

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

End-Point Assessment Kit



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**Pathway: Flight Operations**

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

EPA kit

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# How to use this EPA kit

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

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the end-point assessments for the Level 3 Aviation Ground Specialist - Flight Operations 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

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

## In this guide, you will find:

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

# Introduction

## Aviation Ground Specialist - Flight Operations overview

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

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

Flight operations specialists should provide guidance and leadership to colleagues in the flight operations team, facilitating the smooth flow of air traffic by providing information both themselves and with the support of team members, to key stakeholders including flight crew and air traffic controllers. They may be employed in an air traffic control tower, operations room, military installation or in other remote areas such as the London Area and Terminal Control Centre at Swanwick in Hampshire.

## On-programme requirements

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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

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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

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

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

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

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

## Order of end-point assessments

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

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# The Highfield approach

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

## Documents used in developing this end-point assessment

Standard (2016)

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

End-point assessment plan (July 2016)

[https://www.instituteforapprenticeships.org/media/1133/aviation\\_ground\\_specialist.pdf](https://www.instituteforapprenticeships.org/media/1133/aviation_ground_specialist.pdf)

Common approach (November 2019)

People 1<sup>st</sup>

## 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 1<sup>st</sup> 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 1<sup>st</sup> 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

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

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

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

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

In advance of gateway, apprentices will need to have:

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

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

## 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 3 End-Point Assessment for Aviation Ground Specialist Apprenticeship Standard Pathway: Flight Operations

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

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

Practical observation		
To pass, the following must be evidenced	To gain a merit	To gain a distinction
SA7 - Ensure self and team correctly report <b>hazards</b> as identified SA8 - Act within standard operating procedures at all times SA9 - Take action to deal with <b>hazards</b> in line with <b>organisational procedures</b>	There are no merit criteria for this component	There are no distinction criteria for this component
Amplification and guidance		
<p><b>Regulators and agencies in the aviation industry</b> 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><b>Organisational procedures</b> 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.</p> <p><b>Legislation covering the Aviation working environment includes:</b> RIDDOR - reporting procedures for safety breaches, HASWA, CAA, PPE, Air Navigation Order (ANO 2016), Aerodrome licensing, COSHH.</p> <p><b>Hazards</b> Slips, trips and falls, collision, crushing, cargo, debris, noise, fumes, fuel and fire.</p> <p><b>Hazards can be avoided</b> Information and training, supervision, risk assessment, safety procedures, signage, reporting to ATC.</p>		

**Work safely**

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

**Dangers from aircraft**

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

**Surface markings**

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

**Operating areas**

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

**Dangers from foreign object debris**

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

**Dangers from birds and other wild animals**

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

**Airside hazards**

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

Security		
Knowledge	Skills	Behaviour
Requirements for maintaining aviation security in own area of authority and action to take in the event of a breach of security	Ensure aviation security is maintained in own area of operations, e.g. challenging people in restricted areas, recording and reporting of security incidents	Be vigilant and proactive in promoting a safe, secure and compliant working culture
On-demand test		
Indicative assessment criteria		
SE1 - Outline the relevant powers contained in security regulations SE2 - Outline specified, banned, illegal and dangerous items SE3 - Outline the <b>relevant documents</b> and authorities to be aware of SE4 - Outline the different areas of the airport and what authorisation is needed to access various areas SE5 - Describe your roles and responsibilities in relation to security SE6 - Identify signs of <b>suspicious behaviour</b> or unusual incidents, using <b>threat or risk</b> analysis SE7 - Describe your organisation's procedures for restricting access to people, authorised areas and vehicles SE8 - Outline internal and statutory security testing procedures SE9 - Identify your organisation's procedures for raising or responding to alarms SE10 - Identify your organisation's procedures for dealing with actual or suspected security threats SE11 - Outline DfT guidance, including threat levels: critical/severe/substantial/moderate/low		
Professional discussion		
Indicative assessment criteria		
SE12 - Describe how to fulfil your responsibilities for securing particular areas or items SE13 - Describe how to keep access points secure according to your organisation's procedures and your own job responsibilities SE14 - Outline how to report problems in the security of actual or possible access points SE15 - Outline security procedures relating to visitors to the site or a specified area SE16 - Outline the importance of completing the <b>relevant documents</b> accurately and clearly SE17 - Outline the procedures to report actual or suspected breaches of security at an appropriate level		

