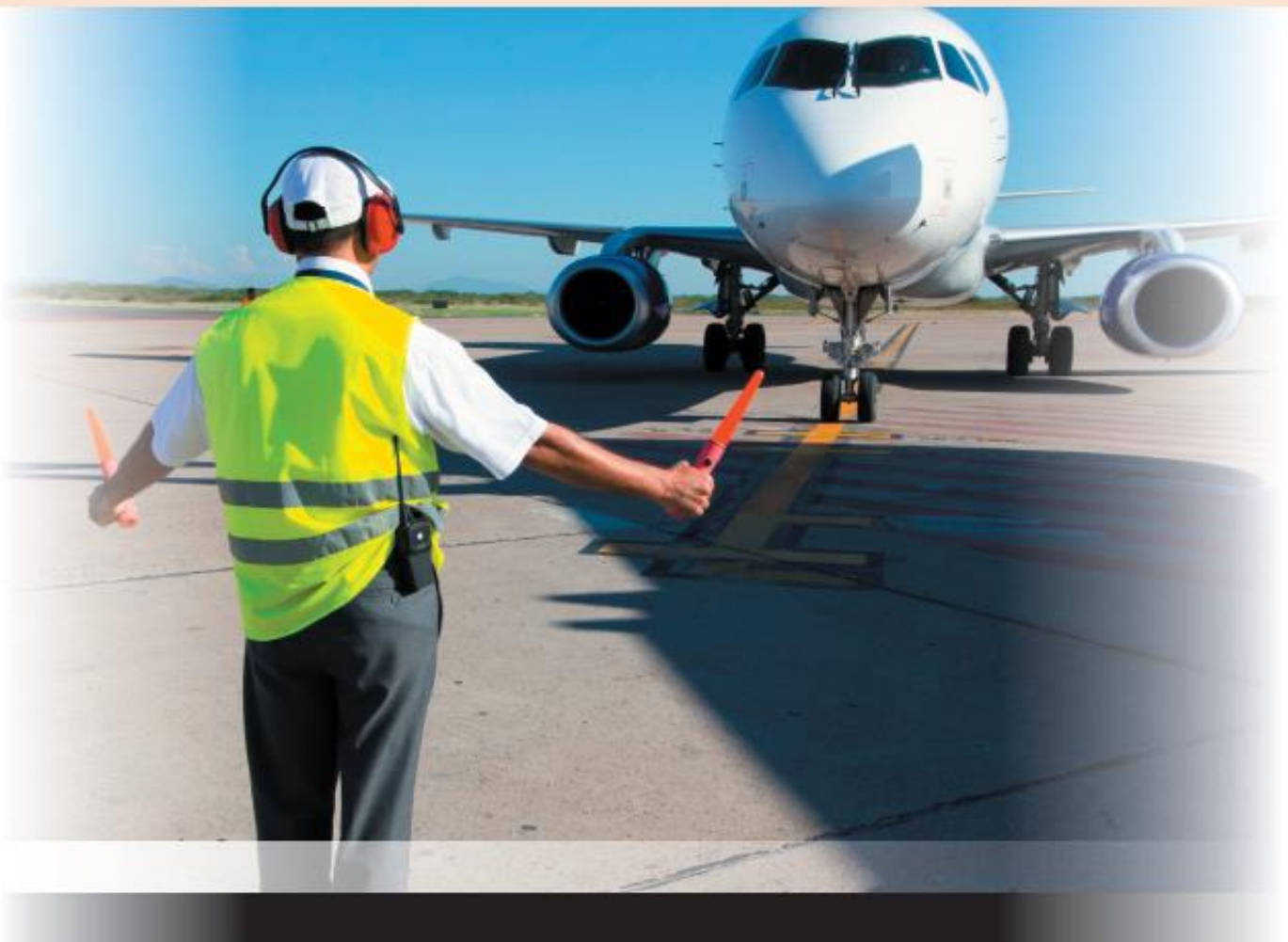




Highfield

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

End-Point Assessment Kit



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

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>7</u>
<u>Gateway.....</u>	<u>8</u>
<u>Aviation Movement Specialist apprenticeship standard.....</u>	<u>10</u>
<u>Assessment summary.....</u>	<u>22</u>
<u>Assessing the test.....</u>	<u>24</u>
<u>Assessing the observation with questioning.....</u>	<u>26</u>
<u>Assessing the professional discussion.....</u>	<u>31</u>

How to use this EPA kit

Welcome to the Highfield end-point assessment kit for the Aviation Movement Specialist 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 3 Aviation Movement Specialist 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 Movement Specialist
Level:	3
On-programme duration:	Minimum of 18 months
Grading:	Pass or distinction
End-point assessment duration:	4 months
End-point assessment methods:	Test, observation with questioning 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 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.

