Highfield Level 3 End-Point Assessment for ST0038 Aviation Ground Specialist

End-Point Assessment Kit

Pathway: Aircraft Handling

Highfield Level 3 End-Point Assessment for ST0038 Aviation Ground Specialist - Aircraft Handling

EPA kit

Contents

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

How to use this EPA kit

Welcome to the Highfield end-point assessment kit for the Aviation Ground Specialist - Aircraft Handling Apprenticeship Standard.

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the end-point assessments for the Level 3 Aviation Ground Specialist - Aircraft Handling Apprenticeship Standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process. Additionally, all end-point assessments are externally quality assured by the relevant EQA organisation.

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

Key facts

Apprenticeship standard:	Aviation Ground Specialist - Aircraft Handling
Level:	3
On-programme duration:	Minimum of 12 months
Grading:	Pass, merit or distinction
End-point assessment duration:	Maximum of 2 months
End-point assessment methods:	On-demand tests, practical observation and professional discussion

In this guide, you will find:

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

Introduction

Aviation Ground Specialist - Aircraft Handling overview

The Level 3 Aviation Ground Specialist Apprenticeship Standard covers 5 pathways: aircraft handling, aircraft movement, fire fighter, flight operations and passenger services. This EPA kit is designed to support the aircraft handling pathway.

An aviation operations specialist could work in a number of aviation environments, such as a commercial airport, military base/aerodrome, heliport or other airfield. Specialist roles, all focused around the arrival, turnaround and departure of aircraft and maintaining an aviation operation, will include knowledge, skills and behaviours to complete complex aviation tasks and may include supervision of others to enable compliance with regulations through a safe, secure and effective aviation operation. These functions may include loading and unloading of aircraft, air traffic control (ATC), movement of aircraft and vehicles airside and the management of passengers both airside and landside. The functions all work as part of a combined team, within which communication with wider colleagues and other stakeholders is essential and the aviation operations specialist plays a key part of a coherent operation.

The aircraft handling specialist takes day-to-day control of key functions and services applied to the aircraft and its environment on the ground. They will operate either as a specialist performing complex handling tasks or lead and supervise their team in an aircraft turn-round function, loading and unloading of passenger baggage and air cargo safely, and conforming to current carrier/organisational standards. Effective decision-making, communication and influence on others are important aspects of the role, as well as being aware of commercial pressures and operational deadlines along with protecting brand reputation at all times. Acting as a professional role model, responsible for their actions and those of their team, they should be a good ambassador for their organisation.

On-programme requirements

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

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

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

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

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

Readiness for end-point assessment

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

- they must have successfully completed the English and maths components of the apprenticeship

- the 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 'readiness for end-point assessment record'
- the apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a 2-month end-assessment window; further information about the gateway process is covered later in this kit

If you have ant 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, an 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.

Documents used in developing this end-point assessment

Standard (2016)

https://www.instituteforapprenticeships.org/apprenticeship-standards/aviation-ground-specialist/

End-point assessment plan (July 2016)

https://www.instituteforapprenticeships.org/media/1133/aviation_ground_specialist.pdf

Common approach (November 2019)

People 1st

Specific considerations

Two on-demand tests - Highfield has used 30 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.

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:

- achieved level 1 English
- achieved level 1 maths
- taken level 2 English test
- taken level 2 maths test

Apprentices should be advised by employers and providers to gather this evidence throughout 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.

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The gateway meeting

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

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

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

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

Reasonable adjustments and special considerations

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

ID requirements

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

Highfield Assessment will accept the following as proof of an apprentice's identity:

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

Highfield Level 3 End-Point Assessment for Aviation Ground Specialist Apprenticeship Standard

Pathway: Aircraft Handling

The following pages contain the Level 3 Aviation Ground Specialist Apprenticeship Standard and the assessment criteria for the **Aircraft Handling** pathway, in a suggested format that is suitable for delivery.

Safety		
Knowledge	**Skills**	**Behaviour**
Health and safety **legislation** in aviation and in relation to own role and organisation and how to monitor it	Monitor area of responsibility to ensure compliance with aviation **legislation** and **organisational procedures**, addressing and/or reporting **hazards**	Handle all tasks in a calm and organised manner. Be vigilant and proactive in promoting a safe, secure and compliant working culture
On-demand test		
Indicative assessment criteria		
SA1 - Outline your organisation's systems, procedures and practices designed to maintain health and safety including those relating to work patterns, work methods and housekeeping and how these impact on others SA2 - Outline your organisation's procedures for dealing with staff who are not meeting health and safety procedures SA3 - Outline your organisation's emergency procedures SA4 - Identify the relevant aviation and health and safety **legislation** and European directives and the effect they have on your area of responsibility SA5 - Describe organisational and legal health and safety requirements SA6 - Identify **hazards** in the workplace		

Practical observation		
To pass, the following must be evidenced	**To gain a merit**	**To gain a distinction**
SA7 - Ensure self and team correctly report **hazards** as identified SA8 - Act within standard operating procedures at all times SA9 - Take action to deal with **hazards** in line with **organisational procedures**	There are no merit criteria for this component	There are no distinction criteria for this component
Amplification and guidance		

Regulators and agencies in the aviation industry

The Civil Aviation Authority (CAA); The International Civil Aviation Organisation (ICAO); The European Aviation Safety Agency (EASA); The Department for Transport (DfT); and the Military Aviation Authority (MAA). These organisations all publish guidance and information relevant to job roles contained within this specification.

Organisational procedures

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

Legislation covering the Aviation working environment includes:

RIDDOR - reporting procedures for safety breaches, HASWA, CAA, PPE, Air Navigation Order (ANO 2016), Aerodrome licensing, COSHH.

Hazards

Slips, trips and falls, collision, crushing, cargo, debris, noise, fumes, fuel and fire.

Hazards can be avoided

Information and training, supervision, risk assessment, safety procedures, signage, reporting to ATC.

Work safely

Following procedures, training, monitoring, reporting unsafe working practices, PPE (gloves, high-vis, etc.).

Dangers from aircraft

Propellers, engine intake, stairs, taxiing, doors, push back.

Surface markings

Painted signs on apron, taxiway, runway, roads, pedestrian walkways.

Operating areas

Include airside and landside areas such as terminal buildings, aircraft stands, ramps, apron, taxiway, baggage loading/unloading areas, runways and approach roads, warehousing, HM customs buildings, air traffic control buildings, fire stations, firefighting and rescue training facilities, security and police buildings and facilities. Fuel dumps and fuel terminals, hangars and aircraft storage and maintenance areas, cargo and freight.

Dangers from foreign object debris

Damage to runways and aircraft, injuries to staff and passengers, increase costs to airlines.

Dangers from birds and other wild animals

Engine failure due to bird strike, collision, damage to aircraft.

Airside hazards

Fumes, vehicles, noise, cargo, fuel, luggage and freight.

