Developed by the Aviation Trailblazers, supported by

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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.

Aviation ground operative standard: Assessment plan

July 2016

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Assessment plan for the aviation ground operative apprenticeship

This document sets out the requirements and process for end point assessment of the aviation ground operative apprenticeship standard. It is designed for employers, apprentices, education and training providers and assessment organisations. End point assessment occurs when the employer is satisfied the apprentice is working consistently at or above the standard set out in the aviation ground operative apprenticeship standard.

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Supporting documents

Aviation ground operative standard

Aviation ground operative employer occupational brief

(All supporting documents are freely available at People1st.co.uk)

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1. Apprentice's readiness for independent end assessment

i. Achieving full competence

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 three 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 independent end 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 four meetings and completed records are recommended, to show ongoing competence across the entire standard, over a minimum of a twelve month period prior to the starting the independent end assessment. The standard has been developed into a syllabus containing the full competence required of an aviation ground operator. This can be found at www.people1st.co.uk

ii. Readiness for end assessment

The independent end assessment is synoptic and takes place at the end of the apprentice's learning and development after a minimum of twelve months 'on-programme' training and development, equating to a minimum of 20% of the apprenticeship as 'off job' training. The end assessment should only commence once the employer is confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard. The independent end assessment ensures that all successful apprentices have achieved the industry set professional standard for an aviation ground operative.

Once the apprentice has completed their training, development and on-programme assessment over a minimum twelve month period, demonstrated competence across the entire standard, a formal meeting will be held. This meeting must include the relevant people that have responsibility and accountability for the completion of the apprenticeship, for example: the line manager, continuous assessor and/or a senior manager as appropriate to the business. The purpose of this meeting is to confirm readiness for independent end assessment and plan the assessment activities. Prior to independent end assessment the English and maths components of the apprenticeship must be complete.

Once the employer is satisfied the independent end assessment can be arranged with an independent end assessor – appointed by an independent end assessment organisation, meeting the requirements set out in Annex B. The independent end assessor will agree a plan and schedule for the each assessment activity with the apprentice and employer representative to ensure all components can be completed at the appropriate time within the two month end assessment period. period.

iii. Order and timings of the end assessment

There are three independent end assessment methods: two on-demand tests; an observation and a professional discussion, details of which are given below. 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.

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3. Summary of assessment process

The apprentice will be assessed against the apprenticeship standard following the flow chart below. The elements of the standard to be assessed by each assessment activity are clearly identified in Annex A. Assessment activities must be completed in following order:

On demand test:
Two, one hour on demand multiple choice tests, with scenario based questions to demonstrate application of knowledge, skills and behaviours, covering key elements of the standard.
The first test will be on the core and apply to all apprentices, the second will be pecific to their specialist function.
Externally set and marked, and undertaken either on the employer's premises or off site.
A detailed specification for the on demand test is set out in Annex C.

Observation:
One hour observation, selected from the list of three specialist function specific possible scenarios, of the apprentice in their workplace.
The observation will assess key areas of the standard and allow the apprentice to demonstrate the maximum possible range of skills, knowledge and behaviours within the scenarios used across both the core and their specialist function.
A detailed specification for the observation is set out in Annex D.

Professional discussion:
Structured discussion between the apprentice, employer (e.g. line manager) and independent end assessor to establish the apprentice's understanding and application of knowledge, skills and behaviours focusing on how they have performed during the apprenticeship and their overall achievement of the standard.
The apprentice may identify supporting evidence to bring to the professional discussion to illustrate performance.
A detailed spefication for the professional discussion is set out in Annex E

Completion:
The apprentice must pass all elements of the independent end assessment to complete the apprenticeship.
The independent end assessor will combine the performance in each assessment activity to award the overall grade.

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4. Graded assessments

Apprentices must pass all three assessment activities to pass the apprenticeship overall. Should an apprentice fail one assessment activity this can be retaken without a further period of training and development. If the apprentice fails two or more activities a period of further training and development lasting a minimum of two months must take place before a resit. There is no maximum number of times an apprentice can be assessed; however a maximum of two attempts at each assessment activity can be made in any 90 day period.

The assessment for this apprenticeship will be graded Pass, Merit, Distinction or Fail. The grade will be decided by the combination of performance in the elements as follows:

On demand test – graded by percentage boundary as shown in Annex C.

Observation – graded by clear identification of observation requirements for Pass, Merit and Distinction respectively, see Annex D.

Professional discussion – not graded but must be successfully achieved as per criteria in Annex E.

Grades in the on demand test and observation assessments will be combined on a scoring basis:

For each pass:	1 point	
For each merit:	2 points	
For each distinction:	3 points	
Total score:	2-3 points	Pass overall
	4-5 points	Merit overall*
	6 points	Distinction overall*

* Although not graded individually, the professional discussion will limit the overall grade to a pass if it is not successfully completed at the first attempt.

