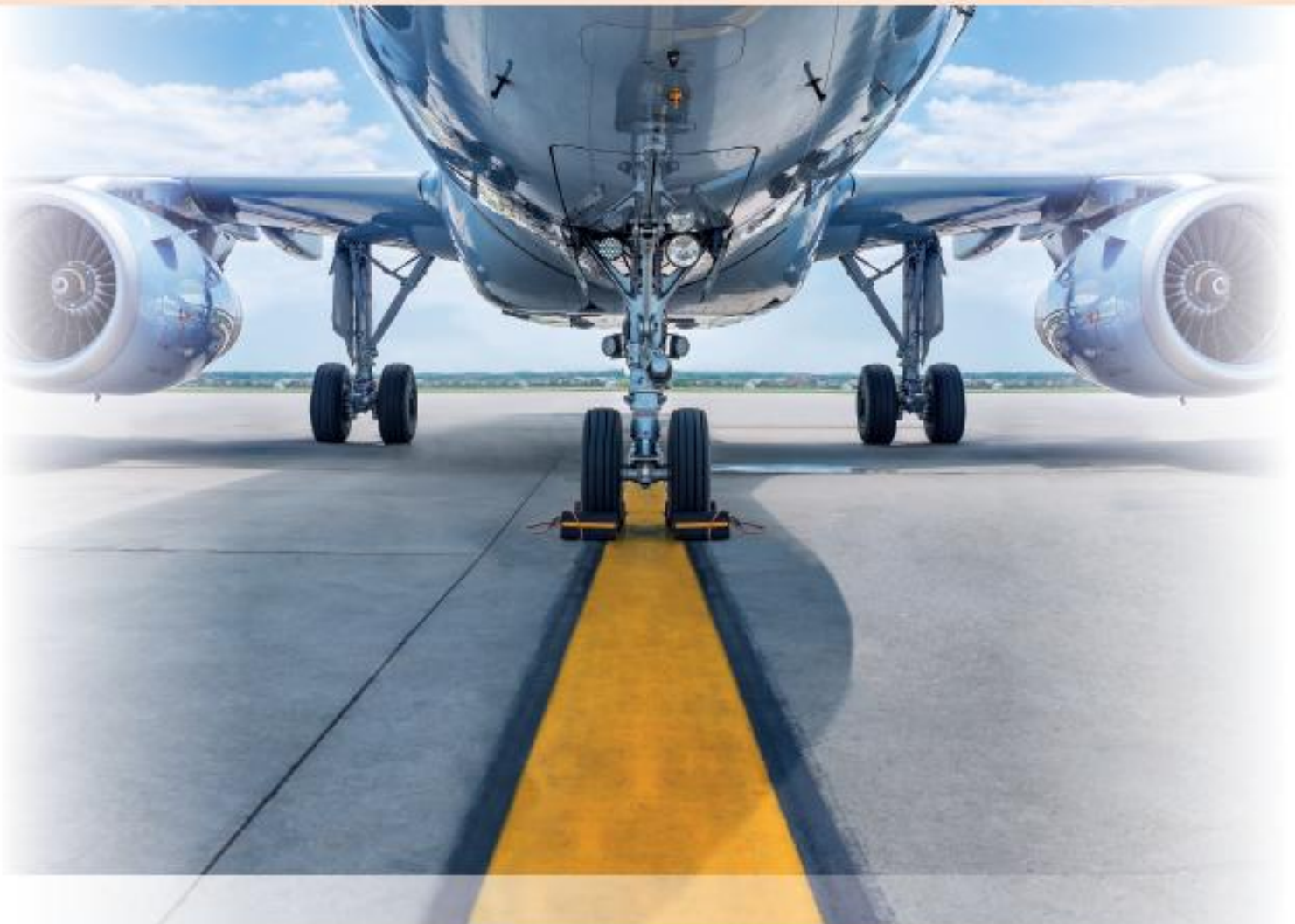




Highfield

Highfield Level 2 End-Point Assessment for ST0907 Aviation Customer Service Operative

End-Point Assessment Kit



Highfield Level 2 End-Point Assessment for ST0907 Aviation Customer Service Operative

EPA Kit

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Versions:

ST0907 / v1.0 / AP01

ACSO v2.0

How to use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Aviation Customer Service Operative apprenticeship standard.