Security

Knowledge	Skills	Behaviour
Requirements for maintaining aviation security in own area of authority and action to take in the event of a breach of security	Ensure aviation security is maintained in own area of operations, e.g. challenging people in restricted areas, recording and reporting of security incidents	Be vigilant and proactive in promoting a safe, secure and compliant working culture

On-demand test

Indicative assessment criteria

SE1 - Outline the relevant powers contained in security regulations
SE2 - Outline specified, banned, illegal and dangerous items
SE3 - Outline the **relevant documents** and authorities to be aware of
SE4 - Outline the different areas of the airport and what authorisation is needed to access various areas
SE5 - Describe your roles and responsibilities in relation to security
SE6 - Identify signs of **suspicious behaviour** or unusual incidents, using **threat or risk** analysis
SE7 - Describe your organisation's procedures for restricting access to people, authorised areas and vehicles
SE8 - Outline internal and statutory security testing procedures
SE9 - Identify your organisation's procedures for raising or responding to alarms
SE10 - Identify your organisation's procedures for dealing with actual or suspected security threats
SE11 - Outline DfT guidance, including threat levels: critical/severe/substantial/moderate/low

Professional discussion

Indicative assessment criteria

SE12 - Describe how to fulfil your responsibilities for securing particular areas or items
SE13 - Describe how to keep access points secure according to your organisation's procedures and your own job responsibilities
SE14 - Outline how to report problems in the security of actual or possible access points
SE15 - Outline security procedures relating to visitors to the site or a specified area
SE16 - Outline the importance of completing the **relevant documents** accurately and clearly
SE17 - Outline the procedures to report actual or suspected breaches of security at an appropriate level

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SE18 - Describe the importance of communicating information about actual or suspected security threats calmly, clearly and using appropriate discretion

SE19 - Identify the appropriate actions to take in the event of unusual incidents which may present a security risk

SE20 - Identify the **appropriate remedial action** to take when you become aware of faults, damage to security equipment or problems with security

SE21 - Describe how to be vigilant and proactive in promoting a safe, secure and compliant working culture

Amplification and guidance

Suspicious behaviour

Body language: appearing nervous, agitated, excessive fidgeting, clock-watching, head-turning, shuffling feet, leg shaking, excessive perspiration inconsistent with environment, people carrying suspicious items, people trying to gain entry to unauthorised areas or incidents involving vehicles.

Threat or risk

Improvised explosive devices (IED), knife, gun, improvised weapons such as scissors, cutlery, hijack of aircraft (ground or in air), bags in airport, bags left unattended, airline reputation, loss to airline such as financial.

A security threat could include suspected theft, suspected damage, actual damage, suspected terrorist activities, possible harm to people or actual harm to people.

Relevant documents

Passports, e-tickets, boarding cards, staff ID, visitor ID, plainclothes police officer's ID, uniformed police officer's ID, security staff ID, building contractor's ID, catering delivery staff ID, ground handling agency staff ID, airline personnel ID, retail store staff ID, airport supplier services staff ID.

Relevant authorities

Civil aviation authority (CAA), Military aviation authority (MAA), Department for Transport (DfT).

Irregularities in security

Forged ID, unauthorised access to restricted zones by persons known and unknown, stolen identity passes, inappropriate responses to security questions, restricted items identified at screening.

Your responsibility

Adhere to the company's procedures (check-in, security, boarding, cabin crew procedures). Identify unattended baggage/items, be aware of and report restricted items, report and be aware of security breaches by staff and passengers, attend training sessions and refresher training.

Organisations

Staff training, International Civil Aviation Organization (ICAO), European Aviation Safety Agency (EASA), Department for Transport (DfT), Civil Aviation Authority (CAA), safety management systems (SMS), compliance with regulation.

Appropriate remedial action

Follow company's procedures and awareness of risks (check-in, security, boarding, cabin crew); passengers' compliance with rules, e.g. unattended baggage, restricted items; awareness of security breaches by staff and passengers' role.

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 other applicable legislation, procedures and regulations relating to an aviation environment, and monitoring procedures within own area of responsibility	Monitor compliance with legislation, procedures and regulations in an aviation environment within own area of responsibility	Be vigilant and proactive in promoting a safe, secure and compliant working culture
On-demand test		
Indicative assessment criteria		
CL1 - Outline the **requirements for compliance** in the aviation environment CL2 - Outline which **procedures must be followed** to ensure compliance CL3 - Describe the **impact of not following procedures** and ensuring compliance CL4 - Describe the impact of the aviation operation on the environment CL5 - Identify **environmental controls** in the aviation operation CL6 - Describe your responsibilities to monitor compliance in the aviation operation		
Practical observation		
To pass, the following must be evidenced	**To gain a merit**	**To gain a distinction**
CL7 - Ensure area of responsibility complies with procedures and legislative requirements	CL8 - Ensure compliance of team members within area of responsibility CL9 - Correct non-compliance in area of responsibility	CL10 - Proactively promote compliance with procedures and legislation, e.g. challenge suspicious persons

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Amplification and guidance

Requirements for compliance

Passenger safety, safety of yourself and colleagues, rules to deal with unattended baggage, restricted item, awareness of security breaches by staff and passengers.

Procedures must be followed

Authorisation for firearms on passenger flights.

Impact of not following procedures

Security, aviation and legislation breaches, missed opportunities to detect and prevent, health and safety, CAA, MAA.

Environmental controls

Environmental control in the aviation industry is far-reaching and includes noise on and around airports, carbon emissions, international spread of disease. That water used on board is safe to drink from the filling points on the airport, water transporters and on the aircraft. Importation and exportation of live animals and food safety both at the terminal and on board the aircraft.

The key message is that your skills and knowledge relate to the environmental controls that are within the scope of your job role.

Organisational and legal requirements for compliance

Including aviation legislation, environmental legislation, health and safety legislation, airport authority regulations, Civil Aviation Authority (CAA)/Military Aviation Authority (MAA) requirements, local authority regulations.

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Communication		
Knowledge	**Skills**	**Behaviour**
Methods of communication to ensure effective and timely transfer of information to different audiences using relevant language and format	Communicate effectively within the aviation environment adapting methods and language to meet the situation	Treat team, customers and other stakeholders with courtesy and respect

On-demand test

Indicative assessment criteria

CO1 - Outline available lines and methods of communication, including oral, written, electronic, carried out by self and carried out by others

CO2 - Identify relevant **communications equipment** including telephone, electronic, radiotelephone and megaphone

CO3 - Outline organisational procedures relating to use of **communications equipment**

CO4 - Outline organisational procedures regarding malfunctioning equipment

CO5 - Identify relevant aviation **guidelines, procedures, standard phrases** and the phonetic alphabet

CO6 - Identify commonly used aviation codes relevant to your job role, and sources of information for less commonly used codes

CO7 - Describe your organisation's systems for processing and storing information

CO8 - Outline what is confidential and commercially sensitive information

CO9 - Describe organisational procedures for communicating messages and reporting to seniors, colleagues or external sources

Practical observation

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

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Amplification and guidance
Communications equipment Handheld radio, mobile phone, fixed-line telephone, public address system, air-to-ground radio, lights, alarms, noticeboard, flight information display systems. **Guidelines, procedures and standard phrases** These include aviation industry, organisational and regulator specific instructions and guidance such as CAP 413 and MAA Regulation ATM. **Alternative communication routes** Public address system, landline, mobile phone, handheld radio, hand signals, signs, alarms, email, flight information display system (FIDS), noticeboard.

