



As of 1 August 2022, the English and maths requirements for on-programme and new apprentices undertaking level 2 apprenticeships have changed and are detailed as part of the [apprenticeship funding rules](#). These requirements supersede the current wording in this apprenticeship standard and EPA plan.

ST0907/AP01



# End-point assessment plan for Aviation Customer Service Operative apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0907	2	No

## Contents

Introduction and overview .....	2
EPA summary table .....	4
Length of end-point assessment period .....	5
EPA gateway .....	5
End-point assessment methods .....	6
Overall EPA Grading .....	12
Re-sits and re-takes .....	13
Roles and responsibilities .....	14
Reasonable adjustments .....	18
Internal Quality Assurance (IQA) .....	19
Value for money .....	20
Professional recognition .....	20
Mapping of knowledge, skills and behaviours (KSBs) .....	21
Grading descriptors .....	24

## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the aviation customer service operative apprenticeship standard. It explains how EPA for this apprenticeship must operate.

This document provides the EPA design requirements for end-point assessment organisations (EPAOs) for this apprenticeship standard. It will also be useful for apprentices undertaking this apprenticeship, their employers and training providers.

EPA must be conducted by an EPAO approved to deliver EPA for this apprenticeship standard. Each employer should select an approved EPAO from the Education & Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

Full-time apprentices will typically spend 12 months on-programme (before the gateway) working towards this occupational standard. All apprentices must spend a minimum of 12 months on-programme. All apprentices must spend a minimum of 20% of on-programme time undertaking off-the-job training.

Before starting EPA, an apprentice must meet the gateway requirements. For this apprenticeship they are:

- the employer must be content that the apprentice is working at or above the occupational standard
- apprentices must have achieved all qualifications mandated in the aviation customer service operative occupational standard: Level 2 Category 9 Certificate in Dangerous Goods Awareness
- apprentices must have achieved English and mathematics Level 1 and taken the assessments for Level 2<sup>1</sup>

The EPAO must confirm that all required gateway evidence has been provided and accepted as meeting the gateway requirements. The EPAO is responsible for confirming gateway eligibility. Once this has been confirmed, the EPA period starts.

This EPA should then be completed within an EPA period lasting typically for three months.

This EPA consists of 2 discrete assessment methods.

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<sup>1</sup> For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

It will be possible to achieve the following grades in each end-point assessment method:

Assessment method 1: Observation with questions and answers

- fail
- pass

Assessment method 2: Professional discussion

- fail
- pass
- distinction

Performance in these assessment methods will determine the overall apprenticeship standard grade of:

- fail
- pass
- distinction

## EPA summary table

<b>On-programme</b> (typically, 12 months)	<p>Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>Training towards Level 2 Category 9 Certificate in Dangerous Goods Awareness certification</p> <p>Training towards English and mathematics Level 1 and 2, if required.</p>
<b>End-point assessment gateway (typically, 3 months)</b>	<p>The employer must be content that the apprentice is working at or above the level of the occupational standard.</p> <p>Apprentices must have achieved all qualifications mandated in the aviation customer service operative occupational standard.</p> <p>The qualifications required are:</p> <ul style="list-style-type: none"> <li>• Level 2 Category 9 Certificate in Dangerous Goods Awareness certification</li> </ul> <p>Apprentices must have achieved English and mathematics Level 1 and taken the assessments for Level 2.</p>
<b>End-point assessment (typically, 3 months)</b>	<p>End-point assessment method 1: Observation with questions and answers, graded:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> </ul> <p>End-point assessment method 2: Professional discussion graded:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul>
<b>Professional recognition</b>	<p>N/A</p>

## Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically for three months, starting when the EPAO has confirmed that all gateway requirements have been met.

The EPA period must last for a minimum of one week

## EPA gateway

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above the level of the occupational standard. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

The EPAO determines when all gateway requirements have been met, and the EPA period will only start once the EPAO has confirmed this.

In addition to the employer's confirmation that the apprentice is working at or above the level of the occupational standard, the apprentice must have completed the following gateway requirements prior to starting EPA:

- achieved English and mathematics Level 1 and taken the tests for Level 2.
- achieved Level 2 Category 9 Certificate in Dangerous Goods Awareness certification

For the observation with questions and answers.

