

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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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 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. 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 Customer Service Operative
Level:	2
On-programme duration:	Minimum of 12 months
Grading:	Pass or distinction
End-point assessment duration:	3 months
End-point assessment methods:	Observation with questions and answers and professional discussion

In this guide, you will find:

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

Introduction

Aviation Customer Service Operative 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

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

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

Use of Artificial Intelligence (AI) in the EPA

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

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

Additional, relevant on-programme qualifications

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

Readiness for end-point assessment

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

- they must have successfully completed the English and maths components of the apprenticeship.
- they must have achieved the Level 2 Category 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 & 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 on a plan and schedule for each assessment activity to ensure all components can be completed within a 3-month end-assessment window. Further information about the gateway process is covered later in this kit.

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

Order of end-point assessments

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

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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)

<https://www.instituteforapprenticeships.org/apprenticeship-standards/aviation-customer-service-operative-v1-0>

End-point assessment plan (September 2021)

https://www.instituteforapprenticeships.org/media/5495/st0907_aviation_customer_service_operative_l2_for_publication_27821.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:

- 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 following organisational policy and procedure documents will need to be provided at gateway:

- Check in and baggage
- Customer service
- Data protection/information security
- Health & safety and safe working practices
- Systems

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 upon 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

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

Observation with questions and answers

Knowledge, Skills and Behaviours (KSBs)
K3 - The aviation systems and operational procedures used. S2 - Complete and maintain documentation to meet current legislative aviation guidelines. S3 - Use aviation systems effectively.
Assessment Criteria (Pass)
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)

Knowledge, Skills and Behaviours (KSBs)
S15 - Identify and use the correct handling method by using IATA PRM codes or via another applicable means of communication.
Assessment Criteria (Pass)
OB2 - Demonstrates the use of correct handling methods using IATA PRM codes or another applicable means of communication. (S15)

Knowledge, Skills and Behaviours (KSBs)

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.

S11 - Correctly check-in all booked passengers and baggage.

B6 - Treat equipment and technology responsibly and effectively.

B7 - Seeks to treat work areas and equipment with care at all times.

Assessment Criteria (Pass)

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)

Knowledge, Skills and Behaviours (KSBs)

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.

B1 - Has a proactive approach to work.

Assessment Criteria (Pass)

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)

Knowledge, Skills and Behaviours (KSBs)
<p>K7 - Effective communication methods to transfer relevant information to people.</p> <p>S7 - Communicate effectively transmitting and receiving information and recording it as required.</p> <p>B3 - Treat team, customers and other stakeholders with courtesy and respect.</p>
Assessment Criteria (Pass)
<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/behaviour code set out by the organisation. (K7, S7, B3)</p>

Knowledge, Skills and Behaviours (KSBs)
<p>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.</p> <p>B5 - Work responsibly to keep people safe and operations flowing smoothly, complying with working practices.</p>
Assessment Criteria (Pass)
<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>

Knowledge, Skills and Behaviours (KSBs)
<p>K13 - The check-in process and procedures.</p> <p>S4 - Adapt to different circumstances whilst maintaining customer service standards and remaining polite, helpful and customer focused.</p>
Assessment Criteria (Pass)
<p>OB7 - Maintains customer service needs and adapts to different circumstances whilst following check-in process and procedures. (K13, S4)</p>

Professional discussion

Knowledge, Skills and Behaviours (KSBs)	
K5 - Own role within the wider aviation team and how it contributes to achieving objectives. B8 - Consistently driven to achieve the vision and objectives of the organisation.	
Assessment Criteria (Pass)	Assessment Criteria (Distinction)
PDP1 - 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)	PDD1 - Evaluates their own approaches to meeting organisational objectives and vision. (K5, B8)

Knowledge, Skills and Behaviours (KSBs)	
K16 - The required assistance and adaptations needed to facilitate passengers with additional needs while in transit through airdrome. S13 - Communicate with flight crew regarding customer and other requirements for example, passengers with restricted movements.	
Assessment Criteria (Pass)	Assessment Criteria (Distinction)
PDP2 - 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)	<i>No distinction assessment criteria for these KSBs.</i>

Knowledge, Skills and Behaviours (KSBs)	
K1 - Relevant industry specific regulations, legislation, and procedures appropriate to the aviation sector. K2 - The importance of following legislation, monitoring compliance and the completion of legal documentation.	
Assessment Criteria (Pass)	Assessment Criteria (Distinction)
PDP3 - Outlines sector specific regulations, legislation and procedures and the importance of following legislation and monitoring compliance. (K1, K2)	PDD2 - Evaluates why completing legal documentation and monitoring compliance in the organisation is important for the aviation sector as a whole. (K2)

Knowledge, Skills and Behaviours (KSBs)	
K15 - The regulatory requirements governing the arrivals process of passenger services.	
Assessment Criteria (Pass)	Assessment Criteria (Distinction)
PDP4 - Defines the regulatory requirements governing the arrivals process of passenger services. (K15)	<i>No distinction assessment criteria for these KSBs.</i>