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Interpersonal skills		
Knowledge	**Skills**	**Behaviour**
Roles within the team and how these work together to achieve the organisation's objectives, and how to embrace equality and inclusivity in the workplace	Maximise team performance and meet the objectives of the team while embracing equality and inclusivity	Treat team, customers and other **stakeholders** with courtesy and respect. Handle all tasks in a calm and organised manner. Take ownership and responsibility of role and working area, including team members where responsible

Professional discussion

Indicative assessment criteria

IP1 - Describe organisational systems and procedures for developing your own and others' personal performance in customer service
IP2 - Outline how your behaviour impacts on others
IP3 - Outline how to effectively review your personal strengths and development needs
IP4 - Outline how to compile a personal development plan for yourself or a colleague that will build on strengths and overcome weaknesses in areas that are important to customer service
IP5 - Outline how to obtain useful and constructive personal feedback from others and respond positively
IP6 - Outline how to compile a coaching plan that will build on the strengths of the learner and overcome their weaknesses in areas that are important to customer service and their job role
IP7 - Outline how to give useful and constructive personal feedback to others and encourage them to respond positively

Practical observation

To pass, the following must be evidenced	To gain a merit	To gain a distinction
IP8 - Work as part of a team to ensure adequate performance in the role IP9 - Provide appropriate guidance for team members	IP10 - Take initiative as a senior team member or supervisor to improve performance in the role, within limits of operation	There are no distinction criteria for this component

Amplification and guidance

Stakeholders
People, organisations, social groups, internal or external to the business that have a vital interest in the business or its activities.

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Aviation systems		
Knowledge	**Skills**	**Behaviour**
The aviation systems used within own role and how to operate them, identify faults or errors and what remedial action to take	Use **aviation systems** effectively in own role. Take remedial action upon identification of faults or errors in a timely manner if they occur	Use equipment and technology responsibly and effectively. Commit to continuous development of self and team, including improvements to systems and processes
Practical observation		
To pass, the following must be evidenced	**To gain a merit**	**To gain a distinction**
AS1 - Ensure prescribed systems are used correctly AS2 - Report faults or errors as they occur AS3 - Take action to maintain systems to prevent faults or errors	There are no merit criteria for this component	There are no distinction criteria for this component
Amplification and guidance		

Aviation systems hardware

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

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

Security and legal regulations

Including data protection legislation, copyright and display screen equipment (DSE) legislation

Disruption incidents & emergencies

Knowledge	Skills	Behaviour
Implement and monitor emergency procedures in own area of responsibility, the range of potential incidents and disruption that may occur and the appropriate action to take	Monitor area of responsibility and take appropriate action to reduce the impact of emergencies, incidents or disruption	Handle all tasks in a calm and organised manner

On-demand test

Indicative assessment criteria

DI1 - Outline how to identify, analyse and accurately describe the incident/emergency

DI2 - Outline how to recognise when an incident/emergency exists

DI3 - Outline how to agree with others how you will know the incident/emergency has been solved

DI4 - Outline how to use a **variety of methods** to come up with different ways of tackling the incident/emergency

DI5 - Outline how to compare the **main features** of each approach and use this information to justify the method you decide to use

DI6 - Outline how to plan your chosen way of solving the incident/emergency to include resources, methods, the sequence of steps to be taken and timeline, including points for checking progress

DI7 - Outline the necessary actions to meet health and safety procedures and other regulations and ways to overcome difficulties

DI8 - Identify and gain the **relevant authority to carry out a plan, and review this regularly** to check progress

Professional discussion

Indicative assessment criteria

DI9 - Describe the procedures to collect, interpret and share information about current and potential incidents/emergencies

DI10 - Identify any connected problems and the range of factors affecting them

DI11 - Identify a number of available methods for resolving complex aviation incidents/emergencies

DI12 - Describe how to consult with others to identify and confirm the options available

DI13 - Outline how to consider the **main features**, advantages, disadvantages and risks of each option in order to find the most appropriate solution

DI14 - Suggest other ways that incidents/emergencies may be resolved if you are not able to help

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DI15 - Outline the appropriate actions, working with others if required, to ensure that any commitments related to solving the incident/emergency are kept

DI16 - Describe how to keep others fully informed about what is happening to resolve the incident/emergency

DI17 - Describe how to handle all tasks in a calm and organised manner

Amplification and guidance

The key message is that you should be clear on the actions that you should take in the event of an incident or an emergency.

This includes incidents both landside (terminal buildings) and airside (airfield).

Use different methods to analyse the problem, including breaking it down into manageable sub-problems (simplifying), investigating its effects on other people (broadening its focus), looking at the problem from different viewpoints, checking if the problem changes from place to place or over time (reframing) and comparing it with similar problems.

Variety of methods

Such as written, visual, numerical and physical techniques, your imagination and creative ideas from working with others.

Main features

Including the value (pay-off), and risks (likelihood and consequences of failure).

Relevant authority to carry out a plan, and review this regularly

Gain the approval for your plan from a person who has authority and expertise, such as your line manager or specialist. Put your plan into action, make judgements about when support and feedback would be helpful from others, such as those affected by the problem and specialists, and use this effectively to help tackle the problem. Review your plan regularly to check progress and to decide on any necessary revisions to your approach.

Dangerous goods

Knowledge	Skills
Dangerous goods relevant to a range of aviation operations and how to deal with them effectively in own area of responsibility	Deal effectively with dangerous goods in own area of responsibility

On-demand test

Indicative assessment criteria

DG1 - Acknowledge and understand the general philosophy and handling requirements of dangerous goods
DG2 - Identify how to recognise classification of dangerous goods
DG3 - Identify potential hidden hazards in cargo and baggage
DG4 - Understand general storage and/or loading procedures of dangerous goods
DG5 - Acknowledge and understand the emergency procedures in the event of a dangerous goods incident

Professional discussion

Indicative assessment criteria

DG6 - Describe how to operate safely when exposed to dangerous goods
DG7 - Explain how to deal with dangerous goods effectively in accordance with organisational procedures and responsibilities

Amplification and guidance

Principles of storage, carriage and handling of dangerous goods

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

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

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Aviation timescales

Knowledge	Skills	Behaviour
Key timelines for aviation operations performance and consequences of not meeting them	Operate each stage of the aviation operations performance to ensure timely aircraft movements	Embrace and promote the values of the organisation. Display loyalty, integrity and accountability to the organisation

Professional discussion

Indicative assessment criteria

AT1 - Describe how to effectively collect, maintain and process operational information relating to aircraft movements and operating conditions from all available sources
AT2 - Describe the role and function of government and international agencies including ICAO, IATA and CAA
AT3 - Outline reference sources for compliance with national and international rules and regulations, and aeronautical facilities
AT4 - Outline your organisation's operations manual
AT5 - Outline your organisation's communications and recording systems and procedures

Practical observation

To pass, the following must be evidenced	To gain a merit	To gain a distinction
AT6 - Ensure minimum performance expectations are met in own area of responsibilities	AT7 - Ensure team within area of responsibility work efficiently to meet and exceed timescales to complete tasks	AT8 - Organise and prioritise work to make the most efficient use of time, and complete core and relevant additional tasks within timescales

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Marshalling

Knowledge	Skills
The detailed requirements and procedures for the correct movement, placement and marshalling of aircraft and the importance of detailed controls for mover vehicles	Safely manoeuvre and position vehicles, monitoring team to ensure correct marshalling hand signals and techniques are used

On-demand test

Indicative assessment criteria

MA1 - Appropriate airport by-laws

MA2 - CAP393 Section 2 - relevant sub-sections of Rules of the Air

MA3 - CAP637 Visual Aids Handbook Chapter 6

MA4 - Appropriate operational safety instructions and the personal protective equipment for personnel working on the ramp

