

Highfield Level 2 End-point Assessment for ST0037 Aviation Ground Operative Pathway: Passenger Services

End-Point Assessment Kit



Highfield Level 2 End-Point Assessment for ST0037 Aviation Ground Operative - Passenger Services

EPA Kit

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How to use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Aviation Ground Operative – Passenger Services apprenticeship standard.

Highfield is an end-point assessment organisation that has been approved to offer and carry out end-point assessments for the Level 2 Aviation Ground Operative – Passenger Services apprenticeship standard.

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

In this guide, you will find:

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

Introduction

Aviation Ground Operative - Passenger Services overview

The Aviation Ground Operative standard covers 5 pathways: Aircraft Handling, Aircraft Movement, Fire Fighter, Flight Operations and Passenger Services. This EPA Kit is designed to support the passenger services pathway.

An aviation ground operative could work in a number of environments, such as a commercial airport, military base/aerodrome, heliport or other airfield. With 5 key specialist functions all working in conjunction with each other, aviation ground operators form the teams above and below wing to ensure the efficient and effective arrival, turnaround and departure of aircraft. At the heart of the role is safety, security and compliance with aviation regulations that focus on each operator's day-to-day duties. Effective communication and teamwork ensure that aircraft handling, air traffic control (ATC) and those moving, loading, unloading and servicing a range of aircraft achieve the objectives of their organisation in this diverse field.

The role of a passenger operative is to assist customers in achieving a seamless travel experience through the airport on departure and arrival. With a key role in customer interaction the passenger services operative assists customers at check-in, gates, boarding, departure and arrivals. Customer experience must be a key focus to meet and exceed expectations while maintaining operational and regulatory standards, and acting as an ambassador for the company, carrier and/or airport.

On-programme requirements

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

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including preparation for the practical observation and professional discussion.

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

- achievement of level 1 English and maths. If the apprentice began their apprenticeship training before their 19th birthday, they will still be subject to the mandatory requirement to study towards and achieve English and maths. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.

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.

Additional, relevant on-programme qualification

There are no mandatory qualifications for this standard, however, employers may wish to include relevant qualifications to help structure the on-programme delivery.

Use of Artificial Intelligence (AI) in the EPA

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

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

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

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

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

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

Readiness for end-point assessment

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

- the apprentice must have achieved level 1 English and maths. The requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- the employer must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard. To ensure this, the learner must attend a formal meeting with their employer to complete the Gateway Readiness Report

- the apprentice and the employer should engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a **mandated** 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 are 3 end-point assessment methods: 2 on-demand tests, a practical observation and a professional discussion. The assessments can be taken in any order.

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The Highfield approach

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

Specific considerations

Two on-demand tests - Highfield has used 30 scenario-based questions, with 60% being the pass mark for each of the on-demand tests, to align with the People 1st common approach.

In accordance with the aviation ground operative assessment plan, Highfield has detailed which criteria **must** be covered within the professional discussion at the end of this guide. Additionally, the criteria that are not covered by the selected observation scenario must also be assessed during the professional discussion.

During the practical observation, wherever possible, situations and evidence should be naturally occurring. However, to ensure that all criteria can be covered, some simulation will be allowed to ensure total coverage of the standards. This can be arranged before the assessment takes place to give the best opportunity for all criteria to be met.

As the subject areas that the following criteria and behaviour statements are intended to assess are not clearly listed in the assessment plan, they have been aggregated into the subject areas Highfield have deemed most appropriate. Criteria for the on-demand tests and professional discussion have been written based on the knowledge, skills and behaviour statements outlined in the assessment plan. All of the evidence criteria used within this end-point assessment have been taken directly from the Aviation Ground Operative standard assessment plan or written based on supporting documentation.

The assessment plan states that: 'The on demand tests and observation can be completed in any order but must be passed prior to the professional discussion as the last assessment activity', however, this has since been revised within the People 1st common approach document, issued in November 2019, allowing the assessment methods to now be taken in any order.

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Gateway

How to prepare for gateway

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

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

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

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

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

- Achieved level 1 English
- Achieved level 1 maths

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 gateway meeting

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

The Gateway Readiness Report should be used to log the outcomes of the meeting and agreed by all 3 parties. This report is available to download from the Highfield Assessment website.

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

Reasonable adjustments

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

ID requirements

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

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

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The Aviation Ground Operative – Passenger Services apprenticeship standard

The following pages contain the Level 2 Aviation Ground Operative apprenticeship standard and the assessment criteria for the **Passenger Services** pathway, in a suggested format that is suitable for delivery.

Safety		
Knowledge	Skills	Behaviour
Health and safety regulations and legislation relevant to the role; an aviation environment and organisational procedures and how they impact on self, others and in relation to aviation operational duties	Work in line with organisational and legal requirements relating to health and safety, and be aware of, report and prevent hazards in an aviation environment	Work responsibly to keep people safe and operations flowing smoothly, complying with working practices Treat work areas and equipment with respect at all times
On-demand test		
Indicative assessment criteria		
SA1 Understand how to act within standard operating procedures at all times SA2 Identify legislation and organisational procedures covering health and safety SA3 Identify the location and the hazards associated with the ramp/dispersal area SA4 Understand the health, safety and hazards associated with aircraft movement SA5 Identify surface markings , operating and emergency areas for aircraft, vehicles and pedestrians on the ramp area SA6 Identify personal protective equipment (PPE) and describe when to wear it SA7 Describe dangers from foreign object debris (FOD) and the importance of keeping areas clean and tidy at all times SA8 Describe dangers from birds and other wild animals and the importance of ensuring that the area does not attract them SA9 Describe how to use equipment and vehicles on the ramp area SA10 Outline the benefits of safe working practices SA11 Identify the consequences of not operating safely in an airport environment SA12 Identify the main causes of incidents/accidents in an airport SA13 Identify hazardous materials and outline the procedures for using them		

SA14 Describe procedures for reporting incidents/accidents airside		
SA15 Describe the effects of severe weather airside and the precautions to take		
Observation		
Pass criteria	Merit criteria	Distinction criteria
SA16 Correctly report hazards if identified SA17 Act within standard operating procedures at all times	SA18 Take action to deal with hazards in line with organisational procedures	<i>There are no distinction criteria for this component</i>
Amplification and guidance		
Regulations and legislation - Regulators: - Civil Aviation Authority (CAA) - International Civil Aviation Organisation (ICAO) - European Aviation Safety Agency (EASA) - Department for Transport (DfT) - Military Aviation Authority (MAA) - these organisations all publish guidance and information relevant to job roles contained within this specification - Legislation: - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) - Health and Safety at Work etc. Act - Air Navigation Order (ANO) - CAP 168 Aerodrome Licensing - Control of Substances Hazardous to Health (COSHH) - MAA regulations: - MAA02 Master Glossary - MAS regulations 1000 to 5000 - local bylaws		

- relevant CAPs such as:
 - CAP642 Airside Safety Management
 - CAP 772 Wildlife Hazard Management

Organisational procedures

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

Location and hazards associated with the ramp/dispersal area

- Risks in the ramp/dispersal area including:
 - vehicles
 - human injury
 - ground support equipment areas
- Risks from aircraft such as:
 - aircraft movement hazards:
 - jet blast
 - engine ingestion
 - rotary blades or propellers
 - propeller wash
 - wingtip clearance/collision
 - taxiing aircraft

- vehicle movement hazards:
 - ground support equipment traffic
 - air bridges
- foreign object debris (FOD)
- weather-related hazards
- human factors:
 - fatigue
 - miscommunication
 - distraction
- fire hazards:
 - fueling operations
 - electrical equipment
- noise hazards
- use of cones/passenger integrated guidance systems (PIGS)

Hazards associated with aircraft movement

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

- Emergency situations:
 - aircraft brake failure
 - aircraft engine failure
 - evacuation hazards

Surface markings

- Compliance with CAP 637 Visual Aids
- Awareness and use of:
 - pedestrian walkways
 - road markings/road signs
 - speed limits
 - identified gate areas
 - equipment/vehicle parking bays
 - remote aircraft parking
 - safety zones
 - centrelines
 - parking markers/indicators for specific aircraft

Personal protective equipment (PPE):

- Equipment worn as stipulated in SOPs when airside
- Gloves
- High-visibility clothing
- Ear protection
- Safety footwear

Dangers from foreign object debris (FOD)

- Damage to movement areas and aircraft

- Injuries to staff and passengers
- Increased operating costs to airlines
- Ensure FOD plods take place as a precaution

Dangers from birds and other wild animals

- Engine failure due to bird strike
- Collision
- Damage to aircraft
- Following procedures for airfield wildlife management and bird control

Equipment and vehicles on the ramp area

- Purpose, use and safety features of ground equipment and vehicles such as:
 - aircraft tugs and tractors
 - baggage carts/dollies
 - loading equipment
 - ground power units
 - air start units
 - refueling vehicles
 - de-icing vehicles
 - passenger boarding steps and air stairs
 - catering trucks
 - lavatory service trucks
 - water service trucks
 - aircraft rescue and firefighting vehicles
 - ramp buses

Benefits of a safe working environment

- Personal safety and well-being
- Operational efficiency
- Cost savings
- Enhanced reputation