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 2 Aviation Customer Service Operative apprenticeship standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process, and additionally all end-point assessments are externally quality assured by the relevant EQA organisation.

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

In this kit, you will find:

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

Introduction

Standard overview

This occupation is found in the aviation sector, across a range of different types of organisations and employers including all those working in roles supporting the safe check-in, boarding, departure and arrival process of people at airports, military bases, heliports and other airfields. This occupation requires Aviation Customer Service Operatives to communicate across all occupational roles, their work will involve indoor and outdoor activity and commonly requires shift working and unsociable hours.

The broad purpose of the occupation is to ensure the safe, efficient and effective check-in, boarding, departure and arrival of people (and any accompanying goods/luggage). Aviation Customer Service Operatives work in a number of environments, such as a commercial airport, military base/aerodrome, Royal Navy aircraft carrier, heliport or other airfield. Aviation Customer Service Operatives operate in highly regulated environments and work in very organised teams, often to very tight timescales.

In their daily work, an employee in this occupation interacts with members of their immediate team and other airfield stakeholders critical to the safe and secure check-in, boarding, departure and arrival process of all people. Typically, Aviation Customer Service Operative's work is coordinated by an aviation specialist/operations manager, who may typically detail the tasks the Aviation Customer Service operative is responsible for carrying out compliantly. At the heart of this occupation, Aviation Customer Service Operatives' day-to-day duties provide all necessary help and support to individuals which may include check in, baggage processing, reservations and ticketing, boarding of flights, greeting arriving passengers, handling of VIPs and providing special passenger assistance. They are also accountable for handling disruption, customer complaints and other duties as assigned while maintaining health and safety and overall good working practices that comply with aviation regulations. This includes being vigilant at all times and ensuring dangerous goods compliance and baggage security. Aviation Customer Service Operatives will be responsible for escalating the reporting process of threats and risks from internal and external factors. Effective communication and teamwork ensure that all aspects of customer services and people processing form a critical role that helps achieve the objectives of their organisation in this diverse field.

An employee in this occupation will be responsible for the safe, secure and timely delivery of tasks associated with their work area to ensure people (and any accompanying goods/luggage) are supported during check-in, boarding, departure and arrival, all Aviation Customer Service Operatives have a responsibility to identify potentially dangerous goods, security alerts and border integrity and respond accordingly as instructed and guided by the aviation specialist or aviation operations manager.

On-programme requirements

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

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

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

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

Use of Artificial Intelligence (AI) in the EPA

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

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

Additional, relevant on-programme qualification

Learners must complete the Level 2 Category 9 Certificate in Dangerous Goods Awareness, prior to entering gateway.

Readiness for end-point assessment

In order for an apprentice to be ready for the end-point assessments:

- the apprentice must have achieved level 1 English and maths. The requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- the apprentice must have achieved the Level 2 Category 9 Certificate in Dangerous Goods Awareness.
- the apprentice must have gathered their organisation's policies and procedures as requested by Highfield. For guidance, a list of examples has been provided below.
 - Check in and baggage
 - Customer service
 - Data protection/information security
 - Health and safety and safe working practices
 - Systems

This list is not definitive.

- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the Gateway Readiness Report.
- the apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a three-month end-assessment window. Further information about the gateway process is covered later in this kit.

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

Order of end-point assessments

There is no stipulated order of assessment methods. This will be discussed with the apprentice, training provider and/or employer with our scheduling team when scheduling the assessments to ensure that the learner is provided with the best opportunity to attempt the assessment.

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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 (2021)

[Aviation Customer Service Operative / Skills England](#)

End-point assessment plan (ST0907/v1.0/AP01)

https://skillsengland.education.gov.uk/media/7235/st0907_aviation_customer_service_operative_l2_publication_51021em.pdf

Specific considerations

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

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Gateway

How to prepare for gateway

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

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

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

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

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

- Achieved level 1 English
- Achieved level 1 maths
- Achieved the Level 2 Category 9 Certificate in Dangerous Goods Awareness
- Submitted their organisation's policies and procedures as requested by Highfield

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

The 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 three 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, such as an employee ID card or travel card

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The Aviation Customer Service Operative apprenticeship standard