MA5 - Apron discipline and vehicle management procedures for managing vehicles

MA6 - Aircraft escort, marshalling and refuelling procedures

MA7 - Your organisation's procedures for reporting unsafe activity on the apron

MA8 - Your organisation's procedures for investigating and reporting accidents

MA9 - Your organisation's adverse weather procedures to include low visibility, high winds, snow and ice

MA10 - The need for and the importance of the automated aircraft guidance system, ensuring it has been set for the correct aircraft type and done so by a qualified person

MA11 - Be aware of and ensure that the aircraft/vehicle is marshalled using hand signals; ensure they are clear and in accordance with industry standards

MA12 - To know, understand the function of, and control the **ground service equipment** driven and operated in an appropriate manner while in the equipment restraint area (ERA), after safety cones and chocks have been deployed

MA13 - All vehicle/equipment brake checks are conducted before equipment enters the stand ERA

MA14 - To know why hand signal guidance (banks person/marshaller) is provided when manoeuvring in areas of close proximity to the aircraft, when visibility is limited and when reversing anywhere on the apron

MA15 - Parking brakes set when positioned for operation (chocked & stabilised if required)

Practical observation		
To pass, the following must be evidenced	**To gain a merit**	**To gain a distinction**
MA16 - Ensure area and equipment are ready for aircraft/vehicle marshalling MA17 - Ensure all marshalling conforms to organisational and legal requirements	MA18 - Effectively plan the handling of aircrafts/vehicles to maximise the resources and airside facilities	There are no distinction criteria for this component
Amplification and guidance		

Ground service equipment

Ground service equipment is varied and often airport specific and could include hydraulic, pneumatic and power generation units to simple and basic mechanical devices.

Some equipment may be seasonal. If you are expected to use it when required, you need to ensure that you have the skills and knowledge to be able to use it correctly and appropriately at short notice. This should form part of your continuous professional development, training and familiarisation.

Hazards

There are many things that can go wrong when marshalling aircraft which have the potential for serious life-threatening and financial consequences.

The key messages are that you should be familiar with the potential hazards and hazardous materials in your work area and are familiar with the safety and compliance standards that need to be met. You should also be aware of the procedures to deal with an incident or emergency.

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Loading instruction report and balancing

Knowledge	Skills
The importance of the correct preparation and interpretation of and conformance to loading instruction reports (LIR) for both inbound and outbound aircraft, within aircraft weight and balance characteristics, structural limitations and compartment maximums	Produce and complete an LIR/**load sheet** compliant with aircraft type and within manufacturer's limitations, delegate and brief teams to complete the tasks defined by the LIR and monitor their compliance and performance in accordance with the LIR

On-demand test

Indicative assessment criteria

LI1 - The significance of aircraft mass and balance for the safety of the aircraft

LI2 - Legal requirements in relation to aircraft mass and balance

LI3 - Terminology, abbreviations, IATA codes and documents related to the aircraft and load including mass and balance, type of load, aircraft areas, pallets, unit load devices and special loads

LI4 - The significance of aircraft structural loading limitations and where to find such information for relevant aircraft

LI5 - Know the planning considerations of unbalanced or unsecured loads and their effect on stability

LI6 - Designators and locations of aircraft compartments

LI7 - Codes for loads requiring special attention and where to find the information

LI8 - The source of load information to include aircraft weights, fuel load and usage, passengers, baggage, cargo and other loads

LI9 - Loading and separation requirements for dangerous goods, restricted articles and special loads

LI10 - Your organisation's system(s) for mass and balance calculations and the method of producing a load sheet and, when appropriate, an accompanying balance chart

LI11 - Highlight critical mass and balance information (weights and centre of gravity indicator) on a load sheet and, when appropriate, a balance chart

LI12 - How to calculate an allowed traffic load

LI13 - How to allocate load to aircraft compartments and maintain the required centre of gravity

LI14 - Sequence of en-route stations, if relevant, and the effects on load planning

LI15 - Your organisation's loading procedures to account for sector requirements, priority loads, separation, restraint and special load requirements to minimise load handling and the requirement for load restraints

LI16 - Your organisation's procedures for last minute changes (LMC) to the planned load and the maximum weight allowance for an LMC

LI17 - How to complete and transmit load messages

LI18 - Understand what needs to be checked on the **load sheet, load form and/or loading instruction report**

LI19 - Know the significance of briefing the loading team and advising of any cargo loading system or restraint defects, which may affect loading

LI20 - Know the operational importance of ensuring all flight spares are accounted for

LI21 - The alternative manual documents available in case the EDP system fails

Practical observation		
To pass, the following must be evidenced	**To gain a merit**	**To gain a distinction**
LI22 - Complete basic information on LIR for load (bulk, ULD, outsized or specialist loads) LI23 - Brief team on LIR	LI24 - Comprehensively complete LIR maximising load space and available weight LI25 - Ensure team are fully briefed and understand the LIR and load requirements	There are no distinction criteria for this component
Amplification and guidance		

AAA procedures (authorisation and accountability)

Security certificate held for unaccompanied bags, bags loaded match AAA cards, bags of any passengers no longer travelling are removed, staff to be trained in AAA procedures.

Load sheet, load form and/or loading instruction report

Check they are for the correct type and variant of aircraft. Know, understand and verify the importance of the accuracy of basic details such as aircraft registration, flight routing, date, dry operating mass/index, crew complement and catering codes.

Masses and related centre of gravities on the load sheet

Must be within the certified/regulated structural limitations and the flight envelope: max ramp mass, regulated take-off mass, take-off mass, max zero fuel mass and max landing mass.

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Load and unload

Knowledge	Skills
The loading and unloading procedures for all types of aircraft in area of operation, including hold doors, floor locks, nets, and inter-plane systems and how to apply the principles of restraint and manage the assets and team to deliver an efficient service	Plan and prepare the airside environment with sufficient air cargo handling equipment (ACHE). Lead, supervise and mentor the team during the on/off load of the aircraft, by providing briefings, delegating tasks, checking loads are safely restrained and the process complies with the **LIR**.

Practical observation

To pass, the following must be evidenced	To gain a merit	To gain a distinction
LU1 - Plan the loading/unloading of an aircraft LU2 - Lead the team to load/unload an aircraft LU3 - Supervise the process of loading/unloading of an aircraft in line with organisational procedure LU4 - Ensure load/unload is completed within required timescales LU5 - Ensure correct personal protective equipment (PPE) is worn when operating	LU6 - Lead the team efficiently to load/unload and maximise use of time available	LU7 - Take responsibility and accountability for planning and managing the load/unload of an aircraft efficiently LU8 - Prioritise and organise work of team to ensure maximum performance when loading/unloading

Amplification and guidance

Characteristics of load being transferred

Dangerous goods, toxins/flammable, compressed gas, harmful, toxic. Sensitive loads such as human remains, foodstuffs, live animals, high value.

LIR and NOTOC

Loading instruction report (LIR) and notice to captain (NOTOC); documentation is complete; load sheet, dangerous goods (DG), passenger manifest, baggage manifest, AAA procedure.

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Resources for loading and unloading

Lifting platforms, tugs, flatbacks, lower deck loader carts, container dollies, conveyors, manual handling training.

