

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

End-Point Assessment Kit



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Pathway: Passenger Services

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

EPA kit

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How to use this EPA kit

Welcome to the Highfield end-point assessment kit for the Aviation Ground Operative – Passenger Services Apprenticeship Standard.

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the end-point assessments for the Level 2 Aviation Ground Operative - Passenger Services Apprenticeship Standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process. Additionally, all end-point assessments are externally quality assured by the relevant EQA organisation.

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

Key facts

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

In this guide, you will find:

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

Introduction

Aviation Ground Operative - Passenger Services overview

The aviation ground operative standard covers 5 pathways: aircraft handling, aircraft movement, firefighter, flight operations and passenger services. This EPA kit is designed to support the passenger services pathway.

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

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

On-programme requirements

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

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

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

Use of Artificial Intelligence (AI) in the EPA

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

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

Readiness for end-point assessment

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

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

- the employer must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard. To ensure this, the learner must attend a formal meeting with their employer to complete the 'readiness for end-point assessment record'.
- The apprentice and the employer should engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a 2-month end-assessment window. Further information about the gateway process is covered later in this kit.

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

Order of end-point assessments

There are 3 end-point assessment methods; 2 on-demand tests, an observation and a professional discussion. The assessments can be taken in any order.

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The Highfield approach

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

Documents used in developing this end-point assessment

Standard (2016)

<https://www.instituteforapprenticeships.org/apprenticeship-standards/aviation-ground-operative/>

End-point assessment plan (July 2016)

https://www.instituteforapprenticeships.org/media/1134/aviation_ground_operative.pdf

Common approach

People 1st

Specific considerations

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

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

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

All of the evidence criteria used within this end-point assessment have been taken directly from the aviation ground operative standard assessment plan or written based on supporting documentation.

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

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Gateway

How to prepare for gateway

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

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

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

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

In advance of gateway, apprentices will need to have:

- achieved level 1 English
- achieved level 1 maths

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 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 Ground Operative Apprenticeship Standard Pathway: Passenger Services

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

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

| | | |
|--|--|--|
| <p>SA9 - Describe how to use equipment and vehicles on the ramp area</p> <p>SA10 - Outline the benefits of safe working practices</p> <p>SA11 - Identify the consequences of not operating safely in an airport environment</p> <p>SA12 - Identify the main causes of incidents/accidents in an airport</p> <p>SA13 - Identify hazardous materials and outline the procedures for using them</p> <p>SA14 - Describe procedures for reporting incidents/accidents airside</p> <p>SA15 - Describe the effects of severe weather airside and the precautions to take for the following</p> | | |
| Practical observation | | |
| To pass, the following must be evidenced | To gain a merit | To gain a distinction |
| SA16 - Correctly report hazards if identified SA17 - Act within standard operating procedures at all times | SA18 - Take action to deal with hazards in line with organisational procedures | There are no distinction criteria for this component |
| Amplification and guidance | | |
| <p>Regulators and agencies in the aviation industry</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.</p> <p>Organisational procedures</p> <p>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, e.g. fire drill.</p> <p>Legislation covering the aviation working environment includes:</p> <p>RIDDOR - reporting procedures for safety breaches, HASWA, CAA, PPE, Air Navigation Order (ANO 2016), Aerodrome licensing, COSHH.</p> <p>Hazards</p> <p>Slips, trips and falls, collision, crushing, cargo, debris, noise, fumes, fuel and fire.</p> | | |

Work safely

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

Hazards can be avoided

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

Dangers from aircraft

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

Surface markings

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

Operating areas

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

Dangers from foreign object debris

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

Dangers from birds and other wild animals

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

Airside hazards

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

Personal protective equipment (PPE)

Ear protection, high-vis clothing, other personal protective equipment.

Severe weather

Wind, snow, ice, heat, sun.

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

Amplification and guidance

Suspicious behaviour

Body language - appearing nervous, agitated, excessive fidgeting, clock-watching, head-turning, shuffling feet, leg shaking, excessive perspiration inconsistent with environment.

Threat or risk

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

Relevant aviation security documents

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

Relevant aviation security authorities

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

Irregularities in security

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

Your responsibility

Adhere to 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.