Consequences of not operating safely

- Injury or fatality
- Damage to aircraft and equipment
- Operational disruptions
- Financial losses/claims
- Reputational damage

Main causes of incidents/accidents in an airport

- Human error:
 - inattention
 - distraction
 - fatigue
 - lack of training
- Poor communication
- Equipment failure:
 - mechanical breakdown
 - incorrect use
- Environmental factors
- Procedural failures

Hazardous materials

- Aviation fuel
- De-icing fluids
- Hydraulic fluids
- Compressed gases

Procedures for reporting incidents/accidents airside

- Follow airfield safety and emergency procedures
- Alert supervisors
- Activate emergency services (if necessary)
- Follow internal reporting procedures
- Notify any relevant authorities

Severe weather

- Extreme bouts of:
 - wind
 - snow
 - ice
 - heat

Security		
Knowledge	Skills	Behaviour
The systems, procedures and requirements to ensure security of self and others in own area of responsibility	Contribute to security of self and others in own area of responsibility, e.g. in airside/landside areas	Work responsibly to keep people safe and operations flowing smoothly, complying with working practices
On-demand test		
Indicative assessment criteria		
SE1 Identify signs of suspicious behaviour SE2 Outline the limits of your authority SE3 Identify specified, banned, illegal and dangerous items SE4 Explain threat or risk awareness SE5 Identify relevant aviation security documents SE6 Identify relevant aviation security authorities SE7 Outline your responsibility in relation to security SE8 Outline your organisation's procedures for restricting access		
Professional discussion		
Indicative assessment criteria		
SE9 Describe how to secure items, areas and data in line with your responsibilities SE10 Describe your organisation's personal identification requirements SE11 Identify reporting procedures for suspicious incidents or behaviour SE12 Identify reporting procedures for discrepancies in the security of actual or potential access points SE13 Describe how to ensure action is taken in response to an actual or suspected security threat SE14 Describe the appropriate remedial actions to take when irregularities in security are identified		

Amplification and guidance

Suspicious behaviour

- Body language:
 - appearing nervous or agitated
 - excessive fidgeting
 - clock-watching
 - head-turning
 - shuffling feet
 - leg shaking
 - excessive sweating inconsistent with environment
- Unusual movement or loitering
- Unusual interest in security measures or restricted areas
- Attempting to conceal identity
- Unrelated phone calls or conversations

Limits of your authority

- Access control:
 - restricted areas
 - personal identification
- Decision-making authority:
 - operational decisions within scope of your responsibilities
 - incident management
- Compliance with regulations:
 - adherence to standard operating procedures
 - adherence to the relevant regulatory authority

Specified, banned, illegal and dangerous items

- Specified items:
 - liquids, aerosols and gels in restricted quantities
 - medication
- Banned items:
 - specifically prohibited from being present in certain areas:
 - weapons:
 - firearms (unless carried by security personnel)
 - knives
 - unauthorised electronics
 - unapproved chemicals
- Illegal items:
 - possession, handling or transportation is against the law
 - contraband
 - drugs
 - counterfeit currency
 - smuggled goods
 - explosives
 - unlicensed hazardous materials
- Dangerous items:
 - can pose a safety risk if improperly handled and require specialist handling, storage or disposal procedures:
 - flammable materials
 - solvents
 - aerosols
 - fuels

- compressed gases

Threat or risk

- Improvised explosive devices (IED)
- Knives
- Guns
- Improvised weapons such as:
 - scissors
 - cutlery
- Hijack of aircraft (ground or in air)
- Bags in airport left unattended
- Awareness of current National Security Threat level

Relevant aviation security documents

- Passenger documents:
 - passports
 - tickets
 - boarding cards
 - ID cards
 - pertinent travel documents
- Staff documents or identification:
 - staff ID
 - visitor's ID
 - completion of general security awareness training (GSAT)
 - completion of authentication, authorisation and accounting (AAA) certificate

Relevant aviation security authorities

- Civil Aviation Authority (CAA)
- Military Aviation Authority (MAA)
- Department for Transport (DfT)

Your responsibility

- Adhere to company security procedures:
- Identify unattended baggage/items
- Awareness of and reporting restricted items
- Report and awareness of security breaches by staff and passengers
- Attending training sessions and refresher training
- Awareness of current National Security Threat level
- Ensure no tailgating at access points
- Carry appropriate ID
- Be vigilant to activity

Procedures for restricting access

- Identification and verification
- Access control systems
- Screening and security checks
- Use of technology
- Ensure accurate headcount

Discrepancies in the security of actual or potential access points

- Gate change
- Unacceptable passenger

- Missing passenger
- Missing passenger document
- Hand baggage not acceptable

Compliance & legislation		
Knowledge	Skills	Behaviour
Aviation and regulatory legislation, procedures and regulations relating to an aviation environment, within own area of responsibility	Comply with all relevant legislation, procedures and regulations in an aviation environment within own area of responsibility	Work responsibly to keep people safe and operations flowing smoothly, complying with working practices
On-demand test		
Indicative assessment criteria		
CL1 Explain the requirements for compliance in the aviation environment CL2 Outline procedures that must be followed to ensure compliance CL3 Explain the impact of not following procedures and ensuring compliance CL4 Explain the impact of the aviation operation on the environment CL5 Identify environmental controls in the aviation operation		
Practical observation		
Pass criteria	Merit criteria	Distinction criteria
CL6 Check area of responsibility complies with procedures and legislative requirements	CL7 Take action to correct non-compliance	CL8 <i>Proactively ensure compliance with procedures and legislation, e.g. challenge suspicious persons</i>
Amplification and guidance		
Requirements for compliance • Compliance with Civil Aviation Authority (CAA) and/or Military Aviation Authority (MAA) requirements • Compliance with local bylaws • Safety of yourself, colleagues, crew, visitors and passengers • Rules to deal with unattended baggage or restricted items • Awareness of security breaches by staff and passengers		

- Ensuring General Data Protection Regulations (GDPR) are adhered to
- Correct disposal of confidential waste
- Computer screens are locked when leaving work areas
- Wearing/carrying ID as required

Procedures that must be followed

- Safety:
 - personal safety:
 - wear appropriate personal protective equipment
 - follow safety protocols
 - equipment handling
 - hazard identification
- Security procedures:
 - access control:
 - verify identification
 - monitor access points
 - suspicious behaviour
- Operational procedures
- Emergency procedures
- Reporting procedures:
 - incident reporting

Impact of not following procedures and ensuring compliance

- Safety risks:
 - increased accident risk
 - creation of hazardous conditions
- Security breaches:

- unauthorised access
- vulnerability to attacks
- Operational inefficiencies:
 - disruption of services
 - damage to equipment and cargo

Impact of the aviation operation on the environment

- Air quality:
 - greenhouse gas emissions
 - air pollutants
- Water quality:
 - run-off from activities such as de-icing
 - disposal of waste water
- Noise pollution:
 - take-off and landings
 - ground operations
- Land use and habitat disruption:
 - airport construction and expansion
 - grass cutting to discourage nesting and foraging
- Energy consumption:
 - fossil fuels
 - energy efficiency

Environmental controls

- Noise on and around airports
- Carbon emissions
- International spread of disease due to travel
- Is water used on board safe to drink from
- Filling points in the airport terminals

- Water transporters
- Importation and exportation of live animals
- Food safety both at the terminal and on board the aircraft

Communication		
Knowledge	Skills	Behaviour
How to communicate effectively and transfer relevant information to people and how to select the most appropriate method of communication	Communicate effectively transmitting and receiving information and recording it as required	Treat others with respect at all times
On-demand test		
Indicative assessment criteria		
CO1 Describe available lines and methods of communication CO2 Identify relevant communications equipment and explain organisational procedures relating to its use CO3 Explain organisational procedures regarding malfunctioning equipment CO4 Identify relevant aviation guidelines, procedures and standard phrases CO5 Identify commonly used aviation codes relevant to your job role and sources of information for less commonly used codes CO6 Know the phonetic alphabet CO7 Explain the difference between confidential and commercially sensitive information , and describe your organisation's systems for processing and storing this information CO8 Explain organisational procedures for passing on messages and alternative communication routes in the event of an equipment failure CO9 Manage requests for information from: seniors, colleagues or external sources		
Practical observation		
Pass criteria	Merit criteria	Distinction criteria
CO10 Communicate with the right people at the right time using the correct method CO11 Ensure communication is received and understood CO12 Ensure all communications are timely and accurate	CO13 Adapt language and tone to match audience and situation	CO14 <i>Ensure all communications are effective and understood, anticipating additional appropriate information requirements and liaising with key people to facilitate ongoing information flow</i>

Amplification and guidance

Lines and methods of communication

- Verbal
- Non-verbal
- Written
- Electronic
- Hand signals
- Use of interpreters/software

Communications equipment

- Handheld radio
- Mobile phone
- Fixed-line telephone
- Public address (PA) system
- Air-to-ground radio
- Lights:
 - anti-collision lights to indicate safe/unsafe to approach
- Alarms:
 - alarmed access doors
- Noticeboards
- Flight information display systems