Specific requirements:

The organisational policy and procedures needed for the observation are sent to the independent assessor in advance of the observation.

For the professional discussion, no specific requirements.

## End-point assessment methods

The apprentice will be assessed against the KSBs assigned to the assessment methods outlined below, as shown in the mapping section of this EPA plan.

### End-point assessment method 1: Observation with questions and answers

#### Overview

This assessment method has 1 component.

An observation with questions involves an independent assessor observing an apprentice undertaking work as part of their normal duties in the workplace and asking questions. This allows for a demonstration of the KSBs through naturally occurring evidence. The observation must be of an apprentice completing their usual work and simulation is not permitted.

The independent assessor will ask questions in relation to KSBs that have not been observed although these should be kept to a minimum.

The rationale for this assessment method is:

- the occupation involves practical activity best assessed through observation; it would be difficult to replicate the working environment in a valid way and employers would doubt the occupational competence of an individual not assessed in this way
- questioning allows for the assessment of the breadth and depth of underpinning knowledge against the grading descriptors
- tasks completed during the observation should contribute to workplace productivity and are valid
- it is a holistic assessment method

#### Delivery

The observation with questions and answers must take 90 minutes.

The EPAO must give an apprentice 1 weeks' notice of the observation.

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

EPAOs must manage invigilation of apprentices during breaks in order to maintain security of the assessment in line with their malpractice policy.

The independent assessor has the discretion to increase the time of the observation with questions by up to 10% to allow the apprentice to complete a task or respond to their final question.

The independent assessor may observe only one 1 apprentice at any one time, to ensure quality and rigour.

Apprentices must be provided with information on the format of the observation with questions, including the timescales they will be working to before the start of the observation with questions.

The following activities must be observed during the observation:

- Check customer documents including issuing boarding cards and complete baggage reconciliation processes
- Ensure all customers are kept informed in order to help meet the aviation timetable requirements
- Deliver customer service activities
- Identify and assist those customers requiring support during their journey
- Follow all safety and security and compliance procedures

The observation with questions and answers should be conducted in the following way, to take account of the occupational context:

- the independent assessor will observe how the apprentice undertakes their role in the workplace. This must be supplemented by the independent assessor asking the apprentice questions after the observation.

The independent assessor must be unobtrusive whilst conducting the observation.

Questions must be asked to assess the apprentice's breadth and depth of competence against the grading descriptors

The independent assessor must ask a minimum of 8 questions.

They may ask follow-up questions where clarification is required

As only naturally occurring work is observed, those KSBs that the apprentice did not have the opportunity to demonstrate can be assessed via questioning, although these should be kept to a minimum.

KSBs observed and responses to questions will be assessed holistically.

The time for questions asked after the observation is included in the overall assessment time.

KSBs observed, and answers to questions, must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

## Assessment location

The observation with questions should take place in:

- the apprentice's workplace

Specific venue requirements that must be in place include: organisation specific venue and equipment.

## Question and resource development

EPAOs will create and set open questions to assess KSBs mapped to this assessment method. Each EPAO must develop a question bank of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure the questions they contain are fit for purpose. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions in line with the EPAOs training and standardisation process. The questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that an apprentice has a different set of questions if they re-sit/re-take.

EPAOs will produce the following material to support this assessment method:

- independent assessor training materials
- grading guidance
- a question bank
- assessment recording documentation
- outline of the assessment method's requirements
- guidance document for employers and apprentices on the process and timescales for the observation with questions and answers as well as a description of the purpose
- guidance document for independent assessors on how to carry out the assessment
- observation specifications



## End-point assessment method 2: Professional discussion

### Overview

This assessment method has 1 component.

A professional discussion is a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

The rationale for this assessment method is:

- this will allow some KSBs which may not naturally occur in every workplace or may take too long to observe to be assessed
- to allow assessment of a disparate set of KSBs it is a holistic assessment method, allowing the apprentice to demonstrate KSBs in an integrated way
- it allows for a related yet diverse range of aviation activities to be evidenced through discussion
- it provides a cost-effective assessment, as it minimises independent assessor time and may make use of the apprentice's employer's workplace, equipment and resources or may be undertaken remotely

### Delivery

- This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and cover the KSBs assigned to this assessment method. It will involve questions that will focus on customer service and assistance, regulatory requirements, compliance, teamwork and communication.