Organisation

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

Appropriate remedial action

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

Discrepancies in the security of actual or potential access points

Gate change, unacceptable passenger, missing passenger, missing passenger document, hand baggage not acceptable.

| Compliance & legislation | | |
|---|---|--|
| Knowledge | Skills | Behaviour |
| Aviation and regulatory legislation, procedures and regulations relating to an aviation environment, within own area of responsibility | Comply with all relevant legislation, procedures and regulations in an aviation environment within own area of responsibility | Work responsibly to keep people safe and operations flowing smoothly, complying with working practices |
| On-demand test | | |
| Indicative assessment criteria | | |
| CL1 - Explain the requirements for compliance in the aviation environment CL2 - Outline procedures that must be followed to ensure compliance CL3 - Explain the impact of not following procedures and ensuring compliance CL4 - Explain the impact of the aviation operation on the environment CL5 - Identify environmental controls in the aviation operation | | |
| Practical observation | | |
| To pass, the following must be evidenced | To gain a merit | To gain a distinction |
| CL6 - Check area of responsibility complies with procedures and legislative requirements | CL7 - Take action to correct non-compliance | CL8 - Proactively ensure compliance with procedures and legislation, e.g. challenge suspicious persons |

Amplification and guidance

Requirements for compliance

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

Procedures must be followed

Authorisation for firearms on passenger flights.

Know the organisations involved for safety regulations

e.g. ICAO, IATA, CAA.

Impact of not following procedures

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

Environmental controls

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

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

Organisational and legal requirements for compliance

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

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

Amplification and guidance

Communications equipment

Handheld radio, mobile phone, fixed-line telephone, public address system, air-to-ground radio, lights, alarms, noticeboard, flight information display systems.

Guidelines, procedures and standard phrases

These include aviation industry, organisational and regulator specific instructions and guidance such as CAP 413 and MAA Regulation ATM.

Alternative communication routes

Public address system, landline, mobile phone, handheld radio, hand signals, signs, alarms, email, flight information display system (FIDS), noticeboard.

Lines and methods of communication

Including: oral, written, electronic, carried out by self and carried out by others.

| Interpersonal skills | | |
|---|--|--|
| Knowledge | Skills | Behaviour |
| Own role within the team and how it contributes to achieving objectives. Know how to identify and respond to individuals' needs and abilities in different situations and communicate with others and colleagues from a diverse range of backgrounds and cultures. | Work effectively as part of a team and with others, identifying and responding to the needs of individuals, including colleagues, other organisations or customers | Be a positive role model to others in attitude to work and how it is undertaken. Treat the team, customers and other stakeholders with courtesy respect. Be punctual and reliable. Demonstrate personal drive to achieve the vision and objectives of the organisation. |
| Professional discussion | | |
| Indicative assessment criteria | | |
| <p>IP1 - Explain the benefits of developing productive working relationships with colleagues</p> <p>IP2 - Explain how to address conflicts with colleagues</p> <p>IP3 - Describe how to deal with diversity issues</p> <p>IP4 - Outline how to receive and make use of feedback on your performance from colleagues</p> <p>IP5 - Identify the responsibilities of team members in own area</p> <p>IP6 - Outline the processes within the organisation for making decisions</p> <p>IP7 - Outline line management relationships within the organisation</p> <p>IP8 - Identify the organisation's aims, values and culture</p> <p>IP9 - Explain the standards of appearance, behaviour and performance expected in the organisation</p> <p>IP10 - Identify your organisation's guidelines for how to recognise what your customer wants, and respond appropriately</p> <p>IP11 - Respond to requests for information adhering to your organisation's standard timeliness</p> | | |

| Practical observation | | |
|--|---|--|
| To pass, the following must be evidenced | To gain a merit | To gain a distinction |
| IP12 - Work as part of a team to ensure adequate performance in the role IP13 - Work accurately with supervision | IP14 - Take initiative as part of a team to improve performance in the role within limits of operation IP15 - Work accurately with minimal supervision | There are no distinction criteria for this component |
| Amplification and guidance | | |
| <p>Stakeholders People, organisations, social groups, internal or external to the business that have a vital interest in the business or its activities.</p> <p>Manage stakeholders' needs Treat stakeholders courteously and helpfully at all times, keep stakeholder informed and reassured, respond promptly to a stakeholder seeking help, check with stakeholder that you have fully understood their expectations.</p> | | |