Malfunctioning equipment

- Identify the problem
- Notify supervisors/helpdesks
- Complete incident reports if necessary

- Implement safety protocols if necessary

Guidelines, procedures and standard phrases

- Aviation industry, organisational and regulator specific instructions and guidance such as:
 - Radiotelephony manual (CAP 413)
 - Military Aviation Authority (MAA) Regulations
 - Air Traffic Management (ATM)
 - adding gate/passenger comments to passenger name records (PNRs)

Aviation codes

- International Civil Aviation Organisation (ICAO) airport, airline and aircraft codes
- International Air Transport Association (IATA) airport, airline, baggage, delay and cargo codes
- Aircraft registration codes
- Weather and flight plan codes

Sources of information for less commonly used codes

- Aviation authorities and regulatory bodies
- Manuals
- Industry databases and tools
- Training and educational platforms

The phonetic alphabet

- NATO phonetic alphabet, for example:
 - A - Alpha
 - B - Bravo
 - C - Charlie

- Used for clarity in communication

Confidential and commercially sensitive information

- Technical data:
 - aircraft design specifications
 - maintenance records
- Operational data:
 - flight plans and/or schedules
 - pilot and crew rosters and timetables
- safety reports and investigations
- Customer information:
 - agreements with airlines, leasing companies or cargo operators
 - personal data linked to passengers and personnel
- Financial or business information
- Regulatory compliance data

Alternative communication routes

- Public address system
- Landline/mobile phone
- Handheld radio
- Hand signals
- Signs
- Email
- Flight information display system (FIDS)
- Noticeboards
- Social media platforms
- Local TV, radio, media stations

Requests for information from: seniors, colleagues or external sources

- Pass on appropriate information to relevant people
- Consider confidential and commercially sensitive information
- Ensure information is up-to-date and accurate

Inter-personal skills		
Knowledge	Skills	Behaviour
Own role within the team and how it contributes to achieving objectives. Know how 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.	Work effectively as part of a team and with others, identifying and responding to the needs of individuals, including colleagues, other organisations or customers	Be a positive role model to others in attitude to work and how it is undertaken Treat the team, customers and other stakeholders with courtesy respect Be punctual and reliable Demonstrate personal drive to achieve the vision and objectives of the organisation
Professional discussion		
Indicative assessment criteria		
IP1 Explain the benefits of developing productive working relationships with colleagues IP2 Explain how to address conflicts with colleagues IP3 Describe how to deal with diversity issues IP4 Outline how to receive and make use of feedback on your performance from colleagues IP5 Identify the responsibilities of team members in own area IP6 Outline the processes within the organisation for making decisions IP7 Outline line management relationships within the organisation IP8 Identify the organisation's aims, values and culture		

IP9 Explain the standards of appearance, behaviour and performance expected in the organisation IP10 Identify your organisation's guidelines for how to recognise what your customer wants, and respond appropriately IP11 Respond to requests for information adhering to your organisation's standard timeliness		
Practical observation		
Pass criteria	Merit criteria	Distinction criteria
IP12 Work as part of a team to ensure adequate performance in the role IP13 Work accurately with supervision	IP14 Take initiative as part of a team to improve performance in the role within limits of operation IP15 Work accurately with minimal supervision	<i>There are no distinction criteria for this component</i>
Amplification and guidance		
Individuals' needs • Treat stakeholders courteously and helpfully at all times • Keep stakeholder informed and reassured • Respond promptly to a stakeholder seeking help • Check with stakeholder that you have fully understood their expectations Stakeholders • People • Organisations • Social groups • Internal or external to the business that have a vital interest in the business or its activities		

Aviation systems		
Knowledge	Skills	Behaviour
Identify key aviation systems used in own role and how to operate and adhere to them in line with the organisation's procedures	Use aviation systems relevant to own role effectively to achieve the required outcome	Use equipment and technology responsibly and effectively Work responsibly to keep operation flowing smoothly, complying with working practices
Practical observation		
Pass criteria	Merit criteria	<i>Distinction criteria</i>
AS1 Identify and use prescribed systems correctly AS2 Report faults or errors as they occur AS3 Meet performance expectation for timescales to complete tasks	AS4 Take action to maintain systems to prevent faults or errors AS5 Work efficiently to meet and exceed timescales to complete tasks	AS6 <i>Organise and prioritise work to make the most efficient use of time and complete core and relevant additional tasks within timescales</i>
Amplification and guidance		
Aviation systems - Handheld devices: - tablets - networked laptop - desktop computer systems that contribute to the overall management of ground operations		

Disruption incidents & emergencies		
Knowledge	Skills	Behaviour
Emergency procedures in own area of responsibility, common incidents and disruption that may occur in an aviation environment and the appropriate action to take in the event of an incident	Take appropriate action in the event of an incident, disruption or emergency, liaising with relevant people and recording actions and outcomes as required	Remain focused when a problem arises so that effective and timely decisions can be made Handle all tasks in a calm and organised manner
On-demand test		
Indicative assessment criteria		
DI1 Get help to identify an incident/emergency and be able to describe its main features DI2 Know how the incident/emergency affects you and other people DI3 Know how people would like to be informed about the progress and solution of the incident/emergency DI4 Identify problem-solving methods that can be adopted to address the incident/emergency DI5 Identify factors that may affect the way you deal with the incident/emergency DI6 Identify which people could help you resolve the incident/emergency DI7 Outline rules and regulations that you have to consider when solving the incident/emergency DI8 Know how to overcome difficulties when solving incidents/emergencies DI9 Follow a plan that takes into account any issues that may arise DI10 Explain how you will know when an incident/emergency has been resolved DI11 Know how to access additional support available post-incident		
Professional discussion		
Indicative assessment criteria		
DI12 Interpret incidents/emergencies that have been identified DI13 Ask suitable questions to check you understand the incident/emergency DI14 Identify the available solution(s) for resolving the incident/emergency DI15 Discuss and understand proposed solution(s) to the incident/emergency with others to identify the most suitable solution		

- DI16** Keep others fully informed about what is happening to resolve the incident/emergency
- DI17** Check with others to ensure the incident/emergency has been resolved satisfactorily
- DI18** Give clear reasons to others when the incident/emergency has not been resolved satisfactorily
- DI19** Be engaged with the job role, remaining calm and assured throughout the working period
- DI20** Be able to concentrate on the task in hand and not be distracted by problems
- DI21** Prioritise all tasks to ensure effective time management and a calm approach to work

Amplification and guidance

Identify an incident/emergency

- Recognising when problems arise and passing on relevant information:
 - gathering information from others
 - asking questions to ensure understanding
 - discussing the situation with others involved to ensure all details are covered and none have been missed

How the incident/emergency affects you and other people

- Passengers:
 - physical and mental health
 - psychological impact
 - delays and disruptions
- Flight crew
 - responsibility for safety
 - career impact
 - crew operating hours
 - impact on physical and mental health
- Ground personnel
 - impact on staffing levels
 - impact on physical and mental health
- Aviation industry

- reputational damage
- financial losses
- operational disruptions

Informed about the progress and solution of the incident/emergency

- Calm and direct communication
- Visual and auditory alerts
- Notification via official channels
- Frequent updates
- Clear terminal announcements
- Formal incident reports
- Press office
- Social media updates

Problem-solving methods

- Following standard operating procedures and checklists
- Risk assessment and mitigation
- Simulation and drills

Factors

- Training and experience
- Stress and emotional response
- Fatigue and physical condition
- Personality traits and coping mechanisms
- Support systems

- Situational awareness
- Communication skills
- Leadership and decision-making abilities
- The type of incident/emergency

People

- Flight crew
- Cabin crew
- Air traffic control
- Emergency response teams/services
- Maintenance/technical support teams
- Passengers
- Airport operations/ground crew
- Airport terminal management
- Central/base station ops

Rules and regulations

- International regulations:
 - IATA
 - ICAO
- National regulations:
 - European Union Aviation Safety Agency (EASA)
 - United Kingdom Civil Aviation Authority (UKCAA)
- Air-specific regulations:
 - air operating manuals

- Emergency response plans/procedures
- Passenger safety regulations

How to overcome difficulties

- Clear communication:
 - using standardised communication
 - maintaining calm and clarity
 - giving regular updates
- Effective decision-making:
 - following emergency checklists
 - utilising simulations or training exercises

Know when an incident/emergency has been resolved

- When advised by supervisor/duty manager
- Confirmation from authorities
- Resumption of normal operations
- Verification through checklists and procedures
- Incident report filed and confirmed

Additional support

- Medical assistance
- Psychological support
- Customer service support
- Compensation
- Post-incident review and safety improvements

Dangerous goods		
Knowledge	Skills	Behaviour
Relevant dangerous goods and how to deal with them effectively in own area of responsibility	Follow procedures for identification and safe handling of dangerous goods in own area of responsibility	Work responsibly to keep people safe, complying with working practices
On-demand test		
Indicative assessment criteria		
DG1 Acknowledge and understand the general principles of storage, carriage and handling of dangerous goods DG2 Identify classifications of dangerous goods DG3 Explain dangerous goods handling requirements DG4 Explain the emergency procedures in the event of a dangerous goods incident		
Professional discussion		
Indicative assessment criteria		
DG5 Ensure dangerous goods are handled effectively in accordance with organisational procedures and responsibilities DG6 Identify potential dangerous goods hazards DG7 Operate safely when exposed to dangerous goods		
Amplification and guidance		
Principles of storage, carriage and handling of dangerous goods - Ensuring proper packaging: - using ICAO/IATA-approved packaging - ensuring secure sealing - following quantity restrictions - Segregation of incompatible goods, for example: - oxidisers and flammable liquids - using designated storage areas		