Regulations

Understand the regulations of:

- CAA CAP 1010(D) Loading and Restraint
- CAA CAP 1010 (B)
- CAA CAP 1010 (A/G)
- CAA CAP 1010 (E) Dangerous Goods
- CAA CAP 1010 (G)

Specialist equipment	
Knowledge	**Skills**
The requirements and responsibilities of self and team members in **checking specialized equipment**, including unit load devices (ULDs), prior to use, ensuring safe operation and correct storage after use	Monitor and supervise team members carrying out daily inspections prior to using the **specialist equipment**, including ULDs, ensuring its safe operation and that it is left in a safe, secure, allocated area after use
On-demand test	

Indicative assessment criteria

SP1 - Identify pieces of **specialist equipment** and which tasks/aircraft types they are suitable for

SP2 - Describe the types of defects on **specialist equipment** and the correct procedures for dealing with them

SP3 - Explain how to confirm the equipment has sufficient fuel/battery power for the task (if motorised equipment)

SP4 - Outline the regulations in place (PUWER) and ensure they are met by your organisation and training provider

SP5 - Identify who has responsibility for ensuring equipment is safe to operate

SP6 - Identify the correct method of operation of the **specialist equipment** in line with your organisation's policies and **safe working procedures**, and the penalties in place for operating equipment unsafely or in an unsafe condition

SP7 - Outline the sequence and priority of access to the aircraft for equipment and service providers

SP8 - Identify the types of support that may be needed in the event of a breakdown

SP9 - Identify the correct vehicle guidance signals in line with IATA AHM

SP10 - Identify how to **correctly and safely manoeuvre equipment** around an airfield

SP11 - Outline organisational and regulatory standards for the operational condition of the vehicle

SP12 - Explain the effect that poor weather conditions including snow and ice, high winds, rain/surface water, poor visibility, lightning and heat have on driving airside

SP13 - Describe the types of personal protective equipment, including high visibility, noise protection, and those specific to your job, and the conditions in which you must use them

SP14 - Outline identification and security procedures and regulations

SP15 - Outline your organisation's procedures for operating emergency cut-off switches, phones and alarms

SP16 - Identify the types of hazards, accidents and emergencies (including those involving aircraft, involving vehicles other than aircraft, staff, fire and fuel spillage) and your organisation's procedures for dealing with them

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SP17 - Explain the importance of **serviceable ground service equipment (GSE)**, ensuring it is fit for purpose

SP18 - Outline the importance of why all the guide/guard rails and stabilisers of loading equipment are stowed during manoeuvring and raised/lowered as required before operation

SP19 - Assess the **condition, suitability and serviceability of the GSE and ULDs** both pre-use and after-use

SP20 - Ask personnel to describe or demonstrate as required, procedures for reporting equipment defects

Practical observation		
To pass, the following must be evidenced	**To gain a merit**	**To gain a distinction**
SP21 - Ensure correct **specialist equipment**/vehicles are checked prior to use to ensure serviceability SP22 - Select correct **specialist equipment**/vehicle for the task SP23 - Ensure **specialist equipment** is used correctly to complete task	There are no merit criteria for this component	There are no distinction criteria for this component
Amplification and guidance		

Specialist equipment

Ground service equipment (GSE); cargo loaders, transporters, aircraft de-icers, tow bar tractors, motorised passenger stairs, bandi-belts.

Safe working procedures

In line with SOPs, safety procedures/safe systems of work, training, regulation - CAA, MAA.

Correctly manoeuvre equipment
- Identify any special conditions of use for specialist equipment at your airport (for example, road routes not passable due to equipment size, and alternative routes)
- Identify times at which it is appropriate to remove the equipment from the aircraft
- Identify the correct area for parking equipment as defined by your airport
- Explain how weather and severe winds may affect the safe parking of equipment and what additional measures you would take
- Outline the specific airport rules relating to leaving equipment in a safe and secure mode
- Airside passes
- Identify the types of authorisation and licences needed to drive various vehicles

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- Explain your organisation's procedures as they apply to airside traffic
- Outline airside safety instructions
- Identify airside areas (roads, manoeuvring areas, stands) in relation to licence categories
- Outline airside road signs, markings and traffic lights
- Identify aircraft crossing points
- Identify airport and stand layout
- Identify speed limits
- Outline airside parking regulations
- Outline the types of aircraft servicing operations and their related vehicles, procedures and hazards
- Describe the characteristics of the vehicle you are operating including height, length, width and handling
- Giving and receiving vehicle manoeuvring and reversing signals (marshalling)
- Outline regulations concerning reversing

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

Serviceable ground service equipment (GSE)
Ensure it can be driven/operated in the appropriate manner while in the equipment restraint area (ERA). Confirm that you:
- identify the importance and ground safety aspects of ensuring that vehicle/equipment brake checks are conducted before equipment enters stand and manoeuvres around the aircraft
- describe the correct hand signal guidance (banks person) to be provided when manoeuvring in areas of close proximity to the aircraft, when visibility is limited and when reversing anywhere on the apron
- explain why the parking brake is set when positioned for operation (chocked and stabilised if required)

Condition, suitability and serviceability of the GSE and ULDs
GSE - are there any obvious physical defects including the brakes, tyres, stabilisers, guide/guard rails and/or systems? Is the equipment clear of FOD?
ULDs - are there any obvious physical defects including doors, floors, curtains, locks, latches and restraint guides? Is the equipment clear of FOD?

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

Check specialist equipment/vehicles prior to use to ensure serviceability and compliance with airside requirements
- Vehicle/equipment brake check is conducted before equipment enters the stand and manoeuvres around the aircraft
- Hand signal guidance (banks person) is provided when manoeuvring in areas of close proximity to the aircraft, when visibility is limited and when reversing anywhere on the apron
- Parking brakes set when positioned for operation (chocked and stabilised if required)

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Servicing	
Knowledge	**Skills**
As a specialist, all aspects of aircraft servicing/turnaround management, pre/post-use checks of holds and all hold locks	Demonstrate/mentor and supervise the preparation and configuration of the aircraft holds for departure
Professional discussion	

Indicative assessment criteria

SV1 - Describe the following services used by the aircraft, and which are relevant to each aircraft type:
- engineering BF/AF
- fuelling
- de-icing
- water (potable and domestic)
- inflight catering
- waste management
- cleaning
- aircraft turnaround (including loading and unloading)

SV2 - Describe how to prepare the service for the aircraft
SV3 - Describe how to coordinate the turnaround of aircraft on the stand
SV4 - Describe how to coordinate the departure of aircraft

Practical observation

To pass, the following must be evidenced	To gain a merit	To gain a distinction
SV5 - Ensure aircraft holds/floors are prepared in accordance with loading requirements	SV6 - Lead and advise the team in the correct and safe preparation of the aircraft holds and floors	There are no distinction criteria for this component

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Assessment summary

The end-point assessment for aviation ground specialist - aircraft handling is made up of 3 components:

1. 2 x 1-hour on-demand tests, each consisting of 30 questions
2. 1-hour practical observation
3. 1-hour 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
- The specialist test is graded pass/merit/distinction
- To achieve a pass, apprentices must achieve 60% which equates to 18 out of 30
- To achieve a merit, apprentices must achieve 70% which equates to 21 out of 30
- To achieve a distinction, apprentices must achieve 80% which equates to 24 out of 30

Practical observation

- To achieve a pass in the practical observation, all pass criteria must be covered.
- To achieve a merit in the practical observation, in addition to the pass criteria, the apprentice must achieve all of the merit criteria.
- To achieve a distinction in the practical observation, in addition to the pass and merit conditions as stipulated above, the apprentice must complete all of the distinction criteria.