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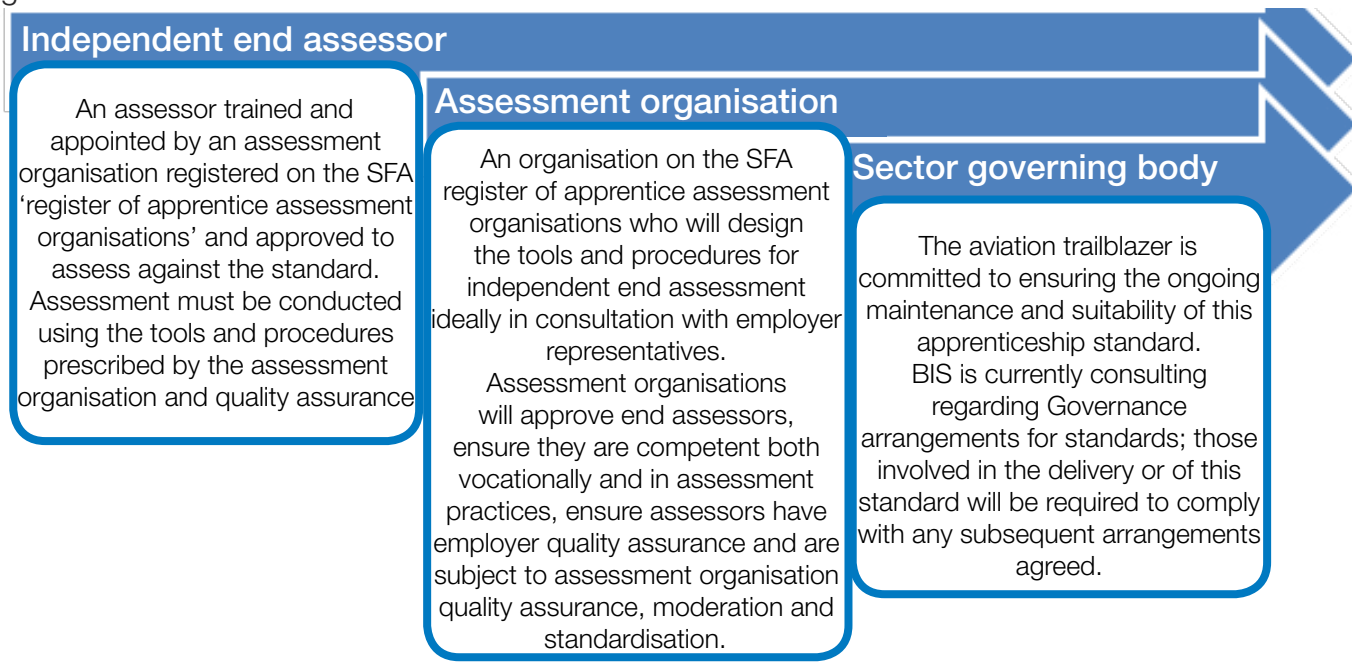
4. Consistency, reliability and validity

Independent end assessment is conducted by an independent end assessor appointed by an assessment organisation registered with the Skills Funding Agency (SFA). The assessment organisation is responsible for designing the tools and procedures for assessment and undertaking quality assurance and standardisation. The final decision on competence is made by the independent end assessor, whose decisions are subject to moderation by the assessment organisation



This flow of responsibility will ensure consistent, reliable and valid judgements across the industry. The asessment methods themselves are designed to produce apprenticeship outcomes that are consistent and reliable, ensuring fair and proper comparison between apprentices employed in different types and sizes of organisation. Consistent, secure standards will be achieved through:

- ✓ Strict requirement to plan the end point assessment, allowing planning of quality assurance by the assessment organisation
- ✓ Assessment tools and supporting materials designed by assessment specialists and quality assured by the assessment organisation to meet the requirements for fair, accurate and reliable assessment decisions against the aviation ground operative apprenticeship standard and ensure best practice in assessment
- ✓ The mandating of both technical and assessment competence and continuing professional development (CPD) for independent end assessors to ensure that they have not only the right tools, but the right qualifications, training and experience to make reliable judgements
- ✓ The quality assurance of individuals conducting independent end assessments and of independent end assessment outcomes and results, by an SFA registered apprentice assessment organisation
- ✓ Requirements for standardisation of independent end assessments across assessment organisations
  - o All independent end assessors must take part in standardisation activities on a regular basis (at least annually, or as defined by the assessment organisation). These activities must be accessible for remote assessors, such as those on deployment
  - o Moderation of results across assessors will be conducted by the assessment organisation to ensure consistent use of the assessment tools and validity and reliability of all assessments
- ✓ The use of externally set and marked on demand tests ensuring a consistent approach regardless of the apprentice's workplace
- ✓ Clear structure for the combination of assessment methods

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5. Implementation - Aviation ground operative

It is anticipated that the cost of the aviation ground operative end-point assessment will be in the region of £900, approximated 30% of the total external costs of training and assessment required for the apprenticeship. This cost and percentage will be greatly reduced for assessment organisations utilising assessors from the employer's workforce, in line with the restrictions in the plan.

