may occur in an aviation environment describing the appropriate action and relevant people to alert, and the</p>	<p>PDD1 - Evaluates why completing legal documentation and monitoring compliance in the organisation is important for the aviation sector as a whole. (K2)</p> <p>PDD2 - Describes the impact on the functioning of the airport if incorrect manual handling techniques are applied when carrying baggage of varying weight and size over a continuous period. (S18)</p> <p>PDD3 - Evaluates the action they took during the event of an incident, disruption or emergency. (K8, S8)</p>

recording of actions and outcomes, in the event of an incident. (K8, S8)	
--	--

Compliance	
Professional discussion	
Knowledge	Skills
<p>K4 - Identify prohibited articles relevant to aviation operations and how to deal with them effectively</p> <p>K9 - The procedure for dealing with unauthorised access in a restricted area</p> <p>K18 - How to identify faults or errors and the remedial action to take</p>	<p>S5 - Adhere to procedures for identification and safe handling of dangerous goods</p> <p>S20 - Take remedial action upon identification of faults or errors in a timely manner</p>
Pass criteria	Distinction Criteria
<p>PDP6 - Describes how they identify prohibited articles in aviation operations and describes how to deal with them following procedures for identification and safe handling of goods. (K4, S5)</p> <p>PDP7 - Explains the procedure for dealing with unauthorised access in a restricted area and the reporting process to be followed. (K9)</p>	<p>PDD4 - Describes the reasons for the prohibition of articles and explains the importance of the safe handling of dangerous goods within the aviation industry. (K4, S5)</p> <p>PDD5 - Describes a time when they have identified a fault or error and the steps they took to ensure the correct course of action was observed. (S20)</p>

Teamwork and communication

Observation with questions		
Knowledge	Skills	Behaviours
<p>K5 - Methods to identify and respond to individuals' needs and abilities in different situations and communicate with others and colleagues from a diverse range of backgrounds and cultures</p> <p>K7 - The importance of communications and customer service to the organisation</p>	<p>S17 - Work collaboratively to reducing the risks and hazards from operating aircraft and vehicles airside</p>	<p>B2 - Be a positive role model to others in attitude to work and how it is undertaken</p> <p>B4 - Remain focused when a problem arises so that effective and timely decisions can be made</p> <p>B8 - Consistently driven to achieve the vision and objectives of the organisation</p>
Pass criteria		Distinction criteria
<p>PDP9 - Gives an example of when they have responded to colleagues' individual needs and abilities, including how they adapted their communication to take account of diversity. Describes how their approach to their duties contributes to the organisational vision and objectives. (K5, B8)</p> <p>PDP10 - Summarises the importance of communications and customer service to the organisation and explains the impact of being a positive role model to others in attitude to work and how it is undertaken. (K7, B2)</p> <p>PDP11 - Describes when they have worked collaboratively to reduce the risks and hazards of operating aircraft and vehicles airside and describe why it is important to remain focused and make timely decisions when problems arise. (S17, B4)</p>		<p>PDD6 - Gives an example of how identifying a person's needs and abilities led them to adapt their initial approach to communication, and evaluates their chosen response against the vision of the organisations vision. (K5, B8)</p>

Amplification and guidance

Aviation systems

Aviation management systems in this section could include handheld devices such as tablets or networked laptops and desktop computer systems that contribute to the overall management of ground operations.

The key message is that the aviation systems are at your normal place of work and are those that you would be expected to be able to use in a competent manner as part of your normal job role. You should be competent in the actions that you should take in the event of system failure.

Ground service equipment/specialist equipment and vehicles

Examples of ground service/specialist equipment and vehicles that learners may be expected to use effectively and in line with operational procedures. This is not an exhaustive list as equipment and vehicles may vary depending on the employer/workplace.

- Hi-loaders, FMC, Low loaders, forklifts, dans, atlas
- Passenger steps, aircraft steps, engineering steps, cherry pickers
- Electronic baggage carts, charlottes
- Baggage carts, dollies, trailers, cargo loaders
- Pushback – tug, tractor
- Lavatory truck, toilet truck - toilet service unit (TSU), potable water truck
- Scissor lift, ambulift
- Belt loader, conveyor belt, baggage belt
- Air start unit (ASU)
- Ground power unit (GPU), fixed power unit (FPU)
- Air-con unit
- Fuel bowser
- Aircraft catering truck

Procedures

Organisational procedures may include industry, organisational and regulator-specific instructions and guidance (SOPs) and are based on safe methods of working, safe systems of working and risk assessment.