Knowledge, Skills and Behaviours (KSBs)	
S1 - Comply with all aviation regulations, work within legislative guidelines and procedures. S14 - Deal with the required documents and health related items and the processing channels for these.	
Assessment Criteria (Pass)	Assessment Criteria (Distinction)
PDP5 - 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)	<i>No distinction assessment criteria for these KSBs.</i>

Knowledge, Skills and Behaviours (KSBs)	
<p>K10 - The procedure for dealing with unauthorised access in a restricted area.</p> <p>S10 - Identify passenger anomalies and report to the line manager in accordance with relevant regulations.</p>	
Assessment Criteria (Pass)	Assessment Criteria (Distinction)
<p>PDP6 - 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>PDD3 - Explains the procedure for dealing with unauthorised access in a restricted area including passenger anomalies in accordance with relevant regulations. (K10, S10)</p>

Knowledge, Skills and Behaviours (KSBs)	
<p>K14 - The boarding, departure, and arrival process, including premium services such as lounge access and priority boarding, arrivals, and passenger movement.</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>	
Assessment Criteria (Pass)	Assessment Criteria (Distinction)
<p>PDP7 - Explains boarding, departure and arrivals processes, the steps they follow when scrutinizing 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>PDD4 - Summarises the importance of scrutinising travel documentation correctly and explains the wider impact on the functioning of the airport. (S9)</p>

Knowledge, Skills and Behaviours (KSBs)	
<p>K17 - How to identify faults or errors and the remedial action to take.</p> <p>S16 - Take remedial action upon identification of faults or errors in a timely manner.</p>	
Assessment Criteria (Pass)	Assessment Criteria (Distinction)
<p>PDP8 - Explains what remedial action they would take when they have identified aviation system faults or errors. (K17, S16)</p>	<p>PDD5 - Describes a time when they have identified a fault or error and the steps, they took to ensure the correct course of action was observed. (S16)</p>

Knowledge, Skills and Behaviours (KSBs)	
<p>K4 - Prohibited articles relevant to aviation operations and how to deal with them effectively.</p> <p>S5 - Adhere to procedures for identification and safe handling of dangerous goods.</p>	
Assessment Criteria (Pass)	Assessment Criteria (Distinction)
<p>PDP9 - 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>PDD6 - 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>

Knowledge, Skills and Behaviours (KSBs)	
<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>B4 - Remain focused when a problem arises so that effective and timely decisions can be made.</p>	
Assessment Criteria (Pass)	Assessment Criteria (Distinction)
<p>PDP10 - 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>PDD7 - Evaluates the action they took during the event of an incident and explains how staying focused informed their decision-making process. (K9, B4)</p>

Knowledge, Skills and Behaviours (KSBs)	
<p>K8 - The importance of communications and customer service to the organisation.</p> <p>B2 - Be a positive role model to others in attitude to work and how it is undertaken.</p>	
Assessment Criteria (Pass)	Assessment Criteria (Distinction)
<p>PDP11 - 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>No distinction assessment criteria for these KSBs.</i></p>

Amplification and guidance

Aviation systems

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

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

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.

Regulations, legislation, and procedures appropriate to the aviation sector

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

Own role

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.

Safe handling of dangerous goods

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

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

Travel documentation

Passports, emergency travel documents, identity cards, refugee or stateless person travel documents.

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Assessment summary

The end-point assessment for Aviation Customer Service Operative is made up of 2 components:

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

The assessments can be taken in any order.

As an employer/training provider, you should agree on a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this guide, which will be used to determine a grade for each individual component.

Observation with questions and answers

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

Professional discussion

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

Grading

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

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

Retake and resit information

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

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

Apprentices should have a supportive action plan to prepare for a resit or a retake.

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

All assessment methods must be taken within a 6-month period, otherwise, the entire EPA will need to be resat/retaken.

Resits and retakes are not offered to apprentices wishing to move from pass to a higher grade.

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum EPA grade of pass.

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Assessing the observation with questions and answers

The observation with questions and answers will last 90 minutes and will be conducted on a one-to-one basis. The end-point assessor will take a passive role, observing the apprentice undertaking their work and will supplement this by asking questions after the observation. The assessor has the discretion to add up to 10% additional time to allow the learner to finish their last point or task.

A minimum of 8 questions will be asked and these will cover the apprentice's breadth and depth of competence against the assessment criteria. The end-point assessor may ask follow-up questions where clarification is required. The time spent on questions is included in the total 90-minute assessment time, and a minimum of 15 minutes be allocated to this. The assessor will have the discretion to allocate a longer period of time, should they believe this will be necessary.

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

- checking customer documents including issuing boarding cards and completing baggage reconciliation processes
- ensuring all customers are kept informed in order to help meet the aviation timetable requirements
- delivering customer service activities
- identifying and assisting those customers requiring support during their journey
- following all safety, security and compliance procedures

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

The observation with questions and answers assessment criteria are detailed in the following section.

Before the assessment:

Employers/training providers should:

- plan potential tasks during the observation to allow the apprentice the opportunity to demonstrate each of the required assessment criteria
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed during the observation with questions and answers
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Observation with questions and answers - mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommends that the apprentice experiences a mock observation with questions and answers in preparation for the real assessment. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time.