- following compartmentalisation rules
- Manual handling safety
- Using specialised equipment
- Maintaining safe loading practices
- Avoiding damages or spillages
- Monitoring and inspection
- Documentation and record-keeping

Classifications of dangerous goods

- Understanding hazard classes as stipulated by dangerous goods regulations:
 - class 1 – explosives
 - class 2 – gases:
 - flammable
 - non-flammable
 - toxic
 - class 3 – flammable liquids
 - class 4 – flammable solids, substances liable to spontaneous combustion and substances that emit flammable gases when in contact with water
 - class 5 – oxidising substances and organic peroxides
 - class 6 – toxic and infectious substances
 - class 7 – radioactive materials
 - class 8 – corrosive substances
 - class 9 – miscellaneous dangerous goods:
 - lithium batteries
 - dry ice
 - environmentally hazardous substances

- Understanding packing groups:
 - packing group 1 (PG I) – high danger
 - packing group 2 (PG II) – medium danger
 - packing group 3 (PG III) – low danger
 - packing groups help to determine the specific packaging requirements for transport
- Proper shipping names (PSN) and United Nations (UN) numbers:
 - each dangerous good is assigned a proper shipping name (PSN) and a United Nations (UN) number, used to identify the material during transport
 - each PSN and UN must appear on the packaging, labels and shipping documents to ensure the correct handling procedures are followed

Dangerous goods handling requirements

- Training and certification
- Proper packaging:
 - packing groups
 - PSN/UN numbers
- Labelling and marking:
 - hazard labels relevant to the material's classification
 - handling labels, for example:
 - fragile
 - keep away from heat
- Correct documentation
- Segregation of incompatible goods
- Handling and loading standard operating procedures
- Risk assessment and monitoring

Emergency procedures

- Immediate response and evacuation:
 - stop work and secure the area
 - evacuate non-essential personnel
 - establish a safe perimeter
- Notification and communication:
 - notify supervisors and emergency services
- Use of personal protective equipment (PPE)
- Spill containment
- Fire response procedures
- Use of first aid
- Incident reporting
- Decontamination procedures

Travel documentation		
Knowledge		Skills
The requirements for and characteristics of passports, visas and other statutory or organisational travel documentation and how to read and confirm their validity for acceptance to travel		Identify and scrutinise travel documentation required to meet customers', organisation's and legal requirements for travel and report anomalies to the passenger and line manager in accordance with relevant regulations
On-demand test		
Indicative assessment criteria		
TD1 Outline customs and immigration information in relation to airline destinations and necessary documents TD2 Outline your organisation's procedures for dealing with document discrepancies including invalid tickets, lost tickets, incorrect tickets, visa discrepancies and passport discrepancies TD3 Outline your organisation's procedures for domestic and international flights TD4 Describe documents , for example, tickets, visas, passports and boarding documents		
Practical observation		
Pass criteria	Merit criteria	Distinction criteria
TD5 Understands basic travel documentation (e.g. passports, tourist visas)	TD6 Displays a good knowledge of travel documentation (e.g. diplomatic documentation, residents or work visas)	TD7 <i>Displays excellent knowledge of travel documentation</i> TD8 <i>Can resolve documentation discrepancies</i>
Amplification and guidance		
Customs and immigration information - Border Force information - Customs procedures: - ensure passengers adhere to regulations on the import and export of goods, including restricted/prohibited items. Key points include: - declaring items that exceed duty-free limits or are restricted		

- duty-free allowances for items like alcohol, tobacco and gifts
 - prohibited items that are banned or require special permits such as certain foods, plants or animals
- Immigration procedures:
 - verify a passenger's right to enter or leave a country, focusing on visa requirements and entry permits. Key points include:
 - passengers carrying a valid passport with the required validity period (usually at least 6 months before expiry)
 - passengers carrying a valid visa to enter their country of destination
 - entry/exit requirements such as vaccination certificates
- Essential documents:
 - for departure:
 - visa
 - boarding pass
 - customs declarations
 - for arrival:
 - passport control
 - customs declarations
 - arrival forms (if necessary)

Procedures for dealing with document discrepancies

- Invalid tickets:
 - check identification and validate the ticket against the airline's booking system
 - verify the ticket's status (expired, not issued)
 - liaise with ticketing for a resolution
- Lost tickets:
 - passenger must provide proof of identity and purchase
 - issue replacement in coordination with the ticket desk
- Incorrect tickets:
 - check the ticket against the booking for discrepancies
 - assist in issuing a correct ticket if necessary
 - notify the passenger of any changes and ensure they understand the updated information

- Visa discrepancies:
 - check the visa's validity and confirm its details against the passenger's
 - contact the relevant authorities if the visa issue is significant or needs clarification
 - assist the passenger with the process for obtaining a corrected visa or additional documentation
- Passport discrepancies:
 - check the passport's validity, expiration date and details against the booking
 - report any issues such as an expired passport or incorrect information
 - assist in cases where an emergency travel document or temporary passport is required
 - discrepancies to any other type of travel document

Procedures for domestic and international flights

- Domestic:
 - check-in procedures
 - security screening
 - boarding procedures
 - arrival and baggage claim
- International:
 - check-in procedures
 - security screening
 - immigration procedures
 - boarding procedures
 - arrival and customs

Documents

- Tickets:
 - serves as proof of purchase and authorisation to travel on a specific flight
 - paper or e-tickets
 - information includes flight details, passenger details and baggage allowance
- Visas:

- allows a traveller to enter, stay or transit through a country for a specific period
- types include:
 - tourist visa – for leisure travel
 - business visa – for work-related travel
 - transit visa – for passing through a country en route to another destination
- information includes validity dates, entry and exit conditions and the type of visa
- Passports:
 - a document proving the identity and nationality of its holder
 - information includes the passenger's personal information
 - must be valid for the entire duration of the trip and includes pages for visa entry/exit stamps
 - other forms of travel documentation such as IDs
- Boarding documents:
 - allows a passenger to board an aircraft
 - information includes flight number, departure gate, boarding time and seat assignment

Check in		
Knowledge		Skills
The organisation's check-in process and procedures to meet all legislation applicable to passengers, in particular data protection policies		Work as a team member to correctly check in all booked passengers and baggage in accordance with the organisation's aviation and IT systems and procedures
On-demand test		
Indicative assessment criteria		
CI1 Outline airline/operator's/clients' restrictions on size and weight of permitted baggage or equipment (such as pushchairs) used by passengers and how to deal with unacceptable baggage and equipment CI2 Outline your organisation's procedures for checking in and boarding aircraft CI3 Explain how to deal with passengers who are unfit or incapable of air travel CI4 Explain how to report safety and security concerns CI5 Identify the types of passengers , e.g. adults, children, unaccompanied children, passengers who have special needs, communication difficulties, language barriers		
Practical observation		
Pass criteria	Merit criteria	Distinction criteria
CI6 Work effectively as part of the team, e.g. cooperation, involvement, assistance CI7 Complete tasks within required timescales	CI8 Take the lead and offer advice during team activities where appropriate CI9 Work efficiently as part of a team to complete tasks and maximise use of time available	CI10 <i>Prioritise and organise work to ensure maximum performance when completing tasks</i>
Amplification and guidance		
Size and weight of permitted baggage - Cabin/hand luggage: - typically 7kg to 10kg - sharp objects and liquids over 100ml are prohibited		

- Checked-in baggage:
 - standard size restrictions often apply to checked baggage (usually up to 158cm in combined dimensions (length + width + height))
 - add heavy tags if the weight exceeds weight limit guidelines
 - if a bag exceeds the weight or size limit then excess baggage fees may apply
- Special equipment:
 - pushchairs/buggies are usually considered part of the free baggage allowance for families and can be checked-in at no extra charge. However, they must typically be foldable and can be handed in at the gate
 - sports equipment like skis, bicycles and golf clubs often have different size and weight limits, special fees usually apply

Unacceptable baggage and equipment

- Weigh/measure the baggage to check it meets restrictions
 - in the event of baggage/equipment exceeding restrictions:
 - offer the option to pay additional baggage fees
 - suggest the passenger remove items from their luggage to meet size/weight limit by redistributing to other luggage or discarding
 - advise passengers of the option to ship excess items separately through a freight service
 - offer the option to remove any prohibited items
 - complete limited release if the bag/item is damaged when checked in

Procedures for checking in and boarding aircraft

- Greet the passenger
- Ask required security questions, specifically those linked to baggage
- Ensure passengers have read dangerous goods poster and declared any items if necessary
- Verify travel documents
- Input passenger details:

