



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.

ST0908/AP01



End-point assessment plan for Aviation ground handler apprenticeship standard

| Apprenticeship standard number | Apprenticeship standard level | Integrated end-point assessment |
|--------------------------------|-------------------------------|---------------------------------|
| ST0908 | 2 | No |

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Aviation ground handler 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 ground handler occupational standard: Level 2 Category 8 Certificate in Dangerous Goods awareness certification
- Aviation ground handlers must be in possession of a valid driving licence
- apprentices must have achieved English and mathematics Level 1 and taken the assessments for Level 2¹

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.

¹ 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 end-point assessment methods will determine the overall apprenticeship standard grade of:

- fail
- pass
- distinction

EPA summary table

| | |
|--|--|
| On-programme (typically, 12 months) | <p>Training to develop the knowledge, skills, and behaviours (KSBs) of the occupational standard.</p> <p>Training towards Category 8 Certificate in Dangerous Goods Awareness Certification.</p> <p>Training towards English and mathematics Level 1 and 2, if required.</p> |
| End-point assessment gateway | <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 ground handler operative occupational standard.</p> <p>The qualifications required are:</p> <ul style="list-style-type: none"> • Level 2 Category 8 Certificate in Dangerous Goods Awareness Certification <p>Apprentices must have achieved English and mathematics Level 1 and taken the assessments for Level 2.</p> <p>Aviation ground handlers must be in possession of a valid driving licence</p> |
| End-point assessment (typically, 3 months) | <p>End-point assessment method 1: Observation with questions and answers, graded:</p> <ul style="list-style-type: none"> • fail • pass <p>End-point assessment method 2: Professional discussion graded:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> • fail • pass • distinction |
| Professional recognition | <p>N/A</p> |

Length of EPA 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.

EPA gateway

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above 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 8 Certificate in Dangerous Goods Awareness certification
- aviation ground handlers must be in possession of a valid driving licence

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 and answers 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
- observation makes use of employer resources and equipment, which will be familiar to the apprentice and thus allow them to perform at their best
- 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 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 and answers 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 apprentice at any one time, to ensure quality and rigour.

Apprentices must be provided with information on the format of the observation with questions and answers, including the timescales they will be working to before the start of the observation with questions and answers. The time taken to give this information is exclusive of the assessment time.

The following activities must be observed during the observation:

- Operate aviation systems, completing and maintaining all required documentation
- Operate ground service equipment safely and use marshalling procedures correctly
- Ensure all pre and post checks of holds and hold locks are completed in line with organisational requirements
- Follow the procedures for storage of specialised equipment
- 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 one or more duties 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 and will not ask questions until the observation is completed.

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 and answers 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 or re-take.

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

- independent assessor training materials
- observation specifications
- 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

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 aviation specialist equipment, regulatory requirements, compliance and teamwork and communication.

The purpose of the questions will be:

- to validate competency in the mapped KSBs 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 assessors 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 will ask a minimum of 8 open response questions from the question bank and use follow-up questioning to clarify understanding. The questions will be compiled of 2 questions from each the following themes:

- aviation specialist equipment
- 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 re-takes.

An annual review of the questions should take place to ensure suitability. EPAOs must develop a question bank of sufficient size to prevent predictability and review it regularly (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 or re-takes.

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

Independent assessor assessment materials which include:

- question bank
- independent assessor training materials
- outline of the assessment method's requirements
- grading guidance
- guidance documentation for employers and apprentices on the process or timescales for the professional discussion as well as a description of the purpose
- Guidance document for independent assessors on how to carry out the assessment

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 pass in the observation with questions and answers and a distinction in the professional discussion 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 questions 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 or 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 timescale for a re-sit or 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 or 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"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • undertake 20% off-the-job training as arranged by the employer and training provider • understand the purpose and importance of EPA • undertake the EPA including meeting all gateway requirements |
| Employer | <p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • 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 • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for EPA • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • 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) • ensure the necessary arrangements are in place to allow independent assessors to operate airside • ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met • ensure the apprentice is well prepared for the EPA • 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 |

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| | <ul style="list-style-type: none"> • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis • pass the certificate to the apprentice |
| EPAO | <p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard • understand the occupational standard • make all necessary contractual arrangements, including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) • appoint suitably qualified and competent independent assessors • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer • 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 • 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 • 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 |

| | |
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| | <ul style="list-style-type: none"> • 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 • deliver induction training for independent assessors, and for invigilators and/or markers (where used) • 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) • manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy • verify the identity of the apprentice being assessed • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • provide details of the independent assessor's name and contact details to the employer • have and apply appropriately an EPA appeals process • request certification via the Apprenticeship Service upon successful achievement of the EPA |
| Independent assessor | <p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> • 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 • understand the occupational standard and the requirements of this EPA • Independent assessors must be developed and trained by the EPAO in the conduct of the professional discussion and reaching consistent judgement. • have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO • 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) • attend induction training • attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time |

| | |
|-------------------|--|
| | <p>and a minimum of annually on this apprenticeship standard</p> <ul style="list-style-type: none"> • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily • 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 • make all grading decisions • 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 • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures |
| Training provider | <p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> • 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 • conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan). • monitor the apprentice's progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • 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 • organisational policy and procedures needed for the observation are sent to the independent assessor in advance of the observation |
| Invigilator | <p>As a minimum, invigilators should:</p> <ul style="list-style-type: none"> • attend induction training as directed by the EPAO • 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) |