SE18 - Describe the importance of communicating information about actual or suspected security threats calmly, clearly and using appropriate discretion  
SE19 - Identify the appropriate actions to take in the event of unusual incidents which may present a security risk  
SE20 - Identify the **appropriate remedial action** to take when you become aware of faults, damage to security equipment or problems with security  
SE21 - Describe how to be vigilant and proactive in promoting a safe, secure and compliant working culture

### Amplification and guidance

#### Suspicious behaviour

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

#### Threat or risk

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

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

#### Relevant documents

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

#### Relevant authorities

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

**Irregularities in security**

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

**Your responsibility**

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

**Organisations**

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

**Appropriate remedial action**

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

**Discrepancies in the security of actual or potential access points**

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



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

## Amplification and guidance

### **Requirements for compliance**

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

### **Procedures must be followed**

Authorisation for firearms on passenger flights.

### **Impact of not following procedures**

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

### **Environmental controls**

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

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

### **Organisational and legal requirements for compliance**

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

Communication		
Knowledge	Skills	Behaviour
Methods of communication to ensure effective and timely transfer of information to different audiences using relevant language and format	Communicate effectively within the aviation environment adapting methods and language to meet the situation	Treat team, customers and other stakeholders with courtesy and respect
On-demand test		
Indicative assessment criteria		
CO1 - Outline available lines and methods of communication, including oral, written, electronic, carried out by self and carried out by others CO2 - Identify relevant <b>communications equipment</b> including telephone, electronic, radiotelephone and megaphone CO3 - Outline organisational procedures relating to use of <b>communications equipment</b> CO4 - Outline organisational procedures regarding malfunctioning equipment CO5 - Identify relevant aviation <b>guidelines, procedures, standard phrases</b> and the phonetic alphabet CO6 - Identify commonly used aviation codes relevant to your job role, and sources of information for less commonly used codes CO7 - Describe your organisation's systems for processing and storing information CO8 - Outline what is confidential and commercially sensitive information CO9 - Describe organisational procedures for communicating messages and reporting to seniors, colleagues or external sources		
Practical observation		
To pass, the following must be evidenced	To gain a merit	To gain a distinction
CO10 - Ensure accurate and timely communication with the right people at the right time using the correct method CO11 - Ensure communication is received and understood CO12 - Adapt language and tone to match audience and situation	CO13 - Ensure all communications are effective and understood, anticipating additional appropriate information requirements and liaising with key people to facilitate ongoing information flow	CO14 - Ensure excellent communication with all internal and external stakeholders

## 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.

<b>Interpersonal skills</b>		
<b>Knowledge</b>	<b>Skills</b>	<b>Behaviour</b>
Roles within the team and how these work together to achieve the organisation's objectives, and how to embrace equality and inclusivity in the workplace	Maximise team performance and meet the objectives of the team while embracing equality and inclusivity	Treat team, customers and other <b>stakeholders</b> with courtesy and respect. Handle all tasks in a calm and organised manner. Take ownership and responsibility of role and working area, including team members where responsible
<b>Professional discussion</b>		
<b>Indicative assessment criteria</b>		
IP1 - Describe organisational systems and procedures for developing your own and others' personal performance in customer service IP2 - Outline how your behaviour impacts on others IP3 - Outline how to effectively review your personal strengths and development needs IP4 - Outline how to compile a personal development plan for yourself or a colleague that will build on strengths and overcome weaknesses in areas that are important to customer service IP5 - Outline how to obtain useful and constructive personal feedback from others and respond positively IP6 - Outline how to compile a coaching plan that will build on the strengths of the learner and overcome their weaknesses in areas that are important to customer service and their job role IP7 - Outline how to give useful and constructive personal feedback to others and encourage them to respond positively		
<b>Practical observation</b>		
<b>To pass, the following must be evidenced</b>	<b>To gain a merit</b>	<b>To gain a distinction</b>
IP8 - Work as part of a team to ensure adequate performance in the role IP9 - Provide appropriate guidance for team members	IP10 - Take initiative as a senior team member or supervisor to improve performance in the role, within limits of operation	There are no distinction criteria for this component
<b>Amplification and guidance</b>		
<b>Stakeholders</b>		
People, organisations, social groups, internal or external to the business that have a vital interest in the business or its activities.		