All aviation movement specialists are typically responsible for the safe handling of very expensive aircraft and other vital equipment. The importance of this occupation is highly regarded across the aviation sector.

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.

Aviation movements specialists operate airside, on and around the landing platform/runway. They will be expected to work outdoors in all weathers, work on various shifts (days, evening, nights, weekends and holidays) be able to work in a manual environment and repeatedly lift loads in a shift and work as part of the wider team that ensures timely and safe aircraft turnaround and must hold a full UK driving licence.

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.

An employee in this occupation will be responsible for towing aircraft and pushing aircraft backwards, under minimal supervision, in both planned and emergency circumstances. This might be achieved when sat in control of a tractor, or when operating equipment by remote control. When doing this, they coordinate the team of ground handlers that support the operation, typically via headsets or through hand signals.

They are also responsible for safe, secure and timely delivery of tasks associated to their work area to ensure people are supported and to adopt an appropriately balanced decision-making process to achieve business objectives (as guided by the aviation operations manager).

Typically, an aviation movement specialist prepares vehicles prior to use airside, safely operates a vehicle airside, ensures vehicle operations comply with aviation standard operating procedures, legislative aviation requirements and implements the correct procedures in the event of incidents or emergencies.

Aviation movement specialists will supervise and monitor team members to carry out daily inspections prior to using specialist equipment ensuring its safe operation and that it is left in a safe, secure and allocated area after use. They will ensure that the preparation of the airside environment for marshalling of aircraft and or vehicles is correct and in accordance with organisation's standard operating procedures. They will also monitor the marshalling of aircraft and or vehicles.

Aviation movement specialists ensure the rules and regulations for aircraft, vehicles and team members operating airside are adhered to and documented in accordance with airport safety requirements, identify and report risks and ensure compliance in line with organisational procedures. Other responsibilities include maintaining good working practices that comply with aviation regulations and health and safety. Effective communication and teamwork ensure that all aspects of an aircraft movement specialist's role play a critical part in achieving the objectives of their organisation. Aviation movement specialists will identify and escalate issues and risks to the appropriate person, who, depending on the problem, may or may not be the 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 5 meetings and completed records are recommended to show ongoing competence across the entire standard, over a minimum of an 18-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.

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.
- 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 a 4-month 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 you 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.

[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-movement-specialist-v1-0>

End-point assessment plan (June 2022)

https://www.instituteforapprenticeships.org/media/6137/st0954_aviation_movement_specialist_level3_adjustment-june-2022.pdf

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.

[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 2 English
- achieved level 2 maths
- policy and procedure documents
- 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 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, for example, employee ID card or travel card

[Click here to return to contents](#)

Highfield Level 3 End-Point Assessment for 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, skills and behaviours (KSBs) / Assessment Criteria covered in the 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.

Aviation Systems

Observation with questions

Knowledge	Skills
<p>K9 - Procedures for preparing and operating the aviation systems used for moving aircraft, within own role.</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>S14 - Monitor marshalling of aircraft and or vehicles in accordance with organisation's standard operating procedures.</p>

Pass criteria

- OB1** - 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)
- OB2** - Demonstrates the preparation and use of aviation systems, justifying any remedial action taken to address faults or errors. (K9, S7)

Amplification and guidance

Aviation systems

Aviation management systems in this section could include handheld devices such as tablets or networked laptop 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.

Teams, communication, and supervision

Observation with questions

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>
Pass criteria	
<p>OB3 - Demonstrates the coordination of a planned aviation movement justifying communication methods and language to reflect the task/situation. (S2, S5)</p> <p>OB4 - 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>OB5 - 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>	

Legislation, regulation, and compliance

Observation with questions

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>

Pass criteria

OB6 - Performs tasks within their area of responsibility in compliance with legislative/organisational guidelines and if encountered addresses and/or reports hazards. (OB6)

OB7 - Evaluates potential security risks within their area of operation and responds if any are identified by following the procedures/policies of their organisation. (S4)

OB8 - 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)