The purpose of the questions will be:

- to validate competency in the mapped KSB's and to allow opportunity to demonstrate distinction criteria

EPAOs must make arrangements for the professional discussion with the apprentice's employer.

Apprentices must be given at least 1 weeks' notice of the date and time of the professional discussion.

The independent assessor will conduct and assess the professional discussion.

The professional discussion must last for 60 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer.

During this method, the independent assessor must ask questions from the question bank and use follow up questions to allow the apprentice to demonstrate the KSBs mapped to this assessment method.

The professional discussion with questions will be conducted as follows:

The independent assessor asks a minimum of 8 open-response questions from the question bank and uses follow on questioning to clarify understanding the topics and themes that must be covered are:

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

KSBs met and answers to questions, must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

## Assessment location

The professional discussion should take place in a quiet room, free from distractions and influence.

Video conferencing can be used to conduct the professional discussion, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The professional discussion can take place in the following:

- employer's premises
- a suitable venue selected by the EPAO (for example a training provider's premises)
- remotely, using video conferencing software

## Question and resource development

EPAOs must develop a bank of sample questions which can be used and contextualised by independent assessors during the questioning. It is recommended that this be done in consultation with employers and specialists of this occupation.

EPAOs should maintain the security and confidentiality of their questions when consulting employers.

This bank of questions should be large enough to prevent predictability including in the event of re-sits and retakes.

An annual review of the questions should take place to ensure suitability. They must develop a question bank of sufficient size to prevent predictability and review it regularly (and at least once a year) to ensure it, and the questions it contains, are fit for purpose.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following materials to support this assessment method:

Independent assessor assessment materials which include:

- independent assessor training materials
- Administration materials
- Moderation and standardisation materials
- Guidance materials
- Grading guidance
- Question bank
- Guidance documentation for the apprentice and employer

## Overall EPA grading

All assessment methods are weighted equally in their contribution to the overall EPA grade.

Performance in the EPA will determine the apprenticeship grade of fail, pass or distinction.

Independent assessors must individually grade each assessment method, according to the requirements set out in this plan.

EPAOs must combine the individual assessment method grades to determine the overall EPA grade.

Apprentices who fail one or more assessment method will be awarded an overall EPA 'fail'.

In order to gain an overall EPA 'pass' apprentices must achieve a pass in both assessment methods.

In order to achieve an overall EPA 'distinction' apprentices must achieve a distinction in both assessment methods.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Assessment method 1 Observation with question and answers	Assessment method 2 Professional discussion	Overall grading
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

Any grade = fail, pass, distinction

## Re-sits and re-takes

Apprentices who fail one or more assessment method/s will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

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

Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

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

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

Re-sits and re-takes are not offered to apprentices wishing to move from pass to a higher grade.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

## Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> <li>• participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months</li> <li>• undertake 20% off-the-job training as arranged by the employer and training provider</li> <li>• understand the purpose and importance of EPA.</li> <li>• undertake the EPA including meeting all gateway requirements</li> </ul>
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> <li>• select the EPAO and training provider</li> <li>• work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs</li> <li>• arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the occupational standard and so is ready for EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan</li> <li>• remain independent from the delivery of the EPA</li> <li>• confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies)</li> <li>• ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met</li> <li>• ensure the apprentice is well prepared for the EPA</li> <li>• ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place</li> </ul>

	<ul style="list-style-type: none"> <li>• where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis.</li> <li>• pass the certificate to the apprentice.</li> <li>• organisational policy and procedures needed for the observation are sent to the independent assessor in advance of the observation.</li> </ul>
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of this EPA plan and deliver its requirements in a timely manner.</li> <li>• conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO).</li> <li>• conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard.</li> <li>• understand the occupational standard.</li> <li>• make all necessary contractual arrangements, including agreeing the price of the EPA.</li> <li>• develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material).</li> <li>• appoint suitably qualified and competent independent assessors.</li> <li>• appoint administrators (and invigilators where required) to administer the EPA as appropriate.</li> <li>• provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading.</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA.</li> <li>• arrange for the EPA to take place, in consultation with the employer.</li> <li>• where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary.</li> <li>• develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders.</li> </ul>