Aviation systems		
Knowledge	Skills	Behaviour
The aviation systems used within own role and how to operate them, identify faults or errors and what remedial action to take	Use <b>aviation systems</b> effectively in own role. Take remedial action upon identification of faults or errors in a timely manner if they occur	Use equipment and technology responsibly and effectively. Commit to continuous development of self and team, including improvements to systems and processes
Practical observation		
To pass, the following must be evidenced	To gain a merit	To gain a distinction
AS1 - Ensure prescribed systems are used correctly AS2 - Report faults or errors as they occur AS3 - Take action to maintain systems to prevent faults or errors	There are no merit criteria for this component	There are no distinction criteria for this component
Amplification and guidance		
<p><b>Aviation systems hardware</b></p> <p>Aviation management systems in this section could include handheld devices such as tablets, networked laptop and desktop computer systems that contribute to the overall management of ground operations.</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 a system failure.</p> <p><b>Security and legal regulations</b></p> <p>Including data protection legislation, copyright and display screen equipment (DSE) legislation</p>		

## Disruption incidents & emergencies

Knowledge	Skills	Behaviour
Implement and monitor emergency procedures in own area of responsibility, the range of potential incidents and disruption that may occur and the appropriate action to take	Monitor area of responsibility and take appropriate action to reduce the impact of emergencies, incidents or disruption	Handle all tasks in a calm and organised manner
<b>On-demand test</b>		
<b>Indicative assessment criteria</b>		
DI1 - Outline how to identify, analyse and accurately describe the incident/emergency DI2 - Outline how to recognise when an incident/emergency exists DI3 - Outline how to agree with others how you will know the incident/emergency has been solved DI4 - Outline how to use a <b>variety of methods</b> to come up with different ways of tackling the incident/emergency DI5 - Outline how to compare the <b>main features</b> of each approach and use this information to justify the method you decide to use DI6 - Outline how to plan your chosen way of solving the incident/emergency to include resources, methods, the sequence of steps to be taken and timeline, including points for checking progress DI7 - Outline the necessary actions to meet health and safety procedures and other regulations and ways to overcome difficulties DI8 - Identify and gain the <b>relevant authority to carry out a plan, and review this regularly</b> to check progress		
<b>Professional discussion</b>		
<b>Indicative assessment criteria</b>		
DI9 - Describe the procedures to collect, interpret and share information about current and potential incidents/emergencies DI10 - Identify any connected problems and the range of factors affecting them DI11 - Identify a number of available methods for resolving complex aviation incidents/emergencies DI12 - Describe how to consult with others to identify and confirm the options available DI13 - Outline how to consider the <b>main features</b> , advantages, disadvantages and risks of each option in order to find the most appropriate solution DI14 - Suggest other ways that incidents/emergencies may be resolved if you are not able to help		

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

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

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

### **Amplification and guidance**

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

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

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

#### **Variety of methods**

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

#### **Main features**

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

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

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



<b>Dangerous goods</b>	
<b>Knowledge</b>	<b>Skills</b>
Dangerous goods relevant to a range of aviation operations and how to deal with them effectively in own area of responsibility	Deal effectively with dangerous goods in own area of responsibility
<b>On-demand test</b>	
<b>Indicative assessment criteria</b>	
DG1 - Acknowledge and understand the general philosophy and handling requirements of dangerous goods DG2 - Identify how to recognise classification of dangerous goods DG3 - Identify potential hidden hazards in cargo and baggage DG4 - Understand general storage and/or loading procedures of dangerous goods DG5 - Acknowledge and understand the emergency procedures in the event of a dangerous goods incident	
<b>Professional discussion</b>	
<b>Indicative assessment criteria</b>	
DG6 - Describe how to operate safely when exposed to dangerous goods DG7 - Explain how to deal with dangerous goods effectively in accordance with organisational procedures and responsibilities	
<b>Amplification and guidance</b>	
<p><b>Principles of storage, carriage and handling of dangerous goods</b></p> <p>Passengers, staff and flight crews; safety data sheets (SDS), Department for Transport (DfT) regulations, Health and Safety Executive (HSE), Driver and Vehicle Standards Agency (DVSA), manual handling, authorisation notices, Office of Rail and Road (ORR), Maritime and Coastguard Agency (MCA), Civil Aviation Authority (CAA). European agreement concerning the international carriage of dangerous goods by road (ADR).</p> <p>The key message is to be aware of the dangerous goods in own area of responsibility and the actions to take in the event of an incident or emergency.</p>	