- search for the booking against the check-in system
 - confirm booking details
- Baggage check-in:
 - weigh checked luggage
 - handle excess baggage issues (if necessary)
 - attach baggage tags and issue receipts
- Confirm seating arrangements and issue boarding pass
- Explain security and boarding information
- Provide any additional assistance:
 - provisions for non-English speakers
 - wheelchair service or other passengers with reduced mobility (PRMs) services
 - direct them to appropriate lounge if they have lounge access
 - explain any travel disruptions
- Final check and goodbye
- Boarding:
 - use of baggage gauge to double check hand baggage
 - boarding calls including priority boarding
 - accept buggies, wheelchairs and other gate items
 - conduct gate public announcements (PAs) and boarding announcements
 - pre-board passengers first
 - board in cabin/row order
 - liaise with ramp/despatch/operations personnel if deboarding is required
 - conduct ID checks against boarding cards to ensure entitlement to travel or that passengers are on the correct flight
 - ensure PPE is worn when boarding outside
 - adherence to PIGS
 - ensure boarding is completed on-time and any missing/offloaded passengers are processed

- process those arriving for connections and PRMs

Passengers who are unfit or incapable of air travel

- Medically unfit passengers:
 - contagious illnesses
 - serious medical conditions
 - recent surgeries
 - request medical clearance to fly
- Passengers with emotional or mental health distress:
 - anxiety/panic attacks
 - cognitive impairment
 - determine if the passenger needs assistance during the airport process/flight
- Intoxicated passengers:
 - passengers under the influence of drugs or alcohol
 - observe behaviour and approach in a non-confrontational manner
 - refuse boarding if they are intoxicated to a point of being disruptive or dangerous (be firm but fair)
 - involve security or the police if the situation escalates
 - the passenger(s) may be subject to penalties and/or denied future travel with an airline due to their behaviour
- Aggressive or disruptive passengers:
 - de-escalate and check for threats
 - involve security or the police
 - refuse boarding/rebook/ban the passenger(s)
- Ensure the safety of all passengers, staff and the affected individual is prioritised

Report safety and security concerns

- Suspicious items or packages

- Passenger screening during security checks
- Terrorism threats
- Medical emergencies
- Injuries from slips, trips and falls
- Spread of disease from international countries
- Fire hazards and evacuations
- Unscreened/unattended baggage
- Dangerous goods
- Passenger behaviour concerns
- Cybersecurity concerns

Types of passengers

- Leisure travellers/holidaymakers
- Business travellers
- Families with children
- Elderly passengers
- Passengers with special assistance needs
- International passengers
- Unaccompanied minors
- First-time flyers
- VIP/frequent flyers
- Passengers with special in-flight requests/needs
- Transit/connecting passengers
- Passengers with emotional/medical conditions

Gate processes		
Knowledge		Skills
The role of a team member in the boarding, departure and arrival process, including premium services such as lounge access and priority boarding, and the operation of specialised equipment for boarding, arrivals, and passenger movement		Effectively communicate to passengers using public address and IT systems, and carry out the boarding functions, ensuring accurate head counts and security and pre-boarding briefs and passenger handling duties, and communicate with flight crew regarding customers’ and other requirements
Professional discussion		
Indicative assessment criteria		
GP1 Outline your organisation's procedures for boarding aircraft GP2 Explain how to deal with passengers who are unfit or incapable of air travel GP3 Explain how to report safety and security concerns GP4 Identify type of passengers, e.g. adults, children, unaccompanied children, passengers who have special needs, communication difficulties, language barriers GP5 Identify which items of personal protective equipment need to be worn airside when carrying out escort duties and why GP6 Outline layout of airport roadways and walkways from the terminal to the aircraft GP7 Explain why it is important to have an awareness of activity on other adjacent stands GP8 Explain how to use relevant equipment (for example, buses/bollards/cones/tape) to ensure passengers are safe GP9 Identify dangers on the ramp and local procedures for escorting passengers across ramp areas GP10 Outline local procedures for transferring passengers to the aircraft GP11 Identify hazardous areas to be aware of when escorting		
Practical observation		
Pass criteria	Merit criteria	Distinction criteria
GP12 Use DCS adequately	GP13 Displays good knowledge of DCS	GP14 Displays excellent knowledge of DCS

Amplification and guidance

Passengers who are unfit or incapable of air travel

- Medically unfit passengers:
 - contagious illnesses
 - serious medical conditions
 - recent surgeries
 - request medical clearance to fly
- Passengers with emotional or mental health distress:
 - anxiety/panic attacks
 - cognitive impairment
 - determine if the passenger needs assistance during the airport process/flight
- Intoxicated passengers:
 - passengers under the influence of drugs or alcohol
 - observe behaviour and approach in a non-confrontational manner
 - refuse boarding if they are intoxicated to a point of being disruptive or dangerous (be firm but fair)
 - involve security or the police if the situation escalates
 - offer to rebook travel for when they are fit to travel
 - the passenger(s) may be subject to penalties and/or denied future travel with an airline due to their behaviour
- Aggressive or disruptive passengers:
 - de-escalate and check for threats
 - involve security or the police
 - refuse boarding/rebook/ban the passenger(s)
- Ensure the safety of all passengers, staff and the affected individual is prioritised

Customer service and communication		
Knowledge		Skills
Understand fully the importance of communications and customer service to the organisation, including compliance with passenger-related air transport security (ATS) requirements and procedures for landside/airside safety of passengers and staff		Be polite, helpful and customer focused while maintaining customer service standards, processing passengers with restricted movement (PRMs) and ensuring compliance with regulations and commercial operations
On-demand test		
Indicative assessment criteria		
CS1 Identify your organisation's standards for appearance and behaviour CS2 Outline your organisation's guidelines for how to recognise what your customers want and respond appropriately CS3 Outline your organisation's rules and procedures regarding the methods of communication you use CS4 Explain how to recognise when a customer is angry or confused CS5 Outline your organisation's standards for timeliness in responding to customers' questions and requests for information CS6 Identify your organisation's services or products CS7 Outline your organisation's procedures and systems for delivering customer service CS8 Identify methods or systems for measuring an organisation's effectiveness in delivering customer service CS9 Outline your organisation's requirements for health and safety in your area of work		
Practical observation		
Pass criteria	Merit criteria	Distinction criteria
CS10 Presents a positive corporate image CS11 Wears uniform to corporate standard CS12 Acts in a manner that protects corporate values CS13 Adequately practises the required skills for interacting with customers, e.g. communication CS14 Obtain passengers' basic flight needs	CS16 Fully understands the importance of brand awareness and the necessity of corporate image to display effective communication of corporation CS17 Utilises the required skills for interacting with customers	CS21 Always presents a positive corporate image CS22 Acts in a manner that promotes corporate values CS23 Personality reflects positive corporate image CS24 Fully utilises the required skills for interacting with customers

CS15 Gives adequate information/direction	CS18 Adapt communication appropriately with a customer by gauging their demeanour CS19 Assess/evaluate passenger needs based on information gained throughout the interaction CS20 Give clear and concise closing information/direction	CS25 Adapt communication appropriate with a customer by gauging their demeanour and adopting empathy, where required CS26 Fully assess/evaluate a customer's ongoing needs based on information gained throughout the interaction and offer appropriate advice/assistance CS27 Give thorough, clear and concise closing information/direction based on information gained throughout the interaction
Amplification and guidance		
Standards for appearance and behaviour • Neat and clean uniform • High levels of personal grooming to maintain professional appearance • Clean and professional footwear that is in good condition • Good personal hygiene due to close contact with passengers • Maintain a professional demeanour • Clear and polite communication that is appropriate for the situation • Handle personal data responsibly • Ensure any/all actions comply with safety and security regulations • Remain calm under pressure and be flexible in the approach to handling unexpected situations • Work closely and cooperate effectively with colleagues • Prioritise the needs and expectations of passengers at all times • Punctuality • Consistency and reliability		

What your customers want

- Observe body language and behaviour
- Listen actively
- Ask open-ended questions
- Understand the context of their travel:
 - business travellers are likely looking for efficiency and may need information on boarding times, Wi-Fi access or lounge availability
 - families may need help with strollers, family lanes at security or information about child-friendly services in the terminal
 - elderly passengers may require assistance with mobility or more time to navigate the airport
- Be aware of non-verbal signals
- Offer empathy and reassurance
- Provide clear and concise information
- Adapt approach based on the passenger type
- Stay proactive, calm and professional
- Follow-up where necessary

Methods of communication

- Verbal:
 - face-to-face and telephone interactions for direct, immediate assistance
- Non-verbal:
 - body language, facial expressions and gestures to reinforce positive interactions
- Written:
 - emails, signage and printed materials for formal, clear and accessible communication
- Digital:
 - displays, apps and text messaging for real-time updates and self-service options
- Special assistance:
 - tailored communication methods for non-English speakers and passengers with disabilities to ensure inclusivity and accessibility

Recognise when a customer is angry or confused

- Angry customers:
 - verbal cues:
 - raised voice, sharp tone and complaints
 - non-verbal cues:
 - frowning, tense posture and pacing
 - behavioural signs:
 - impatience and a refusal to listen
- Confused customers:
 - verbal cues:
 - repeated questions, hesitant tone and seeking clarification
 - non-verbal cues:
 - puzzled expressions, fidgeting and being slow to act
 - behavioural signs:
 - looking for help, standing still and an uncertainty in movement