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| | <ul style="list-style-type: none">• invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with the EPAO's invigilation procedures |
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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 adjustments 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 or sector gained in the last 2 years or significant experience of the occupation or 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 |
|--|
| K3 The aviation systems and ground service equipment used and the operational procedures |
| K6 Communication methods to transfer relevant information to people |
| K10 The procedures for marshalling, and controlling the movement of vehicles in close proximity of aircraft, including requirements and importance of distance, speed and safe positioning of vehicles near aircraft |
| K12: The safe, correct, and timely on-load/off-load operation, and use of Unit Load Devices (ULD) and restraints to ensure the safety and security of loads |
| K14 Aircraft serving/turnaround management, aircraft services, pre/post use checks of holds and all hold locks |
| K15 The procedures for checking specialised aircraft movement equipment prior to use, how to operate specialist equipment safely and the procedure for storage after use |
| K16 The procedures and processes when preparing to move an airframe, including dealing with risks and hazards of operating aircraft and vehicles airside |
| Skills |
| S2 Complete and maintain documentation to meet current legislative aviation guidelines |
| S3 Use aviation systems. |
| S4 Be polite, helpful and customer focused whilst maintaining customer service standards |
| S6 Work as part of a team, identifying and responding to the needs of individuals, including colleagues, other organisations or customers. |
| S7 Communicate by transmitting and receiving information and recording it as required |
| S9 Use the correct marshalling hand signals and techniques required to safely position and manoeuvre vehicles into and around the aircraft |
| S10 Complete loading and unloading of aircraft safely within the allocated time in accordance with the LIR and organisational procedures where applicable, including restraint/unrestraint of a ULD and baggage nets following supervisor's instruction |
| S11 Correctly interpret information on a LIR and ensure procedures are conducted according to the report |
| S13 Undertake the services required to facilitate an aircraft arrival, departure or turnaround and prepare/configure aircraft holds for departure |
| S14 Operate equipment in accordance with standard operating procedures and ensure it is stored in a safe secure manner after use |
| S15 Follow all correct procedures in order to move back the aircraft accurately, safely and promptly |
| S16 Follow all correct procedures to prepare for when moving aircraft accurately, safely and promptly |
| Behaviours |

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

Assessment method 2: Professional discussion

| Knowledge |
|--|
| K1 Relevant industry specific regulations, legislation, and procedures appropriate to the aviation sector |
| K2 The importance of following process, legislation, monitoring compliance and the completion of legal documentation |
| K4 Identify prohibited articles relevant to aviation operations and how to deal with them effectively |
| K5 Methods to identify and respond to individuals' needs and abilities in different situations and communicate with others and colleagues from a diverse range of backgrounds and cultures |
| K7 The importance of communications and customer service to the organisation |
| K8 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 |
| K9 The procedure for dealing with unauthorised access in a restricted area |
| K11 The purpose of a Load Instruction Report (LIR), the key information contained therein and why it is important and relevant to every aircraft movement |
| K13 The requirements for, and operation of, specialist equipment and vehicles used on and around the aircraft, to prevent damage to the aircraft, baggage, and cargo |
| K17 The importance of executing correct Manual Handling Techniques. |
| K18 How to identify faults or errors and the remedial action to take |
| Skills |
| S1 Comply with all aviation regulations, work within legislative guidelines and procedures. |
| S5 Adhere to procedures for identification and safe handling of dangerous goods |
| S8 Take appropriate action in the event of an incident, disruption, or emergency, liaising with relevant people and recording actions and outcomes as required |
| S12 Use the correct specialist equipment that is required for specific purposes on, at and around the aircraft to achieve the desired outcome, report on both serviceability and defects in accordance with organisational procedures |
| S17 Work collaboratively to reducing the risks and hazards from operating aircraft and vehicles airside |