<b>Aviation timescales</b>		
<b>Knowledge</b>	<b>Skills</b>	<b>Behaviour</b>
Key timelines for aviation operations performance and consequences of not meeting them	Operate each stage of the aviation operations performance to ensure timely aircraft movements	Embrace and promote the values of the organisation. Display loyalty, integrity and accountability to the organisation
<b>Professional discussion</b>		
<b>Indicative assessment criteria</b>		
AT1 - Describe how to effectively collect, maintain and process operational information relating to aircraft movements and operating conditions from all available sources AT2 - Describe the role and function of government and international agencies including ICAO, IATA and CAA AT3 - Outline reference sources for compliance with national and international rules and regulations, and aeronautical facilities AT4 - Outline your organisation's operations manual AT5 - Outline your organisation's communications and recording systems and procedures		
<b>Practical observation</b>		
<b>To pass, the following must be evidenced</b>	<b>To gain a merit</b>	<b>To gain a distinction</b>
AT6 - Ensure minimum performance expectations are met in own area of responsibilities	AT7 - Ensure team within area of responsibility work efficiently to meet and exceed timescales to complete tasks	AT8 - Organise and prioritise work to make the most efficient use of time, and complete core and relevant additional tasks within timescales

## Support flight operations

Knowledge	Skills	
The role of a specialist in supporting flight operations and operating conditions. How to devise and implement relevant procedures in the event of an aviation incident/emergency	Support and monitor team members to collect, collate and supply information and complete other duties during flight operations. Devise and implement relevant procedures for use in the event of an aviation incident/emergency	
On-demand test		
Indicative assessment criteria		
SO1 - Outline potential <b>flight irregularities</b> and subsequent <b>contingency plans</b> SO2 - Outline your organisation's structure and reporting procedures SO3 - Outline limits of your own responsibility in line with your organisation's procedures SO4 - Implement directives with colleagues that align with those of your organisation SO5 - Describe the information requirements of flight crew and ground crew SO6 - Describe how information is communicated between relevant parties		
Practical observation		
To pass, the following must be evidenced	To gain a merit	To gain a distinction
SO7 - Maintain the collection of operational information on aircraft movements and operating conditions from all available sources SO8 - Disseminate operational information in a timely manner to all relevant parties in line with organisational procedures SO9 - Ensure visual displays of aircraft movements are accurate in line with organisational procedures SO10 - Process aircraft progress and operational information in line with organisational procedures SO11 - Record <b>contingency plans</b> in line with organisational requirements SO12 - Tell all relevant parties about new and revised <b>contingency plans</b> in line with organisational procedures	SO13 - Record aircraft progress and operational information accurately and clearly SO14 - Use all available information sources and <b>contingency plans</b> in case of <b>flight irregularities</b> SO15 - Review and revise <b>contingency plans</b> in response to changing circumstances	SO16 - Obtain approval for <b>contingency plans</b> SO17 - Implement <b>contingency plans</b> according to own level of responsibility

### Amplification and guidance

#### **Flight irregularities**

Flight schedules, routes, flight destinations, aircraft availability, equipment carried, crew rostering, weather conditions, station activities or status and airspace restrictions

#### **Contingency plans**

Needs of all relevant parties, regulatory requirements, safety requirements, cost-control requirements, the need to maintain customer service and the need for punctuality