	<ul style="list-style-type: none"> <li>• have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e. HEI), there must be no conflict of interest.</li> <li>• have policies and procedures for internal quality assurance (IQA) and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes.</li> <li>• deliver induction training for independent assessors, and for invigilators and/or markers (where used).</li> <li>• undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually).</li> <li>• manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy.</li> <li>• verify the identity of the apprentice being assessed.</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard.</li> <li>• provide details of the independent assessor's name and contact details to the employer.</li> <li>• have and apply appropriately an EPA appeals process.</li> <li>• request certification via the Apprenticeship Service upon successful achievement of the EPA.</li> </ul>
Independent assessor	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> <li>• have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan.</li> <li>• understand the occupational standard and the requirements of this EPA.</li> <li>• Independent assessors must be developed and trained by the EPAO in the conduct of the professional discussion and reaching consistent judgement.</li> <li>• have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter.</li> <li>• deliver the end-point assessment in-line with the EPA plan.</li> <li>• comply with the IQA requirements of the EPAO.</li> </ul>



	<ul style="list-style-type: none"> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI).</li> <li>• attend induction training.</li> <li>• attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard.</li> <li>• assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily.</li> <li>• assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily.</li> <li>• make all grading decisions.</li> <li>• record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner.</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard.</li> <li>• mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures.</li> </ul>
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> <li>• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard.</li> <li>• conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan).</li> <li>• monitor the apprentice's progress during any training provider led on-programme learning.</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA.</li> <li>• remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest.</li> </ul>

Invigilator	<p>As a minimum, invigilators should:</p> <ul style="list-style-type: none"> <li>• attend induction training as directed by the EPAO.</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI).</li> <li>• invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with the EPAO's invigilation procedures.</li> </ul>
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## Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments to the assessment methods for the EPA for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this EPA plan.

## Internal Quality Assurance (IQA)

Internal quality assurance refers to the strategies, policies and procedures that EPAOs must have in place to ensure valid, consistent and reliable end-point assessment decisions. EPAOs for this EPA must adhere to all requirements within the Roles and Responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors.
- appoint independent assessors who have achieved a relevant qualification at a level equivalent to or higher than the apprenticeship standard being assessed.
- appoint independent assessors who have recent relevant experience of the occupation/sector gained in the last 2 years or significant experience of the occupation/sector.
- appoint independent assessors who maintain (and produce on request) an up-to-date and accurate record of their CPD activities which should equate to at least 5 days CPD in the last year.
- demonstrate that their CPD activities are of learning activities relevant to current or future practice.
- operate induction training for independent assessors, markers and invigilators.
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading.
- where appropriate:
  - provide ongoing training for invigilators.
- undertake standardisation activity on this apprenticeship standard for all independent assessors:
  - before they conduct an EPA for the first time.
  - if the EPA is updated.
  - periodically as appropriate (a minimum of annually).
- conduct effective moderation of assessment decisions and grades.
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on assessment decisions and grades.

## Value for money

Affordability of the EPA will be aided by using at least some of the following:

- use of technology – for example video conferencing where applicable.
- location – for example use of employer premises.
- making maximum use of each typical 7.5 hour working day.
- observation of naturally occurring evidence in the workplace.

## Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

# Mapping of knowledge, skills and behaviours (KSBs)

## Assessment method 1: Observation with questions and answers

Knowledge
<b>K3</b> The aviation systems and operational procedures used.
<b>K6</b> Methods to identify and respond to individuals' needs and abilities in different situations and communicate with others and colleagues from a diverse range of backgrounds and cultures.
<b>K7</b> Effective communication methods to transfer relevant information to people.
<b>K11</b> The requirements for and characteristics of passport, visas and other statutory or travel documentation.
<b>K12</b> Travel documentation requirements for acceptance to travel, including electronic systems of prompts and messages.
<b>K13</b> The check-in process and procedures.

Skills
<b>S2</b> Complete and maintain documentation to meet current legislative aviation guidelines.
<b>S3</b> Use aviation systems effectively.
<b>S4</b> Adapt to different circumstances whilst maintaining customer service standards and remaining polite, helpful and customer focused.
<b>S6</b> Work effectively as part of a team and with others identifying and responding to the needs of individuals, including colleagues, other organisations/stakeholders or customers.
<b>S7</b> Communicate effectively transmitting and receiving information and recording it as required.
<b>S11</b> Correctly check-in all booked passengers and baggage.
<b>S15</b> Identify and use the correct handling method by using IATA PRM codes or via another applicable means of communication.