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

Observation with questions and answers criteria		
Knowledge	Skills	
K3 The aviation systems and operational procedures used K6 Methods to identify and respond to individuals' needs and abilities in different situations and communicate with others and colleagues from a diverse range of backgrounds and cultures K7 Effective communication methods to transfer relevant information to people K11 The requirements for and characteristics of passport, visas and other statutory or travel documentation K12 Travel documentation requirements for acceptance to travel, including electronic systems of prompts and messages K13 The check-in process and procedures	S2 Complete and maintain documentation to meet current legislative aviation guidelines S3 Use aviation systems effectively S4 Adapt to different circumstances whilst maintaining customer service standards and remaining polite, helpful and customer focused S6 Work effectively as part of a team and with others identifying and responding to the needs of individuals, including colleagues, other organisations/stakeholders or customers S7 Communicate effectively transmitting and receiving information and recording it as required S11 Correctly check-in all booked passengers and baggage	B1 Has a proactive approach to work B3 Treat team, customers and other stakeholders with courtesy and respect B5 Work responsibly to keep people safe and operations flowing smoothly, complying with working practices B6 Treat equipment and technology responsibly and effectively B7 Seeks to treat work areas and equipment with care at all times

	S15 Identify and use the correct handling method by using IATA PRM codes or via another applicable means of communication	
Observation with questions and answers		
Pass criteria		
<p>OB1 Uses aviation systems following operational procedures and demonstrates the use of aviation systems to complete and maintain documentation in compliance with legislative/operational guidelines (K3, S2, S3)</p> <p>OB2 Demonstrates the use of correct handling methods using IATA PRM codes or another applicable means of communication (S15)</p> <p>OB3 Performs necessary checks of passports, visas and other statutory travel documentation using appropriate equipment and technology in line with regulations and organisational processes for check-in of passengers and baggage. Achieves this while treating equipment and technology responsibly and with care (K11, K12, S11, B6, B7)</p> <p>OB4 Demonstrates adapting to different customer circumstances in compliance with customer service policies and procedures, establishes an approach to work tasks which demonstrates they are an active participant (K6, B1)</p> <p>OB5 Transmits, receives and records information as it is required, treating co-workers, customers and other stakeholders according to the policy guidelines set out by the organisation and establishes an approach to communicating with co-workers, customers and stakeholders which reflects the ethical/behavior code set out by the organisation (K7, S7, B3)</p> <p>OB6 Demonstrates working in a team, with others and responding to the needs of individuals in compliance with organisational safe working practices and workflow operational guidelines (S6, B5)</p> <p>OB7 Maintains customer service needs and adapts to different circumstances whilst following check-in process and procedures (K13, S4)</p>		
Amplification and guidance		
<p>Aviation systems</p> <p>Aviation management systems in this section could include handheld devices such as tablets or networked laptops and desktop computer systems that contribute to the overall management of ground operations. The key message is that the aviation systems are at your normal place of work and are</p>		

those that you would be expected to be able to use in a competent manner as part of your normal job role. You should be competent in the actions that you should take in the event of system failure.

Procedures

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

Communication

Equipment: Handheld radio, mobile phone, fixed-line telephone, public address system, air-to-ground radio, lights, alarms, noticeboard, flight information display systems. Methods: oral, written, electronic, carried out by self and carried out by others.

Customer service and assistance		
Knowledge	Skills	Behaviours
<p>K5 Own role within the wider aviation team and how it contributes to achieving objectives</p> <p>K16 The required assistance and adaptations needed to facilitate passengers with additional needs while in transit through airdrome</p>	<p>S13 Communicate with flight crew regarding customer and other requirements for example, passengers with restricted movements</p>	<p>B8 Consistently driven to achieve the vision and objectives of the organisation</p>
Professional discussion		
Pass criteria	Distinction criteria	
<p>PD1 Explains how their role in the aviation team aligns with the organisational vision and objectives and outlines how and why their own drive to achieve these aims has contributed (K5, B8)</p> <p>PD2 Describes the steps taken to assist passengers and the adaptations needed to facilitate passengers with additional needs while in transit through the airdrome. Give an example of when they have had to communicate with flight crew regarding specific customer needs (K16, S13)</p>	<p><i>PD3 Evaluates their own approaches to meeting organisational objectives and vision (K5, B8)</i></p>	
Amplification and guidance		
<p>Own role</p> <p>Adhere to company 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.</p>		