## Monitor the weather in an aviation environment

Knowledge	Skills	
The procedure to obtain weather forecasts, their key features, what the data means for flight operations and how the information must be used	Obtain, interpret and act on weather forecasts in line with organisational procedures, taking appropriate action to ensure the optimal performance of flight operations based on the report	
On-demand test		
Indicative assessment criteria		
<p>MW1 - Outline the relevant <b>meteorological and pilot reports</b></p> <p>MW2 - Outline Metform 2309 - routine reports and special reports</p> <p>MW3 - Describe the difference between forecasts and reports, and how to record these</p> <p>MW4 - Describe relevant meteorological information including surface wind direction and speed, visibility, significant cloud amount, height of cloud base, barometric pressure setting and runway surface conditions</p> <p>MW5 - Outline the formats for transmitting and acknowledging routine and unusual meteorological information</p> <p>MW6 - Describe weather changes to be identified including thunderstorms, fog, wind shear, gales, squalls, cloud, snow, frost, freezing precipitation and ice</p>		
Practical observation		
To pass, the following must be evidenced	To gain a merit	To gain a distinction
<p>MW7 - Collate all incoming information relating to current and forecast weather using all available information sources</p> <p>MW8 - Seek clarification from designated forecast unit of weather reports</p> <p>MW9 - Acknowledge receipt of information in line with organisational procedures</p> <p>MW10 - Observe weather conditions in immediate vicinity</p> <p>MW11 - Record information about current and forecast weather in line with organisational procedures</p>	<p>MW12 - Evaluate pilot and agency reports about weather conditions to ascertain changes</p> <p>MW13 - Collect contingency plans on weather diversions</p> <p>MW14 - Ensure routine meteorological information is shared with others, and record the information provided</p> <p>MW15 - Identify significant changes in current and forecast weather and their implications</p>	<p>MW16 - Take appropriate actions in response to changes in current and forecast weather</p> <p>MW17 - Implement contingency plans due to weather</p>

### Amplification and guidance

#### **Meteorological and pilot reports**

For example, OPMET, METAR, SIGMET, SPECI, TAF (terminal aerodrome forecast)

<b>Reducing aviation hazards</b>		
<b>Knowledge</b>	<b>Skills</b>	
Application of procedures for identifying, reporting and reducing aviation hazards, and the process for distributing pertinent information on aviation risks	Accurately apply the procedures for identifying, reporting and reducing aviation hazards and distribute pertinent aviation safety information to relevant stakeholders within the required timescale	
<b>On-demand test</b>		
<b>Indicative assessment criteria</b>		
RH1 - Outline your organisation's rules such as parking and speeding RH2 - Outline the benefits of working safely including to yourself, others, equipment, the airport and other companies RH3 - Identify common causes of accidents and the main things that can go wrong RH4 - Identify hazardous materials, procedures for using them and dealing with incidents involving them RH5 - Explain the importance of staying alert and following safety rules RH6 - Be aware of legislation covering aviation which states that your employer has the duty to provide a safe working environment and you have a duty to follow your employer's safety rules RH7 - Identify where the ramp area is: the surface area from the building to the rear of the aircraft stands including the apron RH8 - Identify emergency areas such as fire assembly points and areas for emergency response vehicles RH9 - Explain how and when to use equipment and vehicles		
<b>Practical observation</b>		
<b>To pass, the following must be evidenced</b>	<b>To gain a merit</b>	<b>To gain a distinction</b>
RH10 - Arrived punctually RH11 - Dressed in the correct PPE for the environment RH12 - Identify types of hazard RH13 - Conduct FOD Plod, safely and effectively RH14 - React to potential hazardous situations, such as FOD intake	RH15 - Communicate hazards/potential hazards to the appropriate level	RH16 - Rectify hazards such as clearing FOD, and reporting actions taken to the appropriate authority

## Resolve multifaceted aviation issues

Knowledge	Skills	
Identification of aviation issues and the different choices to resolve them, including how to implement the most appropriate solution, determining when the situation has been resolved satisfactorily, and what action to take if it has not	Identify aviation issues and select and implement the most suitable solution, reviewing the situation to ensure it has been resolved	
Professional discussion		
Indicative assessment criteria		
<p>RM1 - Use a variety of methods to identify, analyse and accurately describe the problem</p> <p>RM2 - How to compare the main features, including the value, and risks of each approach and use this information to justify the method you decide to use</p> <p>RM3 - How to plan your chosen way of solving the problem to include resources, methods, the sequence of steps to be taken and time-line, including points for checking progress</p> <p>RM4 - The necessary action to meet health and safety procedures and other regulations and ways to overcome difficulties</p> <p>RM5 - How to get the approval for your plan from a person who has authority and expertise</p> <p>RM6 - How to put your plan into action, make judgements about when support and feedback would be helpful from others, such as those affected by the problem and specialists, and use this effectively to help tackle the problem</p> <p>RM7 - How to check the problem has been solved, such as testing, measuring and observing</p> <p>RM8 - How to review the strengths and weaknesses of each stage of your approach, including whether other approaches might have been more effective</p>		
Practical observation		
To pass, the following must be evidenced	To gain a merit	To gain a distinction
<p>RM9 - Collect and interpret information from others about problems they have raised</p> <p>RM10 - Ask others appropriate questions to check own understanding of problems</p>	<p>RM16 - Consult with others to identify and confirm the options available</p>	<p>RM20 - Choose the best overall option to solve the problem</p> <p>RM21 - Communicate with others to make sure</p>