Professional discussion

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

Grading

The specialist function on-demand test and the 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.

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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.

Assessing the on-demand tests

The following knowledge areas of the aviation ground operative - aircraft handling standard will be assessed by two 1-hour on-demand tests each consisting of 30 questions with a pass mark of 60% (18 out of 30). The content of one test will be based on the core knowledge areas. The content of the other test will be based on the specialist function knowledge areas for aircraft handling. The test can be taken as either an on-screen assessment or via paper.

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

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

The topics covered within the aircraft handling specialist knowledge test are listed below.

- Marshalling
- Loading instruction report and balancing
- Specialist equipment

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 sample test

Mocks/practice assessments for both the core and aircraft handling on-demand tests are available in both paper and on-screen format from the Highfield Assessment website.

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On-demand tests criteria

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

The apprentice will	Criteria covered in the on-demand test
Safety	
Understand the health and safety legislation in aviation and in relation to own role and organisation and how to monitor it (SA1, SA2, SA3, SA4, SA5, SA6)	SA1 - Outline your organisation's systems, procedures and practices designed to maintain health and safety including those relating to work patterns, work methods and housekeeping and how these impact on others SA2 - Outline your organisation's procedures for dealing with staff who are not meeting health and safety procedures SA3 - Outline your organisation's emergency procedures SA4 - Identify the relevant aviation and health and safety legislation and European directives and the effect they have on your area of responsibility SA5 - Describe organisational and legal health and safety requirements SA6 - Identify hazards in the workplace

The apprentice will	Criteria covered in the on-demand test
	Security
Understand the requirements for maintaining aviation security in own area of authority and action to take in the event of a breach of security (SE1, SE2, SE3, SE4, SE5, SE6, SE7, SE8, SE9, SE10, SE11)	SE1 - Outline the relevant powers contained in security regulations SE2 - Outline specified, banned, illegal and dangerous items SE3 - Outline the relevant documents and authorities to be aware of SE4 - Outline the different areas of the airport and what authorisation is needed to access various areas SE5 - Describe your roles and responsibilities in relation to security SE6 - Identify signs of suspicious behaviour or unusual incidents, using threat or risk analysis SE7 - Describe your organisation's procedures for restricting access to people, authorized areas and vehicles SE8 - Outline internal and statutory security testing procedures SE9 - Identify your organisation's procedures for raising or responding to alarms SE10 - Identify your organisation's procedures for dealing with actual or suspected security threats SE11 - Outline DfT guidance, including threat levels: critical/severe/substantial/moderate/low

The apprentice will	Criteria covered in the on-demand test
	Compliance & legislation
Understand the aviation and other applicable legislation, procedures and regulations relating to an aviation environment, and monitoring procedures within own area of responsibility (CL1, CL2, CL3, CL4, CL5, CL6)	CL1 - Outline the requirements for compliance in the aviation environment CL2 - Outline which procedures must be followed to ensure compliance CL3 - Describe the impact of not following procedures and ensuring compliance CL4 - Describe the impact of the aviation operation on the environment CL5 - Identify environmental controls in the aviation operation CL6 - Describe your responsibilities to monitor compliance in the aviation operation

The apprentice will	Criteria covered in the on-demand test
	Communication
Understand the methods of communication to ensure effective and timely transfer of information to different audiences using relevant language and format (CO1, CO2, CO3, CO4, CO5, CO6, CO7, CO8, CO9)	CO1 - Outline available lines and methods of communication, including oral, written, electronic, carried out by self and carried out by others CO2 - Identify relevant communications equipment including telephone, electronic, radiotelephone and megaphone CO3 - Outline organisational procedures relating to use of communications equipment CO4 - Outline organisational procedures regarding malfunctioning equipment CO5 - Identify relevant aviation guidelines, procedures, standard phrases and the phonetic alphabet CO6 - Identify commonly used aviation codes relevant to your job role, and sources of information for less commonly used codes CO7 - Describe your organisation's systems for processing and storing information CO8 - Outline what is confidential and commercially sensitive information CO9 - Describe organisational procedures for communicating messages and reporting to seniors, colleagues or external sources

The apprentice will	Criteria covered in the on-demand test
Disruption incidents & emergencies	
Understand how to implement and monitor emergency procedures in own area of responsibility, the range of potential incidents and disruption that may occur and the appropriate action to take (DI1, DI2, DI3, DI4, DI5, DI6, DI7, DI8)	DI1 - Outline how to identify, analyse and accurately describe the incident/emergency DI2 - Outline how to recognise when an incident/emergency exists DI3 - Outline how to agree with others how you will know the incident/emergency has been solved DI4 - Outline how to use a variety of methods to come up with different ways of tackling the incident/emergency DI5 - Outline how to compare the main features of each approach and use this information to justify the method you decide to use DI6 - Outline how to plan your chosen way of solving the incident/emergency to include resources, methods, the sequence of steps to be taken and timeline, including points for checking progress DI7 - Outline the necessary actions to meet health and safety procedures and other regulations and ways to overcome difficulties DI8 - Identify and gain the relevant authority to carry out a plan, and review this regularly to check progress

The apprentice will	Criteria covered in the on-demand test
Dangerous goods	
Understand the dangerous goods relevant to a range of aviation operations and how to deal with them effectively in own area of responsibility (DG1, DG2, DG3, DG4, DG5)	DG1 - Acknowledge and understand the general philosophy and handling requirements of dangerous goods DG2 - Identify how to recognise classification of dangerous goods DG3 - Identify potential hidden hazards in cargo and baggage DG4 - Understand general storage and/or loading procedures of dangerous goods DG5 - Acknowledge and understand the emergency procedures in the event of a dangerous goods incident

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

The apprentice will	Criteria covered in the on-demand test
Marshalling	
Understand the detailed requirements and procedures for the correct movement, placement and marshalling of aircraft and the importance of detailed controls for mover vehicles (MA1, MA2, MA3, MA4, MA5, MA6, MA7, MA8, MA9, MA10, MA11, MA12, MA13, MA14, MA15)	MA1 - Appropriate airport by-laws MA2 - CAP393 Section 2 - relevant sub-sections of Rules of the Air MA3 - CAP637 Visual Aids Handbook Chapter 6 MA4 - Appropriate operational safety instructions and the personal protective equipment for personnel working on the ramp MA5 - Apron discipline and vehicle management procedures for managing vehicles MA6 - Aircraft escort, marshalling and refuelling procedures MA7 - Your organisation's procedures for reporting unsafe activity on the apron MA8 - Your organisation's procedures for investigating and reporting accidents MA9 - Your organisation's adverse weather procedures to include low visibility, high winds, snow and ice MA10 - The need for and the importance of the automated aircraft guidance system, ensuring it has been set for the correct aircraft type and done so by a qualified person MA11 - Be aware of and ensure that the aircraft/vehicle is marshalled using hand signals; ensure they are clear and in accordance with industry standards MA12 - To know, understand the function of, and control the ground service equipment driven and operated in an appropriate manner while in the equipment restraint area (ERA), after safety cones and chocks have been deployed MA13 - All vehicle/equipment brake checks are conducted before equipment enters the stand ERA MA14 - To know why hand signal guidance (banks person/marshaller) is provided when manoeuvring in areas of close proximity to the aircraft, when visibility is limited and when reversing anywhere on the apron MA15 - Parking brakes set when positioned for operation (chocked & stabilised if required)