Behaviours
<b>B1</b> Has a proactive approach to work.
<b>B3</b> Treat team, customers and other stakeholders with courtesy and respect.
<b>B5</b> Work responsibly to keep people safe and operations flowing smoothly, complying with working practices.
<b>B6</b> Treat equipment and technology responsibly and effectively.
<b>B7</b> Seeks to treat work areas and equipment with care at all times.

## Assessment method 2: Professional Discussion

Knowledge
<b>K1</b> Relevant industry specific regulations, legislation, and procedures appropriate to the aviation sector.
<b>K2</b> The importance of following legislation, monitoring compliance and the completion of legal documentation.
<b>K4</b> Prohibited articles relevant to aviation operations and how to deal with them effectively.
<b>K5</b> Own role within the wider aviation team and how it contributes to achieving objectives.
<b>K8</b> The importance of communications and customer service to the organisation.
<b>K9</b> Emergency procedures (including fire, breaches of security, acts of aggression), common incidents and disruption that may occur in an aviation environment and the appropriate action to take in the event of an incident.
<b>K10</b> The procedure for dealing with unauthorised access in a restricted area.
<b>K14</b> The boarding, departure, and arrival process, including premium services such as lounge access and priority boarding, arrivals, and passenger movement.
<b>K15</b> The regulatory requirements governing the arrivals process of passenger services.
<b>K16</b> The required assistance and adaptations needed to facilitate passengers with additional needs while in transit through airdrome.
<b>K17</b> How to identify faults or errors and the remedial action to take.
Skills
<b>S1</b> Comply with all aviation regulations, work within legislative guidelines and procedures.
<b>S5</b> Adhere to procedures for identification and safe handling of dangerous goods.
<b>S8</b> Take appropriate action in the event of an incident, disruption, or emergency, liaising with relevant people and recording actions and outcomes as required.
<b>S9</b> Interpret and scrutinise travel documentation.
<b>S10</b> Identify passenger anomalies and report to the line manager in accordance with relevant regulations.
<b>S12</b> Carry out the boarding functions, ensuring accurate head counts and security and pre-boarding briefs and passenger handling duties.
<b>S13</b> Communicate with flight crew regarding customer and other requirements for example, passengers with restricted movements.
<b>S14</b> Deal with the required documents and health related items and the processing channels for these.
<b>S16</b> Take remedial action upon identification of faults or errors in a timely manner.

Behaviours
<b>B2</b> Be a positive role model to others in attitude to work and how it is undertaken.
<b>B4</b> Remain focused when a problem arises so that effective and timely decisions can be made.
<b>B8</b> Consistently driven to achieve the vision and objectives of the organisation.

## Grading Descriptors

### End-point assessment method 1: Observation with questions and answers

KSBs	Fail	Pass – all the following
<b>K3 K6</b> <b>K7</b> <b>K11</b> <b>K12</b> <b>K13</b>  <b>S2 S3</b> <b>S4 S6</b> <b>S7</b> <b>S11</b> <b>S15</b>  <b>B1 B3</b> <b>B5 B6</b> <b>B7</b>	Does not meet the pass criteria.	<p>Uses aviation systems following operational procedures and demonstrates the use of aviation systems to complete and maintain documentation in compliance with legislative/operational guidelines, <b>K3, S2, S3</b></p> <p>Demonstrates the use of correct handling methods using IATA PRM codes or another applicable means of communication. <b>S15</b></p> <p>Performs necessary checks of passports, visas and other statutory travel documentation using appropriate equipment and technology in line with regulations and organisational processes for check-in of passengers and baggage. Achieves this while treating equipment and technology responsibly and with care. <b>K11, K12, S11, B6, B7</b></p> <p>Demonstrates adapting to different customer circumstances in compliance with customer service policies and procedures', establishes an approach to work tasks which demonstrates they are an active participant. <b>K6, B1</b></p> <p>Transmits, receives and records information as it is required, treating co-workers, customers, and other stakeholders according to the policy guidelines set out by the organisation and establishes an approach to communicating with co-workers, customers and stakeholders which reflects the ethical/behavior code set out by the organisation. <b>K7, S7, B3</b></p> <p>Demonstrates working in a team, with others and responding to the needs of individuals in compliance with organisational safe working practices and workflow operational guidelines. <b>S6, B5</b></p>