<p>RM11 - Share feedback with others to help identify and prevent possible problems</p> <p>RM12 - Identify any connected problems and the range of factors affecting them</p> <p>RM13 - Identify a number of available methods for resolving complex aviation problems</p> <p>RM14 - Discuss and agree the proposed option for solving the problem with others</p> <p>RM15 - Take action to put the agreed option into practice</p>	<p>RM17 - Work out the main features, advantages, disadvantages and risks of each option</p> <p>RM18 - Suggest other ways that problems may be resolved if personal help cannot be provided</p> <p>RM19 - Keep others fully informed about what is happening to resolve the problem(s)</p>	<p>that any commitments related to solving the problem are kept</p>
<b>Amplification and guidance</b>		
<p><b>Methods to analyse the problem</b></p> <p>Including breaking it down into manageable sub-problems (simplifying), investigating its effects on other people (broadening its focus), looking at the problem from different viewpoints, checking if the problem changes from place to place or over time (reframing) and comparing it with similar problems</p>		

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## Assessment summary

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

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

The assessments can be taken in any order.

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

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

### On-demand tests

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- 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

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

## Professional discussion

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- 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

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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	<b>Pass</b>
Pass	Pass	Pass	Merit	<b>Pass</b>
Pass	Pass	Pass	Distinction	<b>Merit</b>
Pass	Pass	Merit	Pass	<b>Pass</b>
Pass	Pass	Merit	Merit	<b>Merit</b>
Pass	Pass	Merit	Distinction	<b>Merit</b>
Pass	Pass	Distinction	Pass	<b>Merit</b>
Pass	Pass	Distinction	Merit	<b>Merit</b>
Pass	Pass	Distinction	Distinction	<b>Distinction</b>

## Retake and resit information

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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

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The following knowledge areas of the aviation ground operative - flight operations 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 flight operations. 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 flight operations specialist knowledge test are listed below.

- Support aviation operations
- Monitor the weather in an aviation environment
- Reducing aviation hazards

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

### Before the assessment

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

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

## On-demand tests criteria

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

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

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

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



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

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

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

The apprentice will	Criteria covered in the on-demand test
<b>Support flight operations</b>	
<p>Understand the role of a specialist in supporting flight operations and operating conditions. How to devise and implement relevant procedures in the event of an aviation incident/emergency</p>	<p>SO1 - Outline potential flight irregularities and subsequent contingency plans            SO2 - Outline your organisation's structure and reporting procedures            SO3 - Outline limits of your own responsibility in line with your organisation's procedures            SO4 - Implement directives with colleagues that align with those of your organisation            SO5 - Describe the information requirements of flight crew and ground crew            SO6 - Describe how information is communicated between relevant parties</p>

The apprentice will	Criteria covered in the on-demand test
<b>Monitor the weather in an aviation environment</b>	
<p>Understand the procedure to obtain weather forecasts, their key features, what the data means for flight operations and how the information must be used</p>	<p>MW1 - Outline the relevant meteorological and pilot reports            MW2 - Outline Metform 2309 - routine reports and special reports            MW3 - Describe the difference between forecasts and reports, and how to record these            MW4 - Describe relevant meteorological information including surface wind direction and speed, visibility, significant cloud amount, height of cloud base, barometric pressure setting and runway surface conditions            MW5 - Outline the formats for transmitting and acknowledging routine and unusual meteorological information            MW6 - Describe weather changes to be identified including thunderstorms, fog, wind shear, gales, squalls, cloud, snow, frost, freezing precipitation and ice</p>