The apprentice will	Criteria covered in the on-demand test
	Loading instruction report and balancing
Understand the importance of the correct preparation and interpretation of and conformance to loading instruction reports (LIR) for both inbound and outbound aircraft, within aircraft weight and balance characteristics, structural limitations and compartment maximums (LI1, LI2, LI3, LI4, LI5, LI6, LI7, LI8, LI9, LI10, LI11, LI12, LI13, LI14, LI15, LI16, LI17, LI18, LI19, LI20, LI21)	LI1 - The significance of aircraft mass and balance for the safety of the aircraft LI2 - Legal requirements in relation to aircraft mass and balance LI3 - Terminology, abbreviations, IATA codes and documents related to the aircraft and load including mass and balance, type of load, aircraft areas, pallets, unit load devices and special loads LI4 - The significance of aircraft structural loading limitations and where to find such information for relevant aircraft LI5 - Know the planning considerations of unbalanced or unsecured loads and their effect on stability LI6 - Designators and locations of aircraft compartments LI7 - Codes for loads requiring special attention and where to find the information LI8 - The source of load information to include aircraft weights, fuel load and usage, passengers, baggage, cargo and other loads LI9 - Loading and separation requirements for dangerous goods, restricted articles and special loads LI10 - Your organisation's system(s) for mass and balance calculations and the method of producing a load sheet and, when appropriate, an accompanying balance chart LI11 - Highlight critical mass and balance information (weights and centre of gravity indicator) on a load sheet and, when appropriate, a balance chart LI12 - How to calculate an allowed traffic load LI13 - How to allocate load to aircraft compartments and maintain the required centre of gravity LI14 - Sequence of en-route stations, if relevant, and the effects on load planning LI15 - Your organisation's loading procedures to account for sector requirements, priority loads, separation, restraint and special load requirements to minimise load handling and the requirement for load restraints LI16 - Your organisation's procedures for last minute changes (LMC) to the planned load and the maximum weight allowance for an LMC LI17 - How to complete and transmit load messages LI18 - Understand what needs to be checked on the load sheet, load form and/or loading instruction report

The apprentice will	Criteria covered in the on-demand test
Loading instruction report and balancing	
	LI19 - Know the significance of briefing the loading team and advising of any cargo loading system or restraint defects, which may affect loading
	LI20 - Know the operational importance of ensuring all flight spares are accounted for
	LI21 - The alternative manual documents available in case the EDP system fails

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The apprentice will	Criteria covered in the on-demand test
	Specialist equipment
Understand the requirements and responsibilities of self and team members in checking specialized equipment, including unit load devices (ULDs), prior to use, ensuring safe operation and correct storage after use (SP1, SP2, SP3, SP4, SP5, SP6, SP7, SP8, SP9, SP10, SP11, SP12, SP13, SP14, SP15, SP16, SP17, SP18, SP19, SP20)	SP1 - Identify pieces of specialist equipment and which tasks/aircraft types they are suitable for SP2 - Describe the types of defects on specialist equipment and the correct procedures for dealing with them SP3 - Explain how to confirm the equipment has sufficient fuel/battery power for the task (if motorised equipment) SP4 - Outline the regulations in place (PUWER) and ensure they are met by your organisation and training provider SP5 - Identify who has responsibility for ensuring equipment is safe to operate SP6 - Identify the correct method of operation of the specialist equipment in line with your organisation's policies and safe working procedures, and the penalties in place for operating equipment unsafely or in an unsafe condition SP7 - Outline the sequence and priority of access to the aircraft for equipment and service providers SP8 - Identify the types of support that may be needed in the event of a breakdown SP9 - Identify the correct vehicle guidance signals in line with IATA AHM SP10 - Identify how to correctly and safely manoeuvre equipment around an airfield SP11 - Outline organisational and regulatory standards for the operational condition of the vehicle SP12 - Explain the effect that poor weather conditions including snow and ice, high winds, rain/surface water, poor visibility, lightning and heat have on driving airside SP13 - Describe the types of personal protective equipment, including high visibility, noise protection, and those specific to your job, and the conditions in which you must use them SP14 - Outline identification and security procedures and regulations SP15 - Outline your organisation's procedures for operating emergency cut-off switches, phones and alarms SP16 - Identify the types of hazards, accidents and emergencies (including those involving aircraft, involving vehicles other than aircraft, staff, fire and fuel spillage) and your organisation's procedures for dealing with them SP17 - Explain the importance of serviceable ground service equipment (GSE), ensuring it is fit for purpose

The apprentice will	Criteria covered in the on-demand test
	Specialist equipment
	SP18 - Outline the importance of why all the guide/guard rails and stabilisers of loading equipment are stowed during manoeuvring and raised/lowered as required before operation SP19 - Assess the condition, suitability and serviceability of the GSE and ULDs both pre-use and after-use SP20 - Ask personnel to describe or demonstrate as required, procedures for reporting equipment defects

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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 up to 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 (e.g. 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 aircraft handling elements of the standard are detailed in the section below.

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 - aircraft handling

1. Aircraft load (outsized/specialized)

Aircraft Load (outsized/specialized) - as the leader of an aircraft loading team, you are to lead a team conducting the loading of an outsized or specialized load on to an aircraft. You are to plan, supervise and direct team members to ensure the loading of the aircraft is conducted in a safe and timely manner in accordance with organisational procedures.

2. Aircraft load (ULDs - pallets and containers, loose or bulk loaded)

As the team leader of a loading team, you are to lead a team conducting the loading on to an aircraft. You are to plan, supervise and direct team members to ensure the loading of the aircraft is conducted in a safe and timely manner in accordance with organisational procedures.

3. Aircraft unload (ULDs - pallets and containers, loose or bulk loaded, outsized or specialized)

As the team leader of an unloading team you are to lead a team conducting the unloading of a load from an aircraft. You are to plan, supervise and direct team members to ensure the unloading of the aircraft is conducted in a safe and timely manner in accordance with organisational procedures.