Regulatory requirements	
Knowledge	Skills
<p>K1 Relevant industry specific regulations, legislation, and procedures appropriate to the aviation sector</p> <p>K2 The importance of following legislation, monitoring compliance and the completion of legal documentation</p> <p>K10 The procedure for dealing with unauthorised access in a restricted area</p> <p>K15 The regulatory requirements governing the arrivals process of passenger services</p>	<p>S1 Comply with all aviation regulations, work within legislative guidelines and procedures</p> <p>S10 Identify passenger anomalies and report to the line manager in accordance with relevant regulations</p> <p>S14 Deal with the required documents and health related items and the processing channels for these</p>
Professional discussion	
Pass criteria	Distinction criteria
<p>PD4 Outlines sector specific regulations, legislation and procedures and the importance of following legislation and monitoring compliance (K1, K2)</p> <p>PD5 Defines the regulatory requirements governing the arrivals process of passenger services (K15)</p> <p>PD6 Explains how they ensure they comply with aviation regulations, working within legislative guidelines and procedures whilst processing mandatory documentation and health related items through the correct channels (S1, S14)</p> <p>PD7 Recalls the procedure for dealing with unauthorised access in a restricted area including the steps taken when identifying passenger anomalies and the reporting of this to the line manager (K10, S10)</p>	<p>PD8 <i>Evaluates why completing legal documentation and monitoring compliance in the organisation is important for the aviation sector as a whole (K2)</i></p> <p>PD9 <i>Explains the procedure for dealing with unauthorised access in a restricted area including passenger anomalies in accordance with relevant regulations (K10, S10)</i></p>

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

Compliance	
Knowledge	Skills
<p>K4 Prohibited articles relevant to aviation operations and how to deal with them effectively</p> <p>K14 The boarding, departure, and arrival process, including premium services such as lounge access and priority boarding, arrivals, and passenger movement</p> <p>K17 How to identify faults or errors and the remedial action to take</p>	<p>S5 Adhere to procedures for identification and safe handling of dangerous goods</p> <p>S9 Interpret and scrutinise travel documentation</p> <p>S12 Carry out the boarding functions, ensuring accurate head counts and security and pre-boarding briefs and passenger handling duties</p> <p>S16 Take remedial action upon identification of faults or errors in a timely manner</p>
Professional discussion	
Pass criteria	Distinction criteria
<p>PD10 Explains boarding, departure and arrivals processes, the steps they follow when scrutinising travel documentation and how they carry out boarding functions including accurate head counts, security checks, pre-boarding briefs and passenger-handling duties (K14, S9, S12)</p>	<p>PD13 Summarises the importance of scrutinising travel documentation correctly and explains the wider impact on the functioning of the airport (S9)</p> <p>PD14 Describes a time when they have identified a fault or error and the steps they took to ensure the correct course of action was observed (S16)</p>

<p>PD11 Explains what remedial action they would take when they have identified aviation system faults or errors (K17, S16)</p> <p>PD12 Describes how they identify prohibited articles in aviation operations and gives an example of how they dealt with an item following procedures for identification and safe handling of goods (K4, S5)</p>	<p>PD15 Describes the reasons for the prohibition of articles and explains the importance of the safe handling of dangerous goods within the aviation industry (K4, K5)</p>
<p>Amplification and guidance</p>	
<p>Safe handling of dangerous goods</p> <p>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.</p> <p>Travel documentation</p> <p>Passports, emergency travel documents, identity cards, refugee or stateless person travel documents.</p>	

Teamwork and communication		
Knowledge	Skills	Behaviours
<p>K8 The importance of communications and customer service to the organisation</p> <p>K9 Emergency procedures (including fire, breaches of security, acts of aggression), common incidents and disruption that may occur in an aviation environment and the appropriate action to take in the event of an incident</p>	<p>S8 Take appropriate action in the event of an incident, disruption, or emergency, liaising with relevant people and recording actions and outcomes as required</p>	<p>B2 Be a positive role model to others in attitude to work and how it is undertaken</p> <p>B4 Remain focused when a problem arises so that effective and timely decisions can be made</p>