The apprentice will	Criteria covered in the on-demand test
<b>Reducing aviation hazards</b>	
<p>Understand the application of procedures for identifying, reporting and reducing aviation hazards, and the process for distributing pertinent information on aviation risks</p>	<p>RH1 - Outline your organisation's rules such as parking and speeding</p> <p>RH2 - Outline the benefits of working safely including to yourself, others, equipment, the airport and other companies</p> <p>RH3 - Identify common causes of accidents and the main things that can go wrong</p> <p>RH4 - Identify hazardous materials, procedures for using them and dealing with incidents involving them</p> <p>RH5 - Explain the importance of staying alert and following safety rules</p> <p>RH6 - Be aware of legislation covering aviation which states that your employer has the duty to provide a safe working environment and you have a duty to follow your employer's safety rules</p> <p>RH7 - Identify where the ramp area is: the surface area from the building to the rear of the aircraft stands including the apron</p> <p>RH8 - Identify emergency areas such as fire assembly points and areas for emergency response vehicles</p> <p>RH9 - Explain how and when to use equipment and vehicles</p>

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## Assessing the practical observation

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Each observation will last 1 hour (+/- 10%), and the apprentices will not know in advance which scenario or task they will be given on the day of their assessment. Due to the safety and security required, particularly when an external visitor is required to go airside, the end-point assessor will confirm the assessment activities with the employer up to 14 days in advance of the assessment.

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

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

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

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

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

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

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

## **Before the assessment:**

Employers/training providers should:

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

## **Specialist function scenarios - flight operations**

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### **1. Support flight operations**

Undertake the booking process of diversion airfields for inbound aircraft or en-route diversions. The learner should show how to decide which airfields should be used and why; the booking process, and any amendments to the commitment that may be required throughout the day to maintain flight operations. This could include weather diversions and crash diversions. The observation can also include any other flight operations duties that may take place.

### **2. Monitor the weather in an aviation environment**

Observe the learner obtaining all available weather in an aviation environment. The information needs to be authenticated and distributed accordingly to all relevant parties. The learner should also show that they can respond to any extra weather reports such as pilot reports and weather specials. The learner should show that they can decode weather reports where necessary and show how weather reports are passed between parties involved.

### **3. Resolve multifaceted aviation issues**

Observe the learner taking a leading role in a major aviation issue/emergency in an aviation environment, for example aircraft crash, aircraft fire, fuel emergency. (These may be simulated.) The learner should play an active part in all facets of the issue/emergency within own area of responsibility from its inception to its completion, ensuring that all elements are completed in accordance with the laid down procedure. The learner should also be able to give a debrief, if requested, on completion of the incident on how it proceeded and any possible improvements for the future.

## The practical observation - mock assessment

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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 (+/- 10%) 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

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

### Core assessment criteria

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

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

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

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



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

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

## Specialist function assessment criteria

### Scenario 1

<b>Support flight operations</b>		
<b>To pass, the following must be evidenced</b>	<b>To gain a merit</b>	<b>To gain a distinction</b>
SO7 - Maintain the collection of operational information on aircraft movements and operating conditions from all available sources SO8 - Disseminate operational information in a timely manner to all relevant parties in line with organisational procedures SO9 - Ensure visual displays of aircraft movements are accurate in line with organisational procedures SO10 - Process aircraft progress and operational information in line with organisational procedures SO11 - Record contingency plans in line with organisational requirements SO12 - Tell all relevant parties about new and revised contingency plans in line with organisational procedures	SO13 - Record aircraft progress and operational information accurately and clearly SO14 - Use all available information sources and contingency plans in case of flight irregularities SO15 - Review and revise contingency plans in response to changing circumstances	SO16 - Obtain approval for contingency plans SO17 - Implement contingency plans according to own level of responsibility

**Scenario 2**

<b>Monitor the weather in an aviation environment</b>		
<b>To pass, the following must be evidenced</b>	<b>To gain a merit</b>	<b>To gain a distinction</b>
<p>MW7 - Collate all incoming information relating to current and forecast weather using all available information sources</p> <p>MW8 - Seek clarification from designated forecast unit of weather reports</p> <p>MW9 - Acknowledge receipt of information in line with organisational procedures</p> <p>MW10 - Observe weather conditions in immediate vicinity</p> <p>MW11 - Record information about current and forecast weather in line with organisational procedures</p>	<p>MW12 - Evaluate pilot and agency reports about weather conditions to ascertain changes</p> <p>MW13 - Collect contingency plans on weather diversions</p> <p>MW14 - Ensure routine meteorological information is shared with others, and record the information provided</p> <p>MW15 - Identify significant changes in current and forecast weather and their implications</p>	<p>MW16 - Take appropriate actions in response to changes in current and forecast weather</p> <p>MW17 - Implement contingency plans due to weather</p>