Communication

Equipment: handheld radio, mobile phone, fixed-line telephone, public address system, air-to-ground radio, lights, alarms, noticeboard and flight information display systems.

Methods: oral, written, electronic, carried out by self and carried out by others.

Regulations, legislation, and procedures appropriate to the aviation sector

The Civil Aviation Authority (CAA); The International Civil Aviation Organisation (ICAO); The European Aviation Safety Agency (EASA); The Department for Transport (DfT); and the Military Aviation Authority (MAA). These organisations all publish guidance and information relevant to job roles contained within this specification, RIDDOR - reporting procedures for safety breaches, HASWA, CAA, PPE, Air Navigation Order (ANO 2016), Aerodrome licensing, COSHH.

Prohibited articles

Examples of prohibited articles which may be encountered, which learners should be able to effectively identify and deal with include the following.

- Explosives, ammunition, detonators and related equipment
- Firelighters, lighter fuel, paints, thinners
- Fireworks and pyrotechnics
- Flammable liquids and solids
- Gas cylinders
- Infectious substances such as live virus materials
- Instruments containing magnets
- Instruments containing mercury

- Non-safety matches
- Poisons, arsenic, cyanide, weedkiller
- Radioactive materials, acids, corrosives, alkalis, caustic soda
- Smoke canisters and smoke cartridges
- Wet-cell car batteries

Operate equipment in accordance with standard operating procedures

- Manoeuvre the vehicle in a controlled manner in all conditions
- Park the vehicle safely in appropriate areas in line with your organisation's procedures
- Follow airside road signs, markings and traffic lights at all times
- Show courtesy to other vehicles on the airfield
- Give priority to moving aircraft at all times
- Maintain a safe distance between the vehicle and aircraft at all times
- Make sure that all doors and shutters (where relevant) are closed when you are driving the vehicle
- Reverse the vehicle according to aviation and organisational procedures
- Be constantly vigilant when driving
- Wear appropriate personal protective equipment when driving
- Carry an airside driving pass or licence in line with your organisation's procedures

Safe handling of dangerous goods

Passengers, staff and flight crews, safety data sheets (SDS), Department for Transport (DfT) regulations, health and safety executive (HSE), Driver and Vehicle Standards Agency (DVSA), manual handling, authorisation notices, Office of Rail and Road (ORR), Maritime and Coastguard Agency (MCA), Civil Aviation Authority (CAA). European agreement concerning the international carriage of dangerous goods by road (ADR).

The key message is to be aware of the dangerous goods in own area of responsibility and the actions to take in the event of an incident or emergency.

Risks and hazards

Including jet blast, ingestion, propellers, rotors, downdraught, foreign objects and spillages.

[Click here to return to contents](#)

Assessment summary

The end-point assessment for Aviation Ground Handler is made up of 2 components:

1. A 90-minute observation with questions and answers
2. A 60-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.

Observation with questions and answers

- To achieve a **pass**, all assessment criteria must be achieved
- The observation with questions and answers is not graded above a pass

Professional discussion

- To achieve a **pass**, all assessment criteria must be achieved
- To achieve a **distinction**, all assessment criteria must be achieved

Grading

To achieve an overall pass grade, a pass must be achieved in both the observation with questions and answers and the professional discussion.

To achieve an overall distinction grade, in addition to the above, a distinction must be achieved in the professional discussion.

Retake and resit information

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

A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

The timescale for a re-sit/re-take is agreed between the employer and EPAO. A re-sit is typically taken within 1 month of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 3 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 re-sat/re-taken.

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

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass.

[Click here to return to contents](#)

Assessing the observation with questions and answers

The observation with questions and answers will last 90 minutes and will be conducted on a one-to-one basis. The end-point assessor will take a passive role, observing the apprentice undertaking their work and will supplement this by asking questions after the observation. 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 8 questions will be asked and these will cover the apprentice's breadth and depth of competence against the assessment criteria. The end-point assessor may ask follow-up questions where clarification is required. The time spent on questions is included in the total 90-minute assessment time, and a minimum of 15 minutes be allocated to this. The assessor will have the discretion to allocate a longer period of time, should they believe this will be necessary.