		Maintains customer service needs and adapts to different circumstances whilst following check-in process and procedures. <b>K13, S4</b>
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## End-point assessment method 2: Professional discussion

KSBs	Fail	Pass Apprentices must demonstrate all the pass descriptors	Distinction Apprentices must demonstrate all the pass descriptors and all the distinction descriptors
<b>K1 K2</b> <b>K4 K5</b> <b>K8 K9</b> <b>K10</b> <b>K14</b> <b>K15</b> <b>K16</b> <b>K17</b>  <b>S1 S5</b> <b>S8 S9</b> <b>S10</b> <b>S12</b> <b>S13</b> <b>S14</b> <b>S16</b>  <b>B2 B4</b> <b>B8</b>	Does not meet the pass criteria.	<p><b>Customer service and assistance</b></p> <p>Explains how their role in the aviation team aligns with the organisational vision and objectives and outlines how and why their own drive to achieve these aims has contributed. <b>K5, B8</b></p> <p>Describes the steps taken to assist passengers and the adaptations needed to facilitate passengers with additional needs while in transit through the airdrome. Give an example of when they have had to communicate with flight crew regarding specific customer needs. <b>K16, S13</b></p> <p><b>Regulatory requirements</b></p> <p>Outlines sector specific regulations, legislation and procedures and the importance of following legislation and monitoring compliance. <b>K1, K2</b></p> <p>Defines the regulatory requirements governing the arrivals process of passenger services.</p>	<p>Evaluates their own approaches to meeting organisational objectives and vision. <b>K5, B8</b></p> <p>Evaluates why completing legal documentation and monitoring compliance in the organisation is important for the aviation sector as a whole. <b>K2</b></p>

	<p><b>K15</b></p> <p>Explains how they ensure they comply with aviation regulations, working within legislative guidelines and procedures whilst processing mandatory documentation and health related items through the correct channels. <b>S1, S14</b></p> <p>Recalls the procedure for dealing with unauthorised access in a restricted area including the steps taken when identifying passenger anomalies and the reporting of this to the line manager. <b>K10, S10</b></p> <p><b>Compliance</b></p> <p>Explains boarding, departure and arrivals processes, the steps they follow when scrutinizing travel documentation and how they carry out boarding functions including accurate head counts, security checks, pre-boarding briefs and passenger-handling duties. <b>K14, S9, S12</b></p> <p>Explains what remedial action they would take when they have identified aviation system faults or errors. <b>K17, S16</b></p> <p>Describes how they identify prohibited articles in aviation operations and gives an example of how they dealt with an</p>	<p>Explains the procedure for dealing with unauthorised access in a restricted area including passenger anomalies in accordance with relevant regulations. <b>K10, S10</b></p> <p>Summarises the importance of scrutinising travel documentation correctly and explains the wider impact on the functioning of the airport. <b>S9</b></p> <p>Describes a time when they have identified a fault or error and the steps, they took to ensure the correct course of action was observed. <b>S16</b></p>
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	<p>item following procedures for identification and safe handling of goods. <b>K4, S5</b></p> <p><b>Teamwork and communication</b></p> <p>Lists the emergency procedures, common incidents and disruptions that may occur in an aviation environment describing the appropriate action of recording and relevant people to alert in the event of an incident. Describes a time when they have successfully dealt with a problem (an incident, disruption, or emergency) and remained focused so that a timely decision could be made. <b>K9, S8, B4</b></p> <p>Summarise the importance of communications and customer service to the organisation and explains the impact of being a positive role model to others in attitude to work and how it is undertaken. <b>K8, B2</b></p>	<p>Describes the reasons for the prohibition of articles and explains the importance of the safe handling of dangerous goods within the aviation industry. <b>K4, K5</b></p> <p>Evaluates the action they took during the event of an incident and explains how staying focused informed their decision-making process. <b>K9, B4</b></p>
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