Aviation systems	
Professional discussion	
Knowledge	Skills
K10 - Aviation system faults and errors and what remedial action to take.	S8 - Monitor area of responsibility and take appropriate action to reduce the impact of emergencies, incidents, or disruption.
Pass criteria	Distinction Criteria
<p>PDP1 - 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>PDP2 - 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>	<i>There are no distinction descriptors for these KSBs.</i>

Communication, teams, and supervision

Professional discussion		
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 promotes the organisations' 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>
Pass criteria	Assessment Criteria (Pass)	
<p>PDP3 - 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)</p>	<p>PDD1 - Summarises the importance of matching aviation movement tasks to team resources and describes the potential implications of not matching correctly. (K15)</p> <p>PDD2 - Justifies the procedures for checking of specialised equipment to ensure safe use. (K16)</p>	

PDP4 - Explains the methods and/ or techniques of communication used in aviation, and how they adapt them in reflection of the audience. (K6)

PDP5 - 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)

PDP6 - Explains how to manage own and team's 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)

PDP7 - Establishes an approach to work tasks which reflects the organisation's reliability requirements and challenges practices which fall outside these guidelines. (B4)

PDP8 - Outlines procedures for checking specialised equipment before use, it's safe operation and how it should be stored after use. (K16)

Policies and procedures	
Professional discussion	
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>
Pass criteria	Distinction criteria
<p>PDP9 - 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)</p> <p>PDP10 - 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)</p> <p>PDP11 - Describes the part timelines play in aviation operations performance. (K14)</p>	<p>PDD3 - Justifies chosen example of procedure for dealing with emergencies, incidents and disruption. (K12)</p> <p>PDD4 - Evaluates the impact adhering to timelines has on performance in the aviation industry. (K14)</p>

PDP12 - 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)

PDP13 - 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)

PDP14 - 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)

Amplification and guidance

Specialist vehicles and equipment (K1)

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 and atlas
- passenger steps, aircraft steps, engineering steps and cherry pickers
- electronic baggage carts and charlottes
- baggage carts, dollies, trailers and cargo loaders
- pushback – tug and tractor
- lavatory truck, toilet truck - toilet service unit (TSU) and potable water truck
- scissor lift and ambulift
- belt loader, conveyor belt and baggage belt
- air start unit (ASU)

- ground power unit (GPU) and fixed power unit (FPU)
- air-con unit
- fuel bowser
- aircraft catering truck

Legislation, procedures and regulations relating to an aviation environment (K2)

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 and COSHH.

Dangerous goods (K13)

Examples of dangerous goods which may be encountered, which learners should be able to effectively identify and deal with include:

- explosives, ammunition, detonators, and related equipment
- fire lighter, lighter fuel, paints and 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, and weedkiller
- radioactive materials, acids, corrosives, alkalis, and caustic soda
- smoke canisters and smoke cartridges

- wet-cell car batteries

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.

Communication (K8)

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.

Hazards (K5)

Including spillages, dangerous goods, wildlife/livestock, foreign object debris, disabled vehicles/equipment, disabled aircraft, collisions, jet blast, ingestion, propellers, rotors, downdraught, crushing, fire, fumes, and noise.

Vehicle operations (K3)

- The importance of airside safety instructions
- Airside areas including roads, apron areas, movement areas, runways, manoeuvring areas and taxiway crossing points
- Awareness of airside road signs, markings, airfield lighting and traffic lights
- Awareness of speed limits and their importance
- Awareness of airside parking regulations
- Types of aircraft servicing operations and the related vehicles, procedures, and hazards
- Characteristics of the vehicle being operated including height, length, width, handling/steering and specific hazards
- Regulations concerning reversing
- The effect that weather conditions have on driving airside including snow, ice, high winds, rain and surface water

Operate equipment in accordance with standard operating procedures (K5)

- 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 (PPE) when driving
- Carry an airside driving pass or licence in line with your organisation's procedures

[Click here to return to contents](#)

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

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

Observation with questioning

- To achieve a **pass**, all assessment criteria must be achieved
- The observation with questioning 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 all 3 assessment methods.

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

Retake and resit information

Apprentices who fail 1 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 EPAO. A resit is typically taken within 1 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.

[Click here to return to contents](#)

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 66.7% (20 out of 30) and the distinction mark for the test is 93.3% (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

Criteria covered in the 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.