The 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:
  - o it is strongly recommended that the mock observation has been practised beforehand and all personnel involved are properly briefed on their roles
  - o 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	**To gain a merit**	**To gain a distinction**
SA7 - Ensure self and team correctly report hazards as identified SA8 - Act within standard operating procedures at all times SA9 - Take action to deal with hazards in line with organisational procedures	There are no merit criteria for this component	There are no distinction criteria for this component

Compliance & legislation		
To pass, the following must be evidenced	**To gain a merit**	**To gain a distinction**
CL7 - Ensure area of responsibility complies with procedures and legislative requirements	CL8 - Ensure compliance of team members within area of responsibility CL9 - Correct non-compliance in area of responsibility	CL10 - Proactively promote compliance with procedures and legislation, e.g. challenge suspicious persons

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

Interpersonal skills		
To pass, the following must be evidenced	**To gain a merit**	**To gain a distinction**
IP8 - Work as part of a team to ensure adequate performance in the role IP9 - Provide appropriate guidance for team members	IP10 - Take initiative as a senior team member or supervisor to improve performance in the role, within limits of operation	There are no distinction criteria for this component

Aviation systems		
To pass, the following must be evidenced	**To gain a merit**	**To gain a distinction**
AS1 - Ensure prescribed systems are used correctly AS2 - Report faults or errors as they occur AS3 - Take action to maintain systems to prevent faults or errors	There are no merit criteria for this component	There are no distinction criteria for this component

Aviation timescales		
To pass, the following must be evidenced	**To gain a merit**	**To gain a distinction**
AT6 - Ensure minimum performance expectations are met in own area of responsibilities	AT7 - Ensure team within area of responsibility work efficiently to meet and exceed timescales to complete tasks	AT8 - Organise and prioritise work to make the most efficient use of time, and complete core and relevant additional tasks within timescales

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Specialist function assessment criteria

Scenarios 1, 2 and 3

Marshalling		
To pass, the following must be evidenced	**To gain a merit**	**To gain a distinction**
MA16 - Ensure area and equipment are ready for aircraft/vehicle marshalling MA17 - Ensure all marshalling conforms to organisational and legal requirements	MA18 - Effectively plan the handling of aircrafts/vehicles to maximise the resources and airside facilities	There are no distinction criteria for this component

Loading instruction report		
To pass, the following must be evidenced	**To gain a merit**	**To gain a distinction**
LI22 - Complete basic information on LIR for load (bulk, ULD, outsized or specialist loads) LI23 - Brief team on LIR	LI24 - Comprehensively complete LIR maximising load space and available weight LI25 - Ensure team are fully briefed and understand the LIR and load requirements	There are no distinction criteria for this component

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Load and unload		
To pass, the following must be evidenced	**To gain a merit**	**To gain a distinction**
LU1 - Plan the loading/unloading of an aircraft LU2 - Lead the team to load/unload an aircraft LU3 - Supervise the process of loading/unloading of an aircraft in line with organisational procedure LU4 - Ensure load/unload is completed within required timescales LU5 - Ensure correct personal protective equipment (PPE) is worn when operating	LU6 - Lead the team efficiently to load/unload and maximise use of time available	LU7 - Take responsibility and accountability for planning and managing the load/unload of an aircraft efficiently LU8 - Prioritise and organise work of team to ensure maximum performance when loading/unloading

Specialist equipment		
To pass, the following must be evidenced	**To gain a merit**	**To gain a distinction**
SP21 - Ensure correct specialist equipment/vehicles are checked prior to use to ensure serviceability SP22 - Select correct specialist equipment/vehicle for the task SP23 - Ensure specialist equipment is used correctly to complete task	There are no merit criteria for this component	There are no distinction criteria for this component

Servicing		
To pass, the following must be evidenced	**To gain a merit**	**To gain a distinction**
SV5 - Ensure aircraft holds/floors are prepared in accordance with loading requirements	SV6 - Lead and advise the team in the correct and safe preparation of the aircraft holds and floors	There are no distinction criteria for this component

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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 should last for 1 hour. The discussion will be against the set criteria that are outlined in the following pages and 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 re-assess 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

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.

The professional discussion - mock assessment

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

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

- 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.

The professional discussion - example questions

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

Security:	
'What security measures are in place where you work?' 'Describe a potential security breach at your workplace and the actions that you would take.'	

Interpersonal skills:	
'What are the impacts of your actions while at work?' 'Tell me about the importance of feedback.'	

Disruption incidents & emergencies:	
'What information do you need when an incident occurs?' 'Tell me how you would deal with an incident.'	

Dangerous goods:	
'Tell me how your organisation deals with dangerous goods.'	

Aviation timescales:	
'How would you monitor and evidence aircraft movements?' 'Tell me about your organisation's external compliance requirements.'	

Servicing:	
'Tell me about the services used by aircraft.' 'Tell me about the procedures for aircraft turnaround.'	

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.

To pass, the following must be evidenced
Security
SE12 - Describe how to fulfil your responsibilities for securing particular areas or items
SE13 - Describe how to keep access points secure according to your organisation's procedures and your own job responsibilities
SE14 - Outline how to report problems in the security of actual or possible access points
SE15 - Outline security procedures relating to visitors to the site or a specified area
SE16 - Outline the importance of completing the relevant documents accurately and clearly
SE17 - Outline the procedures to report actual or suspected breaches of security at an appropriate level
SE18 - Describe the importance of communicating information about actual or suspected security threats calmly, clearly and using appropriate discretion
SE19 - Identify the appropriate actions to take in the event of unusual incidents which may present a security risk
SE20 - Identify the appropriate remedial action to take when you become aware of faults, damage to security equipment or problems with security
SE21 - Describe how to be vigilant and proactive in promoting a safe, secure and compliant working culture

To pass, the following must be evidenced
Interpersonal skills
IP1 - Describe organisational systems and procedures for developing your own and others' personal performance in customer service
IP2 - Outline how your behaviour impacts on others
IP3 - Outline how to effectively review your personal strengths and development needs
IP4 - Outline how to compile a personal development plan for yourself or a colleague that will build on strengths and overcome weaknesses in areas that are important to customer service
IP5 - Outline how to obtain useful and constructive personal feedback from others and respond positively
IP6 - Outline how to compile a coaching plan that will build on the strengths of the learner and overcome their weaknesses in areas that are important to customer service and their job role
IP7 - Outline how to give useful and constructive personal feedback to others and encourage them to respond positively

To pass, the following must be evidenced
Disruption incidents & emergencies
DI9 - Describe the procedures to collect, interpret and share information about current and potential incidents/emergencies
DI10 - Identify any connected problems and the range of factors affecting them
DI11 - Identify a number of available methods for resolving complex aviation incidents/emergencies
DI12 - Describe how to consult with others to identify and confirm the options available
DI13 - Outline how to consider the main features, advantages, disadvantages and risks of each option in order to find the most appropriate solution
DI14 - Suggest other ways that incidents/emergencies may be resolved if you are not able to help
DI15 - Outline the appropriate actions, working with others if required, to ensure that any commitments related to solving the incident/emergency are kept
DI16 - Describe how to keep others fully informed about what is happening to resolve the incident/emergency
DI17 - Describe how to handle all tasks in a calm and organised manner

To pass, the following must be evidenced
Dangerous goods
DG6 - Describe how to operate safely when exposed to dangerous goods
DG7 - Explain how to deal with dangerous goods effectively in accordance with organisational procedures and responsibilities

To pass, the following must be evidenced
Aviation timescales
AT1 - Describe how to effectively collect, maintain and process operational information relating to aircraft movements and operating conditions from all available sources
AT2 - Describe the role and function of government and international agencies including ICAO, IATA and CAA
AT3 - Outline reference sources for compliance with national and international rules and regulations, and aeronautical facilities
AT4 - Outline your organisation's operations manual
AT5 - Outline your organisation's communications and recording systems and procedures

To pass, the following must be evidenced
Servicing
SV1 - Describe the following services used by the aircraft, and which are relevant to each aircraft type: • engineering BF/AF • fuelling • de-icing • water (potable and domestic) • inflight catering • waste management • cleaning • aircraft turnaround (including loading and unloading) SV2 - Describe how to prepare the service for the aircraft SV3 - Describe how to coordinate the turnaround of aircraft on the stand SV4 - Describe how to coordinate the departure of aircraft