Professional discussion	
Pass criteria	Distinction criteria
<p>PD16 Lists the emergency procedures, common incidents and disruptions that may occur in an aviation environment describing the appropriate action of recording and relevant people to alert in the event of an incident. Describes a time when they have successfully dealt with a problem (an incident, disruption, or emergency) and remained focused so that a timely decision could be made (K9, S8, B4)</p> <p>PD17 Summarise the importance of communications and customer service to the organisation and explains the impact of being a positive role model to others in attitude to work and how it is undertaken (K8, B2)</p>	<p><i>PD18 Evaluates the action they took during the event of an incident and explains how staying focused informed their decision-making process (K9, B4)</i></p>
Amplification and guidance	
<p>Communications Equipment: Handheld radio, mobile phone, fixed-line telephone, public address system, air-to-ground radio, lights, alarms, noticeboard, flight information display systems. Methods: oral, written, electronic, carried out by self and carried out by others.</p>	

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Assessment summary

The end-point assessment for the Aviation Customer Service Operative apprenticeship standard is made up of two assessment methods:

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

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 kit, which will be used to determine a grade for each individual. The grade will be determined using the combined grades.

Observation with questions and answers

The observation is graded at pass only. Apprentices will be marked against the pass criteria outlined in this kit.

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

The observation will be conducted in the apprentice's workplace.

Professional discussion

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

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

The professional discussion may be conducted via video conferencing, as long as fair assessment conditions can be maintained.

Grading

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

To achieve a pass, the apprentice is required to pass each of the three assessment methods.

To achieve a distinction, the apprentice must achieve a distinction in the multiple-choice test and the interview and a pass in the observation with questions.

The overall grade for the apprentice is determined using the matrix below:

Observation with questions and answers	Professional discussion	Overall grade awarded
Any grade	Fail	Fail
Fail	Any grade	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

Retake and resit information

Apprentices who fail one or more assessment method(s) will be offered the opportunity to take a resit or retake. If an apprentice fails an end-point assessment method, it is the employer, provider and apprentice's decision whether to attempt a resit or retake. If a resit is chosen, please call the Highfield scheduling team to arrange the resit. If a retake is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist. Once this is completed, please call the Highfield scheduling team to arrange the retake.

A resit is typically taken within **one month** of the EPA outcome notification. The timescale for a retake will be dependent on how much retraining is required but is typically taken within **three months** of the EPA outcome notification.

When undertaking a resit or retake, the assessment method(s) will need to be reattempted in full, regardless of any individual assessment criteria that were passed on any prior attempt. Apprentices will be asked different questions in the case of a resit or retake.

Any EPA component resit/retake must be taken within a **six-month period**, otherwise, the entire EPA must be retaken in full. Apprentices should have a supportive action plan to prepare for the resit/retake.

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

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum grade of pass, unless there are exceptional circumstances that are beyond the control of the apprentice as determined by Highfield.

Assessing the observation with questions and answers

The assessor will observe the apprentice undertaking work as part of their normal duties in the workplace and ask questions. The observation will be of the apprentice completing their usual work and simulation is not permitted. The assessor will only observe one apprentice at any one time. The observation with questions will be scheduled at least two weeks after gateway.

The observation with questions will last a total of **90 minutes**. The assessor can increase the time by up to 10% to allow the apprentice to complete a task or respond to their final question.

The observation with questions and answers may not be split, other than to allow comfort breaks as necessary and to allow the apprentice to move from one location to another where required. Breaks will not count towards the total assessment time. Where breaks occur, they will not count towards the total assessment time.

The assessor will brief the apprentice on the format of the observation with questions, including the timescales that they will be working to, before the start of the observation with questions and answers. The time taken for this briefing is not included in the assessment time.

The observation with questions will take place in the apprentice's workplace.

The following activities must be observed during the observation:

- check customer documents including issuing boarding cards and complete baggage reconciliation processes
- ensure all customers are kept informed in order to help meet the aviation timetable requirements
- deliver customer service activities
- identify and assist those customers requiring support during their journey
- follow all safety and security and compliance procedures

The assessor will be unobtrusive while conducting the observation. Questions will be asked to assess the apprentice's breadth and depth of competence against the grading descriptors. As only naturally occurring work will be observed, those KSBs that the apprentice did not have the opportunity to demonstrate can be assessed via questioning, although these should be kept to a minimum. The assessor will ask a **minimum of eight questions**. Follow-up questions will be asked where required. The time for questions asked after the observation is included in the overall assessment time.

Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which Aviation Customer Service Operative 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 and identify real-life examples
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the observation with questions and answers

The observation with questions is graded at a pass only. Apprentices will be marked against the pass criteria included in the tables on the following pages (under 'Observations with questions and answers criteria').

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

Observation with questions and answers mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock observation with questions and answers in advance of the end-point assessment, with the training provider/employer giving feedback on any areas for improvement.

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

- the mock observation with questions and answers should take place in a suitable location.
- a 90-minute time slot should be available for the observation with questions and answers, if it is intended to be a complete mock observation with questions and answers covering all relevant standards (outlined in the following pages). However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock observation with questions and answers and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock observation with questions 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. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use structured, 'open' questions that do not lead the apprentice but allows them to give examples for how they have met each area in the standard. For example:
 - how would you check within your system whether a passenger is permitted to travel on your flight?
 - how would you process a passenger who doesn't speak English?
 - how do you use technology to check documents and create bag tags for passengers with short connections or tight onward journeys?
 - what would the procedures be to check passengers' documents in the event of a system outage?
 - how would you check in and take into consideration an elderly passenger who is travelling for a bereavement?
 - how would you process a late passenger who needed to be checked in at the gate?
 - how are roles allocated within your team, specifically when you are short staffed?
 - how are passengers' special requests communicated to you and how would you deal with such requests during check-in?

Observation with questions and answers criteria

Throughout the **90-minute** observation with questions and answers, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the observation with questions and answers by considering how the criteria can be met.

Observation with questions and answers criteria
To pass, the following must be evidenced.
OB1 Uses aviation systems following operational procedures and demonstrates the use of aviation systems to complete and maintain documentation in compliance with legislative/operational guidelines (K3, S2, S3)
OB2 Demonstrates the use of correct handling methods using IATA PRM codes or another applicable means of communication (S15)
OB3 Performs necessary checks of passports, visas and other statutory travel documentation using appropriate equipment and technology in line with regulations and organisational processes for check-in of passengers and baggage. Achieves this while treating equipment and technology responsibly and with care (K11, K12, S11, B6, B7)
OB4 Demonstrates adapting to different customer circumstances in compliance with customer service policies and procedures', establishes an approach to work tasks which demonstrates they are an active participant (K6, B1)
OB5 Transmits, receives and records information as it is required, treating co-workers, customers and other stakeholders according to the policy guidelines set out by the organisation and establishes an approach to communicating with co-workers, customers and stakeholders which reflects the ethical/behavior code set out by the organisation (K7, S7, B3)
OB6 Demonstrates working in a team, with others and responding to the needs of individuals in compliance with organisational safe working practices and workflow operational guidelines (S6, B5)
OB7 Maintains customer service needs and adapts to different circumstances whilst following check-in process and procedures (K13, S4)

Assessing the professional discussion

The professional discussion is a two-way discussion which involves the assessor and the apprentice actively listening and participating in a formal conversation. It will consist of the independent assessor asking the apprentice questions to assess their competence against the relevant criteria outlined in this kit.

The professional discussion gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method. It will be appropriately structured to draw out the best of the apprentice's competence and cover the KSBs assigned to this assessment method.

The professional discussion will be scheduled at least two weeks after gateway. It will take place in a suitable environment and can be conducted by video conferencing. It will last for **60 minutes**. The independent assessor can increase the time of the interview by up to 10% to allow the apprentice to complete their last answer.

The assessor will ask **at least 8 open-response questions**. The topics and themes that must be covered are

- customer service and assistance
- regulatory requirements
- compliance
- teamwork and communication

Before the assessment

Employers/training providers should:

- 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

Grading the professional discussion

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'Professional discussion criteria').

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

Professional discussion mock assessment

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

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

- the mock professional discussion should take place in a suitable location.
- a 60-minute time slot should be available to complete the professional discussion, if it is intended to be a complete interview covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock professional discussion and allow it to be available to 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. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use structured, 'open' questions that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:
 - Customer service and assistance
 - tell me about the goals of your organisation and how you strive to achieve them within your job role.
 - talk me through the process in place when passengers arrive at their destination.
 - if a passenger needs to be removed from the flight for medical reasons what processes must be followed?
 - what premium services are provided for passengers at your airport?
 - tell me about the different types of documents you may be presented with and how you know what needs to be checked within the documents.
 - Regulatory requirements
 - tell me about a fault that has occurred on the systems you use and how you resolved this.