Aviation systems and timescales

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

Disruption incidents & emergencies

| Knowledge | Skills | Behaviour |
|--|--|---|
| Emergency procedures in own area of responsibility, common incidents and disruption that may occur in an aviation environment and the appropriate action to take in the event of an incident | Take appropriate action in the event of an incident, disruption or emergency, liaising with relevant people and recording actions and outcomes as required | Remain focused when a problem arises so that effective and timely decisions can be made. Handle all tasks in a calm and organised manner. |
| On-demand test | | |
| Indicative assessment criteria | | |
| DI1 - Get help to identify an incident/emergency and be able to describe its main features DI2 - Know how the incident/emergency affects you and other people DI3 - Know how people would like to be informed about the progress and solution of the incident/emergency DI4 - Identify problem-solving methods that can be adopted to address the incident/emergency DI5 - Identify factors that may affect the way you deal with the incident/emergency DI6 - Identify which people could help you resolve the incident/emergency DI7 - Outline rules and regulations that you have to consider when solving the incident/emergency DI8 - Know how to overcome difficulties when solving incidents/emergencies DI9 - Follow a plan that takes into account any issues that may arise DI10 - Explain how you will know when an incident/emergency has been resolved DI11 - Know how to access additional support available post-incident | | |
| Professional discussion | | |
| Indicative assessment criteria | | |
| DI12 - Interpret incidents/emergencies that have been identified DI13 - Ask suitable questions to check you understand the incident/emergency DI14 - Identify the available solution(s) for resolving the incident/emergency DI15 - Discuss and understand proposed solution(s) to the incident/emergency with others to identify the most suitable solution DI16 - Keep others fully informed about what is happening to resolve the incident/emergency | | |

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

Amplification and guidance

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

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

| Dangerous goods | | |
|---|---|--|
| Knowledge | Skills | Behaviour |
| Relevant dangerous goods and how to deal with them effectively in own area of responsibility | Follow procedures for identification and safe handling of dangerous goods in own area of responsibility | Work responsibly to keep people safe, complying with working practices |
| On-demand test | | |
| Indicative assessment criteria | | |
| DG1 - Acknowledge and understand the general principles of storage, carriage and handling of dangerous goods DG2 - Identify classifications of dangerous goods DG3 - Explain dangerous goods handling requirements DG4 - Explain the emergency procedures in the event of a dangerous goods incident | | |
| Professional discussion | | |
| Indicative assessment criteria | | |
| DG5 - Ensure dangerous goods are handled effectively in accordance with organisational procedures and responsibilities DG6 - Identify potential dangerous goods hazards DG7 - Operate safely when exposed to dangerous goods | | |
| Amplification and guidance | | |
| Principles of storage, carriage and handling of dangerous goods 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 | | |
|---|---|---|
| Knowledge | Skills | |
| The requirements for and characteristics of passports, visas and other statutory or organisational travel documentation and how to read and confirm their validity for acceptance to travel | Identify and scrutinise travel documentation required to meet customers', organisation's and legal requirements for travel and report anomalies to the passenger and line manager in accordance with relevant regulations | |
| On-demand test | | |
| Indicative assessment criteria | | |
| TD1 - Outline customs and immigration information in relation to airline destinations and necessary documents TD2 - Outline your organisation's procedures for dealing with document discrepancies including invalid tickets, lost tickets, incorrect tickets, visa discrepancies and passport discrepancies TD3 - Outline your organisation's procedures for domestic and international flights TD4 - Describe documents, for example, tickets, visas, passports and boarding documents | | |
| Practical observation | | |
| Indicative assessment criteria | To gain a merit | To gain a distinction |
| TD5 - Understands basic travel documentation (e.g. passports, tourist visas) | TD6 - Displays a good knowledge of travel documentation (e.g. diplomatic documentation, residents or work visas) | TD7 - Displays excellent knowledge of travel documentation TD8 - Can resolve documentation discrepancies |