### Scenario 3

Reducing aviation hazards		
To pass, the following must be evidenced	To gain a merit	To gain a distinction
RH10 - Arrived punctually RH11 - Dressed in the correct PPE for the environment RH12 - Identify types of hazard RH13 - Conduct FOD Plod, safely and effectively RH14 - React to potential hazardous situations, such as FOD intake	RH15 - Communicate hazards/potential hazards to the appropriate level	RH16 - Rectify hazards such as clearing FOD, and reporting actions taken to the appropriate authority

Resolve multifaceted aviation issues		
To pass, the following must be evidenced	To gain a merit	To gain a distinction
RM9 - Collect and interpret information from others about problems they have raised RM10 - Ask others appropriate questions to check own understanding of problems RM11 - Share feedback with others to help identify and prevent possible problems RM12 - Identify any connected problems and the range of factors affecting them RM13 - Identify a number of available methods for resolving complex aviation problems RM14 - Discuss and agree the proposed option for solving the problem with others RM15 - Take action to put the agreed option into practice	RM16 - Consult with others to identify and confirm the options available RM17 - Work out the main features, advantages, disadvantages and risks of each option RM18 - Suggest other ways that problems may be resolved if personal help cannot be provided RM19 - Keep others fully informed about what is happening to resolve the problem(s)	RM20 - Choose the best overall option to solve the problem RM21 - Communicate with others to make sure that any commitments related to solving the problem are kept

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## Assessing the professional discussion

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

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

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

The professional discussion will need to take place in a suitable environment and should last for 1 hour (+/- 10%). The discussion will be against the set criteria that are outlined in the following pages and will be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence.

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

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

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

**Before the assessment:**

Employers/training providers should:

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

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

## The professional discussion - mock assessment

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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 (+/- 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 below.

## The professional discussion - example questions

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

<b>Security:</b>	
<p>‘What security measures are in place where you work?’</p> <p>‘Describe a potential security breach at your workplace and the actions that you would take.’</p>	
<b>Interpersonal skills:</b>	
<p>‘What are the impacts of your actions while at work?’</p> <p>‘Tell me about the importance of feedback.’</p>	
<b>Disruption incidents &amp; emergencies:</b>	
<p>‘What information do you need when an incident occurs?’</p> <p>‘Tell me how you would deal with an incident.’</p>	
<b>Dangerous goods:</b>	
<p>‘Tell me how your organisation deals with dangerous goods.’</p>	



<b>Aviation timescales:</b>	
<p>‘How would you monitor and evidence aircraft movements?’</p> <p>‘Tell me about your organisation’s external compliance requirements.’</p>	

<b>Resolve multifaceted aviation issues:</b>	
<p>Sample Questions:</p> <p>‘Explain how you would effectively manage and solve a problem.’</p> <p>‘What external regulations must you adhere to?’</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

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

### To pass, the following must be evidenced

#### Interpersonal skills

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

**To pass, the following must be evidenced**

**Disruption incidents & emergencies**

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

**To pass, the following must be evidenced**

**Dangerous goods**

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

**To pass, the following must be evidenced**

**Aviation timescales**

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

**To pass, the following must be evidenced**

**Resolve multifaceted aviation issues**

RM1 - Use a variety of methods to identify, analyse and accurately describe the problem

RM2 - How to compare the main features, including the value, and risks of each approach and use this information to justify the method you decide to use

RM3 - How to plan your chosen way of solving the problem to include resources, methods, the sequence of steps to be taken and time-line, including points for checking progress

RM4 - The necessary action to meet health and safety procedures and other regulations and ways to overcome difficulties

RM5 - How to get the approval for your plan from a person who has authority and expertise

RM6 - How to put your plan into action, make judgements about when support and feedback would be helpful from others, such as those affected by the problem and specialists, and use this effectively to help tackle the problem

RM7 - How to check the problem has been solved, such as testing, measuring and observing

RM8 - How to review the strengths and weaknesses of each stage of your approach, including whether other approaches might have been more effective

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