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

- operating aviation systems, completing and maintaining all required documentation
- operating ground service equipment safely and using marshalling procedures correctly
- ensuring all pre and post checks of holds and hold locks are completed in line with organisational requirements
- following the procedures for storage of specialised equipment
- following all safety and security and compliance procedures

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

The observation with questions and answers 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 questions and answers
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Observation with questions and answers - mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommends that the apprentice experiences a mock observation with questions and answers 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 90-minute (+/- 10%) time slot should be available for the complete observation with questions and answers 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
- 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

Observation with questions and answers - example questions

The following are example questions to demonstrate the sort of questions apprentices can expect to encounter at the end of the observation with questions and answers.

- What guidelines are in place should the systems, equipment or technology you use, while working around aircraft, fail or malfunction?
- Where would you record any information relevant to the turnaround which could be required for future purposes and what information would your team be required to keep?
- What different types of restraints could be used depending upon your load to ensure that you are securing the aircraft ready for departure?
- Can you provide some examples of additional marshalling signals you may use when operating specialist equipment and vehicles close to aircraft?
- What procedures would you follow when working with specialist equipment and aircraft holds upon arrival and prior to the departure of an aircraft?
- What documentation is completed after your team has finalised the off or on load and the aircraft is closed up, and ready to depart?
- Which policies and procedures are in place to assist you to operate safely during aircraft turnaround when in close proximity to aircraft and ground equipment?
- What are some of the interpersonal skills you use when interacting with different stakeholders?
- Tell me about the safety procedures you are required to follow to ensure all individuals are safe while aircraft are on the ground.

Observation with questions and answers criteria

During the observation with questions and answers, 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.

Assessment Criteria
OB1 - Uses aviation systems and ground service equipment to achieve objectives, using appropriate equipment and technology and following organisational operating procedures. (K3, S3, B6, B7)
OB2 - Communicates with others by transmitting, receiving and recording information as and when it is required and establishes an approach to work tasks which demonstrates they are active participants. (K6, S7, B1)
OB3 - Demonstrates the loading and unloading of aircraft within the allocated time in accordance with the Load Instruction Report (LIR) and organisational procedures, including restraint/unrestraint of a Unit Load Device (ULD) and baggage nets. (K12, S10, S11)
OB4 - Marshalls via hand signals and techniques the control of movement of vehicles in proximity of aircraft, including requirements for distance, speed, and safe positioning of vehicles near aircraft. (K10, S9)
OB5 - Demonstrates pre/post use checks of holds and all hold locks, procedures for checking specialised aircraft movement equipment prior to use, operates equipment safely and prepare/configure aircraft holds for departure following the procedure for storage after use in line with organisational requirements. (K14, K15, S13, S14)
OB6 - Demonstrates the use of aviation systems to complete and maintain documentation in compliance with legislative/operational guidelines and uses correct procedures and processes for preparing and moving back aircraft accurately, safely and promptly. (S2, S15, S16)
OB7 - Demonstrates the procedures and processes of risk assessment when moving an airframe, operating aircraft and vehicles airside following the organisational procedures and safety policies. (K16)
OB8 - Maintains organisational customer service standards when dealing with people by being polite, helpful and customer focused in line with organisation expectations. (S4)
OB9 - Demonstrates working as part of a team and with other stakeholders/customers to meet objectives, establishing an approach which keeps people safe and follows the operational procedures and guidelines for working practices set out by the organisation. (S6, B3, B5)

[Click here to return to contents](#)

Assessing the professional discussion

The professional discussion will be a two-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 should last for a maximum of 60 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 8 open-response questions will be asked, and these will cover the apprentice's breadth and depth of competence against the assessment criteria. The end-point assessor may ask follow-up questions where clarification is required.

Areas covered within the professional discussion include:

- aviation specialist equipment
- regulatory requirements
- compliance
- teamwork and communication

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. The end-point assessor will have reviewed the apprentice's relevant policy and procedure documents prior to assessment.

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 learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

The professional discussion - mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommends 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 60-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. Example questions that you can use for a mock assessment are listed on the following pages.

The professional discussion - example questions

The following are example questions to demonstrate the sort of questions apprentices can expect to encounter during the professional discussion.