Standards for timeliness

- Immediate response for urgent or time-sensitive issues:
 - flight delays
 - gate changes
 - boarding announcements
 - missed connections
 - lost baggage
- Quick response to routine inquiries:
 - gate locations
 - flight status
 - baggage allowance
 - airport facilities
- Reasonable response time for more complex requests:
 - requests for special assistance such as wheelchair services

- handling visa/passport discrepancies
 - resolving ticketing issues
- Ensure follow-up
- Pre-emptively inform passengers of potential issues or delays
- Encourage the use of technology for faster service
- Assist passengers where necessary

Services or products

- Ticketing:
 - flight tickets
 - boarding passes
 - ticketing upgrades
 - ticket sales
 - reservations
 - rebooking
- Check-in:
 - boarding passes and seating arrangements
 - self-check-in kiosks
 - online check-in
 - baggage drop-off
- Baggage services:
 - baggage allowance
 - information on baggage limits
 - handling of carry-on/checked/excess baggage
 - lost or delayed baggage
- In-flight services
- Airport facilities:
 - lounges
 - retail

- dining options
- Travel documentation
- Customer support
- Emergency and safety

Procedures and systems for delivering customer service

- Procedures:
 - greeting and welcoming passengers
 - handling check-ins and boarding
 - managing baggage
 - assisting with special needs
 - addressing complaints and issues
- Systems:
 - check-in systems
 - baggage management systems
 - communication systems
 - customer relationship management (CRM) systems
 - emergency and safety systems
- Training and development:
 - participate in training programmes
 - monitor performance and apply feedback

Methods or systems for measuring an organisation's effectiveness in delivering customer service

- Customer satisfaction surveys
- Customer complaints and resolution tracking
- Performance metrics and key performance indicators (KPIs)
- Customer feedback platforms
- Staff performance reviews

Requirements for health and safety

- Health and Safety at Work etc. Act
- Role and purpose of the HSE
- Responsibilities of employer and employee health and safety policy
- Completion of risk assessments
- Appointed health and safety, first aid and fire representatives/marshals
- Display of health and safety posters as a legal requirement
- Provision of welfare facilities
- Familiarity with emergency procedures
- Use of PPE where necessary
- Correct manual handling procedures where necessary
- Adherence to security procedures

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Assessment summary

The end-point assessment for Aviation Ground Operative – Passenger Services is made up of 3 components:

1. 2 x 60-minute on-demand tests, each consisting of 30 scenario-based questions
2. A 1-hour practical observation
3. A 30-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.

On-demand tests

The core test is **not** graded above a **pass**

- To achieve a **pass**, apprentices must achieve 18 out of 30

The specialist test is graded pass/merit/distinction

- To achieve a **pass**, apprentices must achieve 18 out of 30
- To achieve a **merit**, apprentices must achieve 21 out of 30
- To achieve a **distinction**, apprentices must achieve 24 out of 30

Practical observation

- To achieve a **pass** in the practical observation, **all** pass criteria must be achieved
- To achieve a **merit** in the practical observation, the apprentice must achieve **all** of the pass criteria and achieve **at least 5** of the 7 core merit criteria and **all** of the passenger services merit criteria
- To achieve a distinction in the practical observation, the apprentice must achieve **all** of the pass criteria, **all** of the merit criteria and **all** of the distinction criteria

Professional discussion

The professional discussion is **not** graded above a **pass**

- To achieve a **pass** in the professional discussion, **all** of the pass criteria must be achieved
- Additionally, any practical observation pass criteria **not** covered by the selected scenario will need to be covered

Grading

The specialist function on-demand test and the practical observation are both graded pass/merit/distinction. The core knowledge on-demand test and the professional discussion are not graded above a pass. The table below demonstrates the different grading combinations and the resulting overall grade.

A grade of at least a pass must be achieved in all 4 assessments.

Core knowledge on-demand test	Professional discussion	Specialist function on-demand test	Practical observation	Overall grade
Pass	Pass	Pass	Pass	Pass
Pass	Pass	Pass	Merit	Pass
Pass	Pass	Pass	Distinction	Merit
Pass	Pass	Merit	Pass	Pass
Pass	Pass	Merit	Merit	Merit
Pass	Pass	Merit	Distinction	Merit
Pass	Pass	Distinction	Pass	Merit
Pass	Pass	Distinction	Merit	Merit
Pass	Pass	Distinction	Distinction	Distinction

Retake and resit information

Apprentices must pass all assessment activities to pass the apprenticeship overall. Should an apprentice fail 1 assessment activity, then this can be retaken without a further period of training and development. If the apprentice fails 2 or more activities a period of further training and development lasting a minimum of 2 months must take place before a resit.

There is no maximum number of times an apprentice can be assessed; however, a maximum of 2 attempts at each assessment activity can be made in any 90-day period.

If the professional discussion is **not** passed at the first attempt, the overall grade will be capped at a **pass**.

When undertaking a resit or retake, the assessment method(s) will need to be re-attempted in full, regardless of any individual assessment criteria that were passed on any prior attempt. The EPA Report will contain feedback on areas for development and resit or retake guidance and a retake checklist to be submitted when the professional review has taken place.

Apprentices who achieve a pass grade cannot resit or retake the EPA to achieve a higher grade.

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Assessing the on-demand tests

The following knowledge areas of the Aviation Ground Operative – Passenger Services standard will be assessed by 2 on-demand tests. The core on-demand test consists of 30 scenario-based questions and will last for **60 minutes**. The pass mark is **18 out of 30**. The core on-demand test is not graded above a pass. The specialist function on-demand test consists of 30 scenario-based questions and will last for **60 minutes**. The **pass** mark is **18 out of 30**, the **merit** mark is **21 out of 30** and the **distinction** mark is **24 out of 30**.

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

- Safety
- Security
- Compliance & legislation
- Communication
- Disruption incidents & emergencies
- Dangerous goods

The topics covered within the passenger services specialist knowledge test are listed below.

- Travel documentation
- Check in
- Customer service and communication

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

Mock examinations and practice assessments for both the core and passenger services on-demand tests are available in both paper and on-screen format from the Highfield Assessment website.

On-demand tests criteria

The following pages include the criteria that are covered by the **core** on-demand test.

Safety

- SA1** Understand how to act within standard operating procedures at all times
- SA2** Identify legislation and organisational procedures covering health and safety
- SA3** Identify the location and the hazards associated with the ramp/dispersal area
- SA4** Understand the health, safety and hazards associated with aircraft handling
- SA5** Identify surface markings, operating and emergency areas for aircraft, vehicles and pedestrians on the ramp area
- SA6** Identify personal protective equipment (PPE) and describe when to wear it
- SA7** Describe dangers from foreign object debris (FOD) and the importance of keeping areas clean and tidy at all times
- SA8** Describe dangers from birds and other wild animals and the importance of ensuring that the area does not attract them
- SA9** Describe how to use equipment and vehicles on the ramp area
- SA10** Outline the benefits of safe working practices
- SA11** Identify the consequences of not operating safely in an airport environment
- SA12** Identify the main causes of incidents/accidents in an airport
- SA13** Identify hazardous materials and outline the procedures for using them
- SA14** Describe procedures for reporting incidents/accidents airside
- SA15** Describe the effects of severe weather airside and the precautions to take

Security

- SE1** Identify signs of suspicious behaviour
- SE2** Outline the limits of your authority
- SE3** Identify specified, banned, illegal and dangerous items
- SE4** Explain threat or risk awareness
- SE5** Identify relevant aviation security documents
- SE6** Identify relevant aviation security authorities
- SE7** Outline your responsibility in relation to security
- SE8** Outline your organisation's procedures for restricting access

Compliance & legislation

- CL1** Explain the requirements for compliance in the aviation environment
- CL2** Outline procedures that must be followed to ensure compliance
- CL3** Explain the impact of not following procedures and ensuring compliance
- CL4** Explain the impact of the aviation operation on the environment
- CL5** Identify environmental controls in the aviation operation

Communication

- CO1** Describe available lines and methods of communication
- CO2** Identify relevant communications equipment and explain organisational procedures relating to its use
- CO3** Explain organisational procedures regarding malfunctioning equipment
- CO4** Identify relevant aviation guidelines, procedures and standard phrases
- CO5** Identify commonly used aviation codes relevant to your job role and sources of information for less commonly used codes
- CO6** Know the phonetic alphabet
- CO7** Explain the difference between confidential and commercially sensitive information, and describe your organisation's systems for processing and storing this information
- CO8** Explain organisational procedures for passing on messages and alternative communication routes in the event of an equipment failure
- CO9** Manage requests for information from: seniors, colleagues or external sources

Disruption incidents & emergencies

- DI1** Get help to identify an incident/emergency and be able to describe its main features
- DI2** Know how the incident/emergency affects you and other people
- DI3** Know how people would like to be informed about the progress and solution of the incident/emergency
- DI4** Identify problem-solving methods that can be adopted to address the incident/emergency
- DI5** Identify factors that may affect the way you deal with the incident/emergency
- DI6** Identify which people could help you resolve the incident/emergency
- DI7** Outline rules and regulations that you have to consider when solving the incident/emergency
- DI8** Know how to overcome difficulties when solving incidents/emergencies
- DI9** Follow a plan that takes into account any issues that may arise
- DI10** Explain how you will know when an incident/emergency has been resolved
- DI11** Know how to access additional support available post-incident

Dangerous goods

- DG1** Acknowledge and understand the general principles of storage, carriage and handling of dangerous goods
- DG2** Identify classifications of dangerous goods
- DG3** Explain dangerous goods handling requirements
- DG4** Explain the emergency procedures in the event of a dangerous goods incident

The following pages include the criteria that are covered by the **passenger services** on-demand test.