The trailblazer has worked closely with stakeholders who will potentially deliver the apprenticeships and an assessment organisation to ensure delivery partners are in place. It is recognised that development work is required to ensure effective implementation this plan, that is the development of assessment tools by assessment organisations and briefings to on-programme delivery providers, which the trailblazer employer group will activity support.

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Annex A – Assessment method by element of standard

An aviation ground operative could work in a number of environments, such as a commercial airport, military base / aerodrome, heliport or other airfield. With five key specialist functions, all working in conjunction with each other, aviation ground operators form the teams above and below wing to ensure the efficient and effective arrival, turnaround and departure of aircraft. At the heart of the role safety, security and compliance with aviation regulations focus each operator's day to day duties. Effective communication and team work ensure that passenger services, air traffic control (ATC) and those moving, loading, unloading and servicing a range of aircraft achieve the objectives of their organisation in this diverse field. The core knowledge, skills and behaviours must be completed by ALL ground operatives, along with ONE of the five specialist functions.

Key to assessment method identification	
IEA	Independent End Assessment activity – identifies which assessment method will be used for that section of the standard.
T	Assessment will be through the On demand test
O	Assessment will be through the observation
PD	Assessment will be through the professional discussion
O/ PD	May be covered by observation depending on which scenario selected. If not must be covered by professional discussion

Core: <u>All</u> aviation ground operatives must have all of the following core skills, knowledge and behaviours

	Knowledge and Understanding (Know it)	IEA	Skills (Show it)	IEA
Safety	Health and safety regulations and legislation relevant to the role; an aviation environment and organisational procedures and how they impact on self, others and in relation to aviation operational duties	T / PD	Work in line with organisational and legal requirements relating to health and safety, and be aware of, report and prevent hazards in an aviation environment	O
Security	The systems, procedures and requirements to ensure security of self and others in own area of responsibility	O/ T	Contribute to security of self and others in own area of responsibility e.g. in airside / landside areas	O/ PD
Compliance & legislation	Aviation and regulatory legislation, procedures and regulations relating to an aviation environment, within own area of responsibility	T/ PD	Comply with all relevant legislation, procedures and regulations in an aviation environment within own area of responsibility	O/ PD
Communication	How to communicate effectively and transfer relevant information to people and how to select the most appropriate method of communication	T	Communicate effectively transmitting and receiving information and recording it as required	O
Inter-personal skills	Own role within the team and how it contributes to achieving objectives. Know how to identify and respond to individuals' needs and abilities in different situations and communicate with others and colleagues from a diverse range of backgrounds and cultures	PD	Work effectively as part of a team and with others identifying and responding to the needs of individuals, including colleagues, other organisations or customers	O
Aviation systems	Identify key aviation systems used in own role and how to operate and adhere to them in line with the organisation's procedures	O/ PD	Use aviation systems effectively relevant to own role to achieve the required outcome	O
Disruption incidents & emergencies	Emergency procedures in own area of responsibility, common incidents and disruption that may occur in an aviation environment and the appropriate action to take in the event of an incident	T	Take appropriate action in the event of an incident, disruption or emergency, liaising with relevant people and recording actions and outcomes as required	PD / O

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Dangerous goods	Relevant dangerous goods and how to deal with them effectively in own area of responsibility	T	Follow procedures for identification and safe handling of dangerous goods in own area of responsibility	PD

Behaviour (Live it)	IE A
• Be punctual and reliable • Be a positive role model to others in attitude to work and how it is undertaken • Treat team, customers and other stakeholders with courtesy and respect • Remain focussed when a problem arises so that effective and timely decisions can be made • Work responsibility to keep people safe and operations flowing smoothly, complying with working practises • Treat others, work areas and equipment with respect at all times • Demonstrate personal drive to achieve the vision and objectives of the organisation • Handle all tasks in a calm and organised manner • Use equipment and technology responsibly and effectively	O / PD / T

Specialist: Aviation ground operatives must demonstrate ONE of the following five specialist functions
• Aircraft handling • Aircraft movement • Fire fighter • Flight operations • Passenger services

Specialist function 1: Aircraft handling

The main purpose of an aircraft handling ground operative is to ensure that the full array of aircraft services are completed correctly, including; marshalling, chocks, ground power, correct operation of lower hold doors, loading and unloading passenger baggage and cargo in accordance with aircraft manufacturer and current carrier/ organisational regulations. An aircraft handler must be an effective diligent and proactive team member; displaying a high degree of care to aircraft, equipment and customer goods, be responsible for their own actions and to be a good ambassador for their organisation

	Knowledge and Understanding (Know it)	IE A	Skills (Show it)	IE A
Marshalling	The procedures for marshalling and controlling the movement of aircraft and vehicles, including requirements and importance of