- Considering documentation produced for the flights you work on, specifically relating to the Load Instruction Report and baggage tags, give me some examples of the information they provide and the procedures in place to ensure both are processed safely and securely.
- Give examples of specialist equipment that you could use when working around aircraft and how you would identify and report defects.
- What are the procedures you need to follow to ensure you comply with legislation and regulations relevant to your role?
- Tell me about the paperwork which helps you to ensure that you are following all regulations required to work safely. Why is this important?
- When handling baggage over the standard acceptable weight and size, tell me about the procedures you are required to follow.
- If guidelines for outsized or oversized baggage are not followed, what are the potential impacts on yourself and others?
- What types of emergencies could occur which would disrupt your turnaround and how would you deal with them?
- How can you learn from how a major disruption was handled?
- How would you handle prohibited articles and dangerous goods? What types of goods would fall into this category?
- Why is it important for carriers to adhere to published guidelines relating to prohibited items and dangerous goods?
- What process would you follow if you were tailgated through a key-coded door at a border from landside to airside?
- If the systems which support you during aircraft ground time malfunction or fail, what actions would you take?
- What course of action would you take if an aviation system fails while you are operating a live aircraft?
- Tell me how you demonstrate that you follow policies and procedures related to inclusion within your workplace. What are your organisation's values and how do these link to inclusion in your workplace?
- What guidelines are in place to help you ensure inclusivity for each individual within your team? Can you provide an example of when you have had to demonstrate this or a hypothetical situation?

- Tell me about the different methods of communication you use with different stakeholders.
- How can you work collaboratively with your team to minimise risks from hazards which may occur during an aircraft turnaround?

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.

Assessment Criteria (Pass)

PDP1 - Describes the purpose of a Load Instruction Report (LIR), the key information contained in the report and why it is important and relevant to every aircraft movement. Describes a time when they have correctly interpreted information on a baggage tag and how they followed correct baggage procedures. (K11, S19)

PDP2 - Explains the requirements and operations of specialist equipment and vehicles required on and around the aircraft, to prevent damage to the aircraft, baggage and cargo. Describes a time when they have used the reporting process for both serviceability and defects in line with organisational procedures. (K13, S12)

PDP3 - Outlines the steps they follow to ensure their own work meets sector specific regulations, legislation and procedures and. outlines sector specific regulations, legislation and procedures and the importance of following legislation and monitoring compliance. (K1, K2, S1)

PDP4 - Explains the importance of manual handling techniques when handling baggage of varying weight and size, following legislation and completing legal documentation. Describes the steps they take to ensure they carry baggage safely during a shift. (K17, S18)

PDP5 - Identifies emergency procedures, common incidents and disruptions that may occur in an aviation environment describing the appropriate action and relevant people to alert, and the recording of actions and outcomes, in the event of an incident. (K8, S8)

PDP6 - Describes how they identify prohibited articles in aviation operations and describes how to deal with them following procedures for identification and safe handling of goods. (K4, S5)

PDP7 - Explains the procedure for dealing with unauthorised access in a restricted area and the reporting process to be followed. (K9)

PDP8 - Describes what remedial action they take when they have identified aviation system faults or errors, and how they verify the remedy is the correct one. (K18, S20)

PDP9 - Gives an example of when they have responded to colleagues' individual needs and abilities, including how they adapted their communication to take account of diversity. Describes how their approach to their duties contributes to the organisational vision and objectives. (K5, B8)

PDP10 - Summarises the importance of communications and customer service to the organisation and explains the impact of being a positive role model to others in attitude to work and how it is undertaken. (K7, B2)

PDP11 - Describes when they have worked collaboratively to reduce the risks and hazards of operating aircraft and vehicles airside and describe why it is important to remain focused and make timely decisions when problems arise. (S17, B4)

Assessment Criteria (Distinction)

PDD1 - Evaluates why completing legal documentation and monitoring compliance in the organisation is important for the aviation sector as a whole. (K2)

PDD2 - Describes the impact on the functioning of the airport if incorrect manual handling techniques are applied when carrying baggage of varying weight and size over a continuous period. (S18)

PDD3 - Evaluates the action they took during the event of an incident, disruption or emergency. (K8, S8)

PDD4 - Describes the reasons for the prohibition of articles and explains the importance of the safe handling of dangerous goods within the aviation industry. (K4, S5)

PDD5 - Describes a time when they have identified a fault or error and the steps they took to ensure the correct course of action was observed. (S20)

PDD6 - Gives an example of how identifying a person's needs and abilities led them to adapt their initial approach to communication, and evaluates their chosen response against the vision of the organisations vision. (K5, B8)

[Click here to return to contents](#)