Travel documentation

- TD1** Outline customs and immigration information in relation to airline destinations and necessary documents
- TD2** Outline your organisation's procedures for dealing with document discrepancies including invalid tickets, lost tickets, incorrect tickets, visa discrepancies and passport discrepancies
- TD3** Outline your organisation's procedures for domestic and international flights
- TD4** Describe documents, for example, tickets, visas, passports and boarding documents

Check in

- CI1** Outline airline/operator's/clients' restrictions on size and weight of permitted baggage or equipment (such as pushchairs) used by passengers and how to deal with unacceptable baggage and equipment
- CI2** Outline your organisation's procedures for checking in and boarding aircraft
- CI3** Explain how to deal with passengers who are unfit or incapable of air travel
- CI4** Explain how to report safety and security concerns
- CI5** Identify the types of passengers, e.g. adults, children, unaccompanied children, passengers who have special needs, communication difficulties, language barriers

Customer service and communication

- CS1** Identify your organisation's standards for appearance and behaviour
- CS2** Outline your organisation's guidelines for how to recognise what your customers want and respond appropriately
- CS3** Outline your organisation's rules and procedures regarding the methods of communication you use
- CS4** Explain how to recognise when a customer is angry or confused
- CS5** Outline your organisation's standards for timeliness in responding to customers' questions and requests for information
- CS6** Identify your organisation's services or products
- CS7** Outline your organisation's procedures and systems for delivering customer service
- CS8** Identify methods or systems for measuring an organisation's effectiveness in delivering customer service
- CS9** Outline your organisation's requirements for health and safety in your area of work

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Assessing the practical observation

Each observation will last **1 hour** and the apprentices will not know in advance which scenario or task they will be given on the day of their assessment. Due to the safety and security required, particularly when an external visitor is required to go airside, the end-point assessor will confirm the assessment activities with the employer between 7 and 14 days in advance of the assessment.

As part of best observation practice the assessor will ask questions appropriate to the observation to further clarify knowledge and understanding and evidence behaviours. Questioning should be conducted at an appropriate time and not interfere with the completion of the tasks being observed. If necessary, questions can be asked after the observation has been completed.

Each scenario covers a different selection of the standard's elements and Highfield Assessment have designed detailed tools and procedures carefully in order to ensure all apprentices are assessed to the same level. Multiple apprentices in the same workplace will be tested over a range of the 3 scenarios and not all complete the same one.

The practical assessment is an observation of the apprentice in the aviation environment and may include real work activities such as loading an aircraft, or simulated activities such as extinguishing an aircraft fire, allowing the apprentice to demonstrate how they have applied their knowledge, skills and behaviours in a real work environment to achieve genuine and demanding work objectives. Areas covered in the scenarios not selected for the observation will be covered in the professional discussion.

The practical observation provides the opportunity for substantial synoptic assessment against the relevant elements of the standard. The observation must be scheduled when the apprentice will be working in their normal place of work and will also:

- be conducted at a time that avoids seasonal periods of low levels of trading and reflects typical working conditions
- allow the apprentice to demonstrate all aspects of the standard being observed (for example, the apprentice cannot be assessed on loading an aircraft if there is no load available)
- take a synoptic approach to observing the overall competence

The end-point assessor will plan the observation in advance with the employer, brief the apprentice fully on the day, and follow assessment criteria that are set by Highfield, which will be subject to quality assurance. The observation must be carried out in one session.

Observation assessment criteria for the core and passenger services elements of the standard are detailed in the section below.

Grading the practical observation

Apprentices will be marked against the pass, merit and distinction criteria included in the tables on the following pages (under 'Practical observation criteria').

- To achieve a **pass** in the practical observation, **all** pass criteria must be achieved
- To achieve a **merit** in the practical observation, the apprentice must achieve **all** of the pass criteria and achieve **at least 5** of the 7 core merit criteria and **all** of the passenger services merit criteria
- To achieve a distinction in the practical observation, the apprentice must achieve **all** of the pass criteria, **all** of the merit criteria and **all** of the distinction criteria

Before the assessment:

Employers/training providers should:

- plan potential practical observation scenarios 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 in each scenario (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

Specialist function scenarios - Passenger Services

1. Check-in passengers:

As a check-in agent, you are to check in passengers using the appropriate IT system or manual procedures. You are to act under the instruction of the check-in supervisor to ensure check-in is carried out accurately and in a timely manner in accordance with organisational procedures. You are to present a positive image of your organisation at all times.

2. Board-through passengers:

As part of a passenger handling team you are to assist with the board-through of passengers into the departure lounge and on to the aircraft. You are to act under the supervision of the passenger team supervisor to ensure the board-through is conducted correctly and in a timely manner in accordance with organisational procedures. You are to present a positive image of your organisation at all times.

3. Passenger disruption:

As part of a passenger handling team you are to assist with a passenger disruption such as a flight delay, fire evacuation or security alert. You are to act under the direction of the passenger team leader to ensure the handling of the passengers is conducted in a safe and timely manner in accordance with organisational procedures. You are to present a positive image of your organisation at all times.

Practical observation - 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 practical observation 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 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 the pass, merit and distinction level criteria
- a 1-hour time slot should be available for the complete practical 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
- 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

Practical observation criteria

During the practical observation, the following standards should be evidenced. The apprentice can only achieve a merit by covering all pass and all merit criteria for the observation scenario they have been assigned. The apprentice can only achieve a distinction by meeting the above conditions for a merit, and in addition, covering all distinction criteria for the scenario they have been assigned.

Core assessment criteria

Safety
To pass, the following must be evidenced
SA16 Correctly report hazards if identified
SA17 Act within standard operating procedures at all times
To gain a merit, the following must be evidenced
SA18 Take action to deal with hazards in line with organisational procedures
<i>To gain a distinction, the following must be evidenced</i>
<i>There are no distinction criteria for this component</i>

Compliance & legislation
To pass, the following must be evidenced
CL6 Check area of responsibility complies with procedures and legislative requirements
To gain a merit, the following must be evidenced
CL7 Take action to correct non-compliance
<i>To gain a distinction, the following must be evidenced</i>
<i>CL8</i> Proactively ensure compliance with procedures and legislation, e.g. challenge suspicious persons

Communication
To pass, the following must be evidenced
CO10 Communicate with the right people at the right time using the correct method CO11 Ensure communication is received and understood CO12 Ensure all communications are timely and accurate
To gain a merit, the following must be evidenced
CO13 Adapt language and tone to match audience and situation
To gain a distinction, the following must be evidenced
CO14 <i>Ensure all communications are effective and understood, anticipating additional appropriate information requirements and liaising with key people to facilitate ongoing information flow</i>

Inter-personal skills
To pass, the following must be evidenced
IP12 Work as part of a team to ensure adequate performance in the role IP13 Work accurately with supervision
To gain a merit, the following must be evidenced
IP14 Take initiative as part of a team to improve performance in the role within limits of operation IP15 Work accurately with minimal supervision
To gain a distinction, the following must be evidenced
<i>There are no distinction criteria for this component</i>

Aviation systems
To pass, the following must be evidenced
AS1 Identify and use prescribed systems correctly AS2 Report faults or errors as they occur AS3 Meet performance expectation for timescales to complete tasks
To gain a merit, the following must be evidenced
AS4 Take action to maintain systems to prevent faults or errors AS5 Work efficiently to meet and exceed timescales to complete tasks
To gain a distinction, the following must be evidenced
AS6 <i>Organise and prioritise work to make the most efficient use of time and complete core and relevant additional tasks within timescales</i>

Specialist function assessment criteria

Scenario 1

Travel documentation
To pass, the following must be evidenced
TD5 Understands basic travel documentation (e.g. passports, tourist visas)
To gain a merit, the following must be evidenced
TD6 Displays a good knowledge of travel documentation (e.g. diplomatic documentation, residents or work visas)
To gain a distinction, the following must be evidenced
TD7 Displays excellent knowledge of travel documentation TD8 Can resolve documentation discrepancies

Check in
To pass, the following must be evidenced
CI6 Work effectively as part of the team, e.g. cooperation, involvement, assistance CI7 Complete tasks within required timescales
To gain a merit, the following must be evidenced
CI8 Take the lead and offer advice during team activities where appropriate CI9 Work efficiently as part of a team to complete tasks and maximise use of time available
To gain a distinction, the following must be evidenced
CI10 Prioritise and organise work to ensure maximum performance when completing tasks