| Check in | | |
|---|--|---|
| Knowledge | Skills | |
| The organisation's check-in process and procedures to meet all legislation applicable to passengers, in particular data protection policies | Work as a team member to correctly check in all booked passengers and baggage in accordance with the organisation's aviation and IT systems and procedures | |
| On-demand test | | |
| Indicative assessment criteria | | |
| CI1 - Outline airline/operator's/clients' restrictions on size and weight of permitted baggage or equipment (such as pushchairs) used by passengers and how to deal with unacceptable baggage and equipment CI2 - Outline your organisation's procedures for checking in and boarding aircraft CI3 - Explain how to deal with passengers who are unfit or incapable of air travel CI4 - Explain how to report safety and security concerns CI5 - Identify the types of passengers, e.g. adults, children, unaccompanied children, passengers who have special needs, communication difficulties, language barriers | | |
| Practical observation | | |
| To pass, the following must be evidenced | To gain a merit | To gain a distinction |
| CI6 - Work effectively as part of the team, e.g. cooperation, involvement, assistance CI7 - Complete tasks within required timescales | CI8 - Take the lead and offer advice during team activities where appropriate CI9 - Work efficiently as part of a team to complete tasks and maximise use of time available | CI10 - Prioritise and organise work to ensure maximum performance when completing tasks |
| Amplification and guidance | | |
| Passengers incapable of air travel Including passengers with incorrect documentation, who are intoxicated or medically unfit | | |

Gate processes

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

| Practical observation | | |
|---|---------------------------------------|--|
| To pass, the following must be evidenced | To gain a merit | To gain a distinction |
| GP12 - Use DCS adequately | GP13 - Displays good knowledge of DCS | GP14 - Displays excellent knowledge of DCS |
| Amplification and guidance | | |
| <p>Passengers incapable of air travel Including passengers with incorrect documentation, who are intoxicated or medically unfit</p> <p>Hazardous areas Including aircraft engines, wings, sharp/protruding edges (e.g. pitot tube), rotor wings</p> | | |

Customer service and communication

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

| | | |
|--|--|---|
| <p>CS15 - Gives adequate information/direction</p> | <p>CS18 - Adapt communication appropriately with a customer by gauging their demeanour CS19 - Assess/evaluate passenger needs based on information gained throughout the interaction CS20 - Give clear and concise closing information/direction</p> | <p>CS25 - Adapt communication appropriate with a customer by gauging their demeanour and adopting empathy, where required CS26 - Fully assess/evaluate a customer's ongoing needs based on information gained throughout the interaction and offer appropriate advice/assistance CS27 - Give thorough, clear and concise closing information/direction based on information gained throughout the interaction</p> |
|--|--|---|

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Assessment summary

The end-point assessment for aviation ground operative - passenger services is made up of 3 components:

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

The assessments can be taken in any order.

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

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

On-demand tests

- The core test is not graded above a pass
- The specialist test is graded pass/merit/distinction
- To achieve a pass, apprentices must achieve 60% which equates to 18 out of 30
- To achieve a merit, apprentices must achieve 70% which equates to 21 out of 30
- To achieve a distinction, apprentices must achieve 80% which equates to 24 out of 30

Practical observation

- To achieve a pass in the practical observation, all pass criteria must be covered.
- To achieve a merit in the practical observation, in addition to the pass criteria, the apprentice must achieve at least 5 of the 7 core merit criteria and all of the passenger services merit criteria.
- To achieve a distinction in the practical observation, in addition to the pass and merit conditions as stipulated above, the apprentice must complete all of the distinction criteria.

Professional discussion

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

Grading

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

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

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

Retake and resit information

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

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

When undertaking a resit or retake, the assessment method(s) will need to be re-attempted in full, regardless of any individual assessment criteria that were passed on any prior attempt. The EPA

Report will contain feedback on areas for development and resit or retake guidance and a retake checklist to be submitted when the professional review has taken place.

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

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Assessing the on-demand tests

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

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

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

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

- Travel documentation
- Check in
- Customer service and communication

In each paper, questions will cover each of the areas above; however, not every aspect of every area will be covered in every test.

Before the assessment

- While on-programme, the employer/training provider should brief the apprentice on the areas to be assessed by the on-demand test
- In readiness for end-point assessment, the apprentice should complete a sample test

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

On-demand tests criteria

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

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

| The apprentice will | Criteria covered in the on-demand test |
|---|---|
| Security | |
| Understand the systems, procedures and requirements to ensure security of self and others in own area of responsibility | SE1 - Identify signs of suspicious behaviour SE2 - Outline the limits of your authority SE3 - Identify specified, banned, illegal and dangerous items SE4 - Explain threat or risk awareness SE5 - Identify relevant aviation security documents SE6 - Identify relevant aviation security authorities SE7 - Outline your responsibility in relation to security SE8 - Outline your organisation's procedures for restricting access |