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

- the mock observation should take place in a real workplace, or a realistic simulation if the real workplace does not present all the required assessment opportunities
- the participation of other personnel to play the parts of customers and team members:
 - it is strongly recommended that the mock observation has been practised beforehand and all personnel involved are properly briefed on their roles
 - the roles should provide the opportunity for the apprentice to demonstrate the pass, merit and distinction level criteria
- a 90-minute (+/- 10%) time slot should be available for the complete observation with questions and answers if it is intended to be a complete mock observation covering all relevant standards, however, this time may be split up to allow for progressive learning
- consider a video recording of the mock assessment, and allow it to be observed by other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience; the mock assessment sheets may be used for this purpose and are available to download from the Highfield Assessment website

Observation with questions and answers - example questions

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

- 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

During the observation with questions and answers, the following assessment criteria should be evidenced. The apprentice can only achieve a pass by covering all pass criteria to the standard described in the grading descriptors.

Assessment Criteria
OB1 - Uses aviation systems 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/behaviour 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)

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Assessing the professional discussion

The professional discussion will be a two-way discussion which involves both the end-point assessor and apprentice actively listening and participating in a formal conversation. It will give the apprentice the opportunity to make detailed and proactive contributions to affirm their competency across the knowledge, skills and behaviours on this assessment method.

The professional discussion will need to take place in a suitable environment and should last for a maximum of 60 minutes. The discussion will be against the set criteria that are outlined in the following pages and it will be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence. The assessor has the discretion to increase the time up to 10% to allow the apprentice to finish their last point.

A minimum of 8 open-response questions will be asked and these will cover the apprentice's breadth and depth of competence against the assessment criteria. The end-point assessor may ask follow-up questions where clarification is required.

Areas covered within the professional discussion include:

- Customer service and assistance
- Regulatory requirements
- Compliance
- Teamwork and communication

The professional discussion will take place either in person or via videoconference. This will be organised by Highfield's scheduling team once the apprentice has been submitted for gateway.

The employer may be present but must remain passive during the discussion. The employer will not be allowed to add any further information or examples to what the apprentice has stated or lead them in any way. Highfield would encourage the employer/training provider and the apprentice to plan for the professional discussion and consider what resources they may bring with them to support them during their professional discussion. This must be their own work and will only be used to support their discussion.

Before the assessment:

Employers/training providers should:

- plan the professional discussion to allow the apprentice the opportunity to demonstrate each of the required standards
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

The professional discussion - mock assessment

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

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

- the mock professional discussion should take place in a suitable location.
- a 60-minute (+/- 10%) time slot should be available for the complete professional discussion if it is intended to be a complete mock assessment covering all relevant standards, however, this time may be split up to allow for progressive learning.
- consider an audio recording of the mock, and to allow the mock to be heard by other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice, to complete the learning experience. The mock assessment sheets may be used for this purpose and are available to download from the Highfield Assessment website.
- structured 'open' questions should be used as part of the professional discussion which do not lead the candidate but allows them to express their knowledge in a calm and comfortable manner. Example questions that you can use for a mock assessment are listed on the following pages.

The professional discussion - example questions

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

- Tell me about the goals of your organisation and how you strive to achieve them within your job role.
- How do you organise assistance down-route for those passengers who require it?
- 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?
- 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 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?
- 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?
- 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.
- Which procedures are required to be undertaken when boarding an aircraft? Who makes the decisions and who carries out these procedures?
- 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?
- 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 professional discussion, the assessor will review the apprentice's competence in all of the assessment criteria outlined below. Therefore, apprentices should prepare for the professional discussion by considering how the criteria can be met.

Assessment Criteria (Pass)

PDP1 - Explains 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)

PDP2 - 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)

PDP3 - Outlines sector specific regulations, legislation and procedures and the importance of following legislation and monitoring compliance. (K1, K2)

PDP4 - Defines the regulatory requirements governing the arrivals process of passenger services. (K15)

PDP5 - 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)

PDP6 - 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)

PDP7 - Explains boarding, departure and arrivals processes, the steps they follow when scrutinizing 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)

PDP8 - Explains what remedial action they would take when they have identified aviation system faults or errors. (K17, S16)

PDP9 - 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)

PDP10 - 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)

PDP11 - 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)

Assessment Criteria (Distinction)

PDD1 - Evaluates their own approaches to meeting organisational objectives and vision. (K5, B8)

PDD2 - Evaluates why completing legal documentation and monitoring compliance in the organisation is important for the aviation sector as a whole. (K2)

PDD3 - Explains the procedure for dealing with unauthorised access in a restricted area including passenger anomalies in accordance with relevant regulations. (K10, S10)

PDD4 - Summarises the importance of scrutinising travel documentation correctly and explains the wider impact on the functioning of the airport. (S9)

PDD5 - Describes a time when they have identified a fault or error and the steps, they took to ensure the correct course of action was observed. (S16)

PDD6 - 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)

PDD7 - Evaluates the action they took during the event of an incident and explains how staying focused informed their decision-making process. (K9, B4)

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