Customer service and communication
To pass, the following must be evidenced
CS10 Presents a positive corporate image CS11 Wears uniform to corporate standard CS12 Acts in a manner that protects corporate values CS13 Adequately practises the required skills for interacting with customers, e.g. communication CS14 Obtain passengers' basic flight needs CS15 Gives adequate information/direction
To gain a merit, the following must be evidenced
CS16 Fully understands the importance of brand awareness and the necessity of corporate image to display effective communication of corporation CS17 Utilises the required skills for interacting with customers CS18 Adapt communication appropriately with a customer by gauging their demeanour CS19 Assess/evaluate passenger needs based on information gained throughout the interaction CS20 Give clear and concise closing information/direction
To gain a distinction, the following must be evidenced
CS21 Always presents a positive corporate image CS22 Acts in a manner that promotes corporate values CS23 Personality reflects positive corporate image CS24 Fully utilises the required skills for interacting with customers CS25 Adapt communication appropriate with a customer by gauging their demeanour and adopting empathy, where required CS26 Fully assess/evaluate a customer's ongoing needs based on information gained throughout the interaction and offer appropriate advice/assistance CS27 Give thorough, clear and concise closing information/direction based on information gained throughout the interaction

Scenario 2

Gate processes
To pass, the following must be evidenced
GP12 Use DCS adequately
To gain a merit, the following must be evidenced
GP13 Displays good knowledge of DCS
To gain a distinction, the following must be evidenced
GP14 Displays excellent knowledge of DCS

Customer service and communication

To pass, the following must be evidenced

- CS10** Presents a positive corporate image
- CS11** Wears uniform to corporate standard
- CS12** Acts in a manner that protects corporate values
- CS13** Adequately practises the required skills for interacting with customers, e.g. communication
- CS14** Obtain passengers' basic flight needs
- CS15** Gives adequate information/direction

To gain a merit, the following must be evidenced

- CS16** Fully understands the importance of brand awareness and the necessity of corporate image to display effective communication of corporation
- CS17** Utilises the required skills for interacting with customers
- CS18** Adapt communication appropriately with a customer by gauging their demeanour
- CS19** Assess/evaluate passenger needs based on information gained throughout the interaction
- CS20** Give clear and concise closing information/direction

To gain a distinction, the following must be evidenced

- CS21** Always presents a positive corporate image
- CS22** Acts in a manner that promotes corporate values
- CS23** Personality reflects positive corporate image
- CS24** Fully utilises the required skills for interacting with customers
- CS25** Adapt communication appropriate with a customer by gauging their demeanour and adopting empathy, where required
- CS26** Fully assess/evaluate a customer's ongoing needs based on information gained throughout the interaction and offer appropriate advice/assistance
- CS27** Give thorough, clear and concise closing information/direction based on information gained throughout the interaction

Scenario 3

Customer service and communication
To pass, the following must be evidenced
CS10 Presents a positive corporate image CS11 Wears uniform to corporate standard CS12 Acts in a manner that protects corporate values CS13 Adequately practises the required skills for interacting with customers, e.g. communication CS14 Obtain passengers' basic flight needs CS15 Gives adequate information/direction
To gain a merit, the following must be evidenced
CS16 Fully understands the importance of brand awareness and the necessity of corporate image to display effective communication of corporation CS17 Utilises the required skills for interacting with customers CS18 Adapt communication appropriately with a customer by gauging their demeanour CS19 Assess/evaluate passenger needs based on information gained throughout the interaction CS20 Give clear and concise closing information/direction
To gain a distinction, the following must be evidenced
CS21 Always presents a positive corporate image CS22 Acts in a manner that promotes corporate values CS23 Personality reflects positive corporate image CS24 Fully utilises the required skills for interacting with customers CS25 Adapt communication appropriate with a customer by gauging their demeanour and adopting empathy, where required CS26 Fully assess/evaluate a customer's ongoing needs based on information gained throughout the interaction and offer appropriate advice/assistance CS27 Give thorough, clear and concise closing information/direction based on information gained throughout the interaction

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Assessing the professional discussion

The end-point assessment plan states that the professional discussion will be a structured discussion between the apprentice and the end-point assessor. The employer may be present to support, but not lead, the apprentice and to confirm information at the assessor's request.

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 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 professional discussion should take place after the practical observation, to establish the apprentice's understanding and application of the remaining knowledge, skills and behaviours.

The professional discussion will need to take place in a suitable environment and will typically last for 30 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 professional discussion will recognise areas that have already been covered in the simulated practical observation so as not to reassess an area in which the apprentice has already demonstrated competence. The number of questions asked during the professional discussion will vary according to the breadth and depth of the answers given (and how many follow-on questions are required) but as a minimum there must be 15 questions asked to cover all the criteria requirements and give full opportunity for the apprentice to demonstrate all the requirements.

The purpose of the professional discussion is to clarify any questions the end-point assessor has for specified standards:

- confirm and validate judgements about the quality of work
- explore aspects of the work, including how it was carried out, in more detail
- discuss how the apprentice would behave in the scenarios not assigned
- ask questions in relation to personal development and reflection

Grading the professional discussion

The professional discussion is **not** graded above a **pass**. Apprentices will be marked against the pass criteria included in the tables on the following pages (under 'Professional discussion criteria').

- To achieve a **pass** in the professional discussion, **all** of the pass criteria must be achieved
- Additionally, any practical observation pass criteria **not** covered by the selected scenario will need to be covered

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

It is suggested that a mock assessment is carried out by the apprentice in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement.

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:

- a 30-minute 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 below.
 - Security
 - Describe the procedures that must be followed to ensure security at your workplace
 - What are some potential security breaches that you may encounter, and how should you deal with them?
 - Inter-personal skills
 - How should you interact with your colleagues?
 - Tell me about your organisation's policies
 - Disruption incidents & emergencies
 - What information do you need when an incident occurs?
 - Tell me how about how you would deal with an incident
 - Dangerous goods
 - Tell me about how your organisation deals with dangerous goods
 - Gate processes
 - Tell me about different types of passengers and their specific needs
 - Tell me about the types of safety equipment you use

Professional discussion criteria

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

Security
To pass, the following must be evidenced
SE9 Describe how to secure items, areas and data in line with your responsibilities SE10 Describe your organisation's personal identification requirements SE11 Identify reporting procedures for suspicious incidents or behaviour SE12 Identify reporting procedures for discrepancies in the security of actual or potential access points SE13 Describe how to ensure action is taken in response to an actual or suspected security threat SE14 Describe the appropriate remedial actions to take when irregularities in security are identified

Inter-personal skills
To pass, the following must be evidenced
IP1 Explain the benefits of developing productive working relationships with colleagues IP2 Explain how to address conflicts with colleagues IP3 Describe how to deal with diversity issues IP4 Outline how to receive and make use of feedback on your performance from colleagues IP5 Identify the responsibilities of team members in own area IP6 Outline the processes within the organisation for making decisions IP7 Outline line management relationships within the organisation IP8 Identify the organisation's aims, values and culture IP9 Explain the standards of appearance, behaviour and performance expected in the organisation IP10 Identify your organisation's guidelines for how to recognise what your customer wants, and respond appropriately IP11 Respond to requests for information adhering to your organisation's standard timeliness

Disruption incidents & emergencies

To pass, the following must be evidenced

- DI12** Interpret incidents/emergencies that have been identified
- DI13** Ask suitable questions to check you understand the incident/emergency
- DI14** Identify the available solution(s) for resolving the incident/emergency
- DI15** Discuss and understand proposed solution(s) to the incident/emergency with others to identify the most suitable solution
- DI16** Keep others fully informed about what is happening to resolve the incident/emergency
- DI17** Check with others to ensure the incident/emergency has been resolved satisfactorily
- DI18** Give clear reasons to others when the incident/emergency has not been resolved satisfactorily
- DI19** Be engaged with the job role, remaining calm and assured throughout the working period
- DI20** Be able to concentrate on the task in hand and not be distracted by problems
- DI21** Prioritise all tasks to ensure effective time management and a calm approach to work

Dangerous goods

To pass, the following must be evidenced

- DG5** Ensure dangerous goods are handled effectively in accordance with organisational procedures and responsibilities
- DG6** Identify potential dangerous goods hazards
- DG7** Operate safely when exposed to dangerous goods

Gate processes

To pass, the following must be evidenced

- GP1** Outline your organisation's procedures for boarding aircraft
- GP2** Explain how to deal with passengers who are unfit or incapable of air travel
- GP3** Explain how to report safety and security concerns
- GP4** Identify type of passengers, e.g. adults, children, unaccompanied children, passengers who have special needs, communication difficulties, language barriers
- GP5** Identify which items of personal protective equipment need to be worn airside when carrying out escort duties and why
- GP6** Outline layout of airport roadways and walkways from the terminal to the aircraft
- GP7** Explain why it is important to have an awareness of activity on other adjacent stands
- GP8** Explain how to use relevant equipment (for example, buses/bollards/cones/tape) to ensure passengers are safe
- GP9** Identify dangers on the ramp and local procedures for escorting passengers across ramp areas
- GP10** Outline local procedures for transferring passengers to the aircraft
- GP11** Identify hazardous areas to be aware of when escorting

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