| The apprentice will | Criteria covered in the on-demand test |
|---|--|
| Compliance & legislation | |
| Understand the aviation and regulatory legislation, procedures and regulations relating to an aviation environment, within own area of responsibility | CL1 - Explain the requirements for compliance in the aviation environment CL2 - Outline procedures that must be followed to ensure compliance CL3 - Explain the impact of not following procedures and ensuring compliance CL4 - Explain the impact of the aviation operation on the environment CL5 - Identify environmental controls in the aviation operation |

| The apprentice will | Criteria covered in the on-demand test |
|---|---|
| Communication | |
| <p>Understand how to communicate effectively and transfer relevant information to people and how to select the most appropriate method of communication</p> | <p>CO1 - Describe available lines and methods of communication CO2 - Identify relevant communications equipment and explain organisational procedures relating to its use CO3 - Explain organisational procedures regarding malfunctioning equipment CO4 - Identify relevant aviation guidelines, procedures and standard phrases CO5 - Identify commonly used aviation codes relevant to your job role and sources of information for less commonly used codes CO6 - Know the phonetic alphabet CO7 - Explain the difference between confidential and commercially sensitive information, and describe your organisation's systems for processing and storing this information CO8 - Explain organisational procedures for passing on messages and alternative communication routes in the event of an equipment failure CO9 - Manage requests for information from: seniors, colleagues or external sources</p> |

| The apprentice will | Criteria covered in the on-demand test |
|--|---|
| Disruption incidents & emergencies | |
| <p>Understand emergency procedures in own area of responsibility, common incidents and disruption that may occur in an aviation environment and the appropriate action to take in the event of an incident</p> | <p>DI1 - Get help to identify an incident/emergency and be able to describe its main features DI2 - Know how the incident/emergency affects you and other people DI3 - Know how people would like to be informed about the progress and solution of the incident/emergency DI4 - Identify problem-solving methods that can be adopted to address the incident/emergency DI5 - Identify factors that may affect the way you deal with the incident/emergency DI6 - Identify which people could help you resolve the incident/emergency DI7 - Outline rules and regulations that you have to consider when solving the incident/emergency DI8 - Know how to overcome difficulties when solving incidents/emergencies DI9 - Follow a plan that takes into account any issues that may arise DI10 - Explain how you will know when an incident/emergency has been resolved DI11 - Know how to access additional support available post-incident</p> |

| The apprentice will | Criteria covered in the on-demand test |
|--|--|
| Dangerous goods | |
| <p>Understand relevant dangerous goods and how to deal with them effectively in own area of responsibility</p> | <p>DG1 - Acknowledge and understand the general principles of storage, carriage and handling of dangerous goods DG2 - Identify classifications of dangerous goods DG3 - Explain dangerous goods handling requirements DG4 - Explain the emergency procedures in the event of a dangerous goods incident</p> |

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

| The apprentice will | Criteria covered in the on-demand test |
|--|---|
| Travel documentation | |
| Understand the requirements for and characteristics of passports, visas and other statutory or organisational travel documentation and how to read and confirm their validity for acceptance to travel | TD1 - Outline customs and immigration information in relation to airline destinations and necessary documents TD2 - Outline your organisation's procedures for dealing with document discrepancies including invalid tickets, lost tickets, incorrect tickets, visa discrepancies and passport discrepancies TD3 - Outline your organisation's procedures for domestic and international flights TD4 - Describe documents, for example, tickets, visas, passports and boarding documents |

| The apprentice will | Criteria covered in the on-demand test |
|--|--|
| Check in | |
| Understand the organisation's check-in process and procedures to meet all legislation applicable to passengers, in particular data protection policies | CI1 - Outline airline/operator's/clients' restrictions on size and weight of permitted baggage or equipment (such as pushchairs) used by passengers and how to deal with unacceptable baggage and equipment CI2 - Outline your organisation's procedures for checking in and boarding aircraft CI3 - Explain how to deal with passengers who are unfit or incapable of air travel CI4 - Explain how to report safety and security concerns CI5 - Identify the types of passengers, e.g. adults, children, unaccompanied children, passengers who have special needs, communication difficulties, language barriers |

| The apprentice will | Criteria covered in the on-demand test |
|---|---|
| Customer service and communication | |
| <p>Understand fully the importance of communications and customer service to the organisation, including compliance with passenger-related air transport security (ATS) requirements and procedures for landside/airside safety of passengers and staff</p> | <p>CS1 - Identify your organisation's standards for appearance and behaviour CS2 - Outline your organisation's guidelines for how to recognise what your customers want and respond appropriately CS3 - Outline your organisation's rules and procedures regarding the methods of communication you use CS4 - Explain how to recognise when a customer is angry or confused CS5 - Outline your organisation's standards for timeliness in responding to customers' questions and requests for information CS6 - Identify your organisation's services or products CS7 - Outline your organisation's procedures and systems for delivering customer service CS8 - Identify methods or systems for measuring an organisation's effectiveness in delivering customer service CS9 - Outline your organisation's requirements for health and safety in your area of work</p> |