Assessing the observation with questioning

The observation with questioning will last 2-hours and will be conducted on a one-to-one basis. The observation with questioning is split into 2 sections; a 90-minute observation, where the end-point assessor will take a passive role, observing the apprentice undertaking their work, followed by a 30-minute questioning/question and answer 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 5 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 questions will cover the apprentice's breadth and depth of competence against the assessment criteria and will follow-up on areas where clarification is required.

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

- selecting vehicle(s) and equipment applicable to the aircraft and the type of aviation movement
- marshalling of aircraft and or vehicle(s)
- moving aircraft by preparing and using aviation systems
- coordinating and monitoring the airside team to prepare vehicles airside
- monitoring and supervising team members carrying out daily inspections prior to using specialist equipment
- identifying and responding to potential security risks in own area of operations
- ensuring 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

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 90-minute (+/- 10%) 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%) 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.

Observation with questioning - 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 questioning.

- When you are supervising an aircraft during turnaround, how would you ensure the team have the correct ground equipment for the task and which marshalling signals would you expect to see them use as they approach the aircraft footprint with the equipment?
- What processes do you need to follow when pushing back an aircraft ready for departure? What would you do if there were issues or concerns with the processes?
- 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?
- What would you expect a team member to check prior to using a vehicle in an aircraft footprint? What precautions would you expect to see prior to the positioning of the vehicle?
- Give an example of a piece of ground equipment your team uses on a daily basis and how you would instruct a team member to complete a safety check on the equipment prior to use.
- What health and safety practices do you expect team members to demonstrate during aircraft movements? How would you expect them to report any violations?
- What practices are in place to ensure your team are vigilant and proactive to security risks?
- 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.

Assessment Criteria
OB1 - 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)
OB2 - Demonstrates the preparation and use of aviation systems, justifying any remedial action taken to address faults or errors. (K9, S7)
OB3 - Demonstrates the coordination of a planned aviation movement justifying communication methods and language to reflect the task/situation. (S2, S5)
OB4 - 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)
OB5 - Monitors and supervises team members carrying out daily inspections prior to using specialist equipment, safely operating, and storing in allocated areas after use. (S12)
OB6 - Performs tasks within their area of responsibility in compliance with legislative/organisational guidelines and if encountered addresses and/or reports hazards. (OB6)
OB7 - Evaluates potential security risks within their area of operation and responds if any are identified by following the procedures/policies of their organisation. (S4)
OB8 - 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)

[Click here to return to contents](#)

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 should last for a maximum of 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 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 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

The 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. 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.

- 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?
- 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.
- 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?
- Identify some of the ground equipment used during airside movements, the uses for these items and essential checks before and after use.
- What precautions are you required to take to ensure you comply with security, and what guidelines are in place should you witness a breach?
- What dangers could you face when driving airside vehicles? How can you try to avoid the dangers which could cause major disruptions and how would you handle a major disruption should one occur? Why did you choose those particular actions?
- How is your organisation evaluated by on-time departures and/or on-time movements? What is in place to help teams comply with timelines/critical paths?
- What checks and procedures need to be implanted prior to ground equipment and airside vehicles entering an aircraft footprint?
- Which standard operating procedures must be adhered to when driving airside, specifically in manoeuvring, movement or dispersal areas?
- How are items classified as dangerous goods processed and handled differently from standard cargo or resources? Where can you find further information about these?

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 - 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)
PDP2 - 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)
PDP3 - 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)
PDP4 - Explains the methods and/ or techniques of communication used in aviation, and how they adapt them in reflection of the audience. (K6)
PDP5 - 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)
PDP6 - Explains how to manage own and team's 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)
PDP7 - Establishes an approach to work tasks which reflects the organisation's reliability requirements and challenges practices which fall outside these guidelines. (B4)
PDP8 - Outlines procedures for checking specialised equipment before use, it's safe operation and how it should be stored after use. (K16)
PDP9 - 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)
PDP10 - 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)
PDP11 - Describes the part timelines play in aviation operations performance. (K14)

PDP12 - 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)

PDP13 - 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)

PDP14 - 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)

Assessment Criteria (Distinction)

PDD1 - Summarises the importance of matching aviation movement tasks to team resources and describes the potential implications of not matching correctly. (K15)

PDD2 - Justifies the procedures for checking of specialised equipment to ensure safe use. (K16)

PDD3 - Justifies chosen example of procedure for dealing with emergencies, incidents and disruption. (K12)

PDD4 - Evaluates the impact adhering to timelines has on performance in the aviation industry. (K14)

[Click here to return to contents](#)