- a passenger is uncertain if items in their luggage are restricted for travel. How would you help to determine if the items are permitted for travel?
- can you give me examples of an unexpected event which would result in an emergency situation and the procedures in place which would need to be followed?
- Compliance
 - what types of documents or logs are you required to keep should an incident occur at check in, why is it important to keep a written record of these?
 - what are you required to do if an employee from another airline or handling agent follows you when you are proceeding through a restricted access door?
 - which procedures are required to be undertaken when boarding an aircraft? Who makes the decisions and who carries out these procedures?
- Teamwork and communication
 - what would you need to do if a passenger has not arrived at the gate and the system tells you they have not cleared airport security?
 - how can you assist junior members of staff when working in your team, ensuring they are providing the levels of service expected of them and carry out all necessary tasks and communications?

Professional discussion criteria

Throughout the **60-minute** professional discussion, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the professional discussion by considering how the criteria can be met.

Customer service and assistance
To pass, the following must be evidenced.
PD1 Explains how their role in the aviation team aligns with the organisational vision and objectives and outlines how and why their own drive to achieve these aims has contributed (K5, B8)
PD2 Describes the steps taken to assist passengers and the adaptations needed to facilitate passengers with additional needs while in transit through the airdrome. Give an example of when they have had to communicate with flight crew regarding specific customer needs (K16, S13)
To gain a distinction, the following must be evidenced.
PD3 <i>Evaluates their own approaches to meeting organisational objectives and vision (K5, B8)</i>

Regulatory requirements
To pass, the following must be evidenced.
PD4 Outlines sector specific regulations, legislation and procedures and the importance of following legislation and monitoring compliance (K1, K2)
PD5 Defines the regulatory requirements governing the arrivals process of passenger services (K15)
PD6 Explains how they ensure they comply with aviation regulations, working within legislative guidelines and procedures whilst processing mandatory documentation and health related items through the correct channels (S1, S14)
PD7 Recalls the procedure for dealing with unauthorised access in a restricted area including the steps taken when identifying passenger anomalies and the reporting of this to the line manager (K10, S10)
To gain a distinction, the following must be evidenced.
PD8 <i>Evaluates why completing legal documentation and monitoring compliance in the organisation is important for the aviation sector as a whole (K2)</i>
PD9 <i>Explains the procedure for dealing with unauthorised access in a restricted area including passenger anomalies in accordance with relevant regulations (K10, S10)</i>

Compliance
To pass, the following must be evidenced.
<p>PD10 Explains boarding, departure and arrivals processes, the steps they follow when scrutinising travel documentation and how they carry out boarding functions including accurate head counts, security checks, pre-boarding briefs and passenger-handling duties (K14, S9, S12)</p> <p>PD11 Explains what remedial action they would take when they have identified aviation system faults or errors (K17, S16)</p> <p>PD12 Describes how they identify prohibited articles in aviation operations and gives an example of how they dealt with an item following procedures for identification and safe handling of goods (K4, S5)</p>
<i>To gain a distinction, the following must be evidenced.</i>
<p>PD13 <i>Summarises the importance of scrutinising travel documentation correctly and explains the wider impact on the functioning of the airport (S9)</i></p> <p>PD14 <i>Describes a time when they have identified a fault or error and the steps they took to ensure the correct course of action was observed (S16)</i></p> <p>PD15 <i>Describes the reasons for the prohibition of articles and explains the importance of the safe handling of dangerous goods within the aviation industry (K4, K5)</i></p>

Teamwork and communication
To pass, the following must be evidenced.
<p>PD16 Lists the emergency procedures, common incidents and disruptions that may occur in an aviation environment describing the appropriate action of recording and relevant people to alert in the event of an incident. Describes a time when they have successfully dealt with a problem (an incident, disruption, or emergency) and remained focused so that a timely decision could be made (K9, S8, B4)</p> <p>PD17 Summarise the importance of communications and customer service to the organisation and explains the impact of being a positive role model to others in attitude to work and how it is undertaken (K8, B2)</p>
<i>To gain a distinction, the following must be evidenced.</i>
<p>PD18 <i>Evaluates the action they took during the event of an incident and explains how staying focused informed their decision-making process (K9, B4)</i></p>

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