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| S18 Clearly identify and safely deal with carrying baggage of varying weight and size over a continuous period. |
| S19 Correctly interpret information on a baggage tag and ensure aviation procedures for baggage are followed |
| S20 Take remedial action upon identification of faults or errors in a timely manner |
| Behaviours |
| B2 Be a positive role model to others in attitude to work and how it is undertaken |
| B4 Remain focused when a problem arises so that effective and timely decisions can be made |
| B8 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 |
|--|---------------------------------|---|
| K3, K6, K10, K12, K14, K15, K16, S2, S3, S4, S6, S7, S9, S10, S11, S13, S14, S15, S16, B1, B3, B5, B6, B7 | Does not meet the pass criteria | <p>Uses aviation systems and ground service equipment to achieve objectives, using appropriate equipment and technology and following organisational operating procedures. K3 S3 B6 B7</p> <p>Communicates with others by transmitting, receiving and recording information as and when it is required and establishes an approach to work tasks which demonstrates they are active participants. K6, S7 B1</p> <p>Demonstrates the loading and unloading of aircraft within the allocated time in accordance with the Load Instruction Report (LIR) and organisational procedures, including restraint/unrestraint of a Unit Load Device (ULD) and baggage nets. K12, S10, S11</p> <p>Marshalls via hand signals and techniques the control of movement of vehicles in proximity of aircraft, including requirements for distance, speed, and safe positioning of vehicles near aircraft. K10, S9</p> <p>Demonstrates pre/post use checks of holds and all hold locks, procedures for checking specialised aircraft movement equipment prior to use, operates equipment safely and prepare/configure aircraft holds for departure following the procedure for storage after use in line with organisational requirements. K14, K15, S13, S14</p> <p>Demonstrates the use of aviation systems to complete and maintain documentation in compliance with legislative/operational guidelines and uses correct procedures and processes for preparing and moving back aircraft accurately, safely and promptly. S2, S15, S16</p> |

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| | | <p>Demonstrates the procedures and processes of risk assessment when moving an airframe, operating aircraft and vehicles airside following the organisational procedures and safety policies. K16</p> <p>Maintains organisational customer service standards when dealing with people by being polite, helpful and customer focused in line with organisation expectations. S4</p> <p>Demonstrates working as part of a team and with other stakeholders/customers to meet objectives, establishing an approach which keeps people safe and follows the operational procedures and guidelines for working practices set out by the organisation. S6, B3, B5</p> |
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End-point assessment method 2: Professional discussion

| KSBs | Fail | Pass – all of the following | Distinction- all the pass descriptors and all the following |
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| K1, K2, K4, K5, K7, K8, K9, K11, K13, K17, K18, S1, S5, S8, S12, S17, S18, S19, S20, B2, B4, B8, | Does not meet the pass criteria | <p>Aviation specialist equipment</p> <p>Describes the purpose of a Load Instruction Report (LIR), the key information contained in the report and why it is important and relevant to every aircraft movement.</p> <p>Describes a time when they have correctly interpreted information on a baggage tag and how they followed correct baggage procedures. K11, S19</p> <p>Explains the requirements and operations of specialist equipment and vehicles required on and around the aircraft, to prevent damage to the aircraft, baggage and cargo.</p> <p>Describes a time when they have used the reporting process for both serviceability and defects in line with organisational procedures. K13, S12</p> | |

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| | | <p>Regulatory requirements</p> <p>Outlines the steps they follow to ensure their own work meets sector specific regulations, legislation and procedures and. outlines sector specific regulations, legislation and procedures and the importance of following legislation and monitoring compliance. K1, K2, S1</p> <p>Explains the importance of manual handling techniques when handling baggage of varying weight and size, following legislation and completing legal documentation. Describes the steps they take to ensure they carry baggage safely during a shift. K17, S18</p> <p>Identifies emergency procedures, common incidents and disruptions that may occur in an aviation environment describing the appropriate action and relevant people to alert, and the recording of actions and outcomes, in the event of an incident. K8, S8</p> <p>Compliance</p> <p>Describes how they identify prohibited articles in aviation operations and describes how to deal with them following procedures for identification and safe handling of goods. K4, S5</p> <p>Explains the procedure for dealing with unauthorised access in a restricted area and the reporting process to be followed. K9</p> | <p>Evaluates why completing legal documentation and monitoring compliance in the organisation is important for the aviation sector as a whole. K2</p> <p>Describes the impact on the functioning of the airport if incorrect manual handling techniques are applied when carrying baggage of varying weight and size over a continuous period. S18</p> <p>Evaluates the action they took during the event of an incident, disruption or emergency. K8, S8</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. K4, S5</p> |
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| | | <p>Describes what remedial action they take when they have identified aviation system faults or errors, and how they verify the remedy is the correct one.</p> <p>K18, S20</p> <p>Teamwork and communication Gives an example of when they have responded to colleagues' individual needs and abilities, including how they adapted their communication to take account of diversity. Describes how their approach to their duties contributes to the organisational vision and objectives.</p> <p>K5, B8</p> <p>Summarises 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.</p> <p>K7, B2</p> <p>Describes when they have worked collaboratively to reduce the risks and hazards of operating aircraft and vehicles airside and describe why it is important to remain focused and make timely decisions when problems arise.</p> <p>B4, S17</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.</p> <p>S20</p> <p>Gives an example of how identifying a person's needs and abilities led them to adapt their initial approach to communication, and evaluates their chosen response against the vision of the organisations vision</p> <p>K5, B8</p> |
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