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Assessing the practical observation

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

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

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

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

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

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

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

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

Before the assessment:

Employers/training providers should:

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

Specialist function scenarios - passenger services

1. Check-in passengers:

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

2. Board-through passengers:

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

3. Passenger disruption:

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

The practical observation - mock assessment

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

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

- the mock observation should take place in a real workplace, or a realistic simulation if the real workplace does not present all the required assessment opportunities
- the participation of other personnel to play the parts of customers and team members:
 - it is strongly recommended that the mock observation has been practised beforehand and all personnel involved are properly briefed on their roles
 - the roles should provide the opportunity for the apprentice to demonstrate the pass, merit and distinction level criteria
- a 1-hour time slot should be available for the complete practical observation, if it is intended to be a complete mock observation covering all relevant standards; however, this time may be split up to allow for progressive learning
- consider a video recording of the mock assessment, and allow it to be observed by other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience; the mock assessment sheets may be used for this purpose and are available to download from the Highfield Assessment website

Practical observation criteria

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

Core assessment criteria

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

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

Communication

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

Interpersonal skills

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

Aviation systems and timescales

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

Specialist function assessment criteria

Scenario 1

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

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

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

Scenario 2

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

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

Customer service and communication

| To pass, the following must be evidenced | To gain a merit | To gain a distinction |
|--|-----------------|--|
| | | CS27 - Give thorough, clear and concise closing information/direction based on information gained throughout the interaction |

Scenario 3

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

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Assessing the professional discussion

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

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

The employer will not be allowed to add any further information or examples to what the apprentice has stated or lead them in any way. Highfield would encourage the employer/training provider and the apprentice to plan for the professional discussion and consider what resources they may bring with them to support them during their professional discussion. This must be their own work and will only be used to support their discussion. The professional discussion should take place after the practical observation, to establish the apprentice's understanding and application of the remaining knowledge, skills and behaviours.

The professional discussion will need to take place in a suitable environment and should last for 30 minutes. The discussion will be against the set criteria that are outlined in the following pages and it will be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence.

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

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

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

Before the assessment:

Employers/training providers should:

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

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

The professional discussion - mock assessment

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

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

- a 30-minute time slot should be available for the complete professional discussion. If it is intended to be a complete mock assessment covering all relevant standards; however, this time may be split up to allow for progressive learning.
- consider an audio recording of the mock, and to allow the mock to be heard by other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice, to complete the learning experience. The mock assessment sheets may be used for this purpose and are available to download from the Highfield Assessment website.
- structured 'open' questions should be used as part of the professional discussion which do not lead the candidate but allows them to express their knowledge in a calm and comfortable manner. Example questions that you can use for a mock assessment are listed below.

The professional discussion - example questions

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

| | |
|--|--|
| Security: | |
| <p>‘Describe the procedures that must be followed to ensure security at your workplace.’</p> <p>‘What are some potential security breaches that you may encounter, and how should you deal with them?’</p> | |
| Interpersonal skills: | |
| <p>‘How should you interact with your colleagues?’</p> <p>‘Tell me about your organisation’s policies.’</p> | |
| Disruption incidents & emergencies: | |
| <p>‘What information do you need when an incident occurs?’</p> <p>‘Tell me how about how you would deal with an incident.’</p> | |
| Dangerous goods: | |
| <p>‘Tell me about how your organisation deals with dangerous goods.’</p> | |

| Gate processes: | |
|--|--|
| <p data-bbox="300 383 1214 427">'Tell me about different types of passengers and their specific needs.'</p> <p data-bbox="300 472 906 517">'Tell me about the safety equipment you use.'</p> | |

Professional discussion criteria

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

To pass, the following must be evidenced

Security

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

To pass, the following must be evidenced

Interpersonal skills

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

To pass, the following must be evidenced

Disruption incidents & emergencies

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

To pass, the following must be evidenced

Dangerous goods

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

To pass, the following must be evidenced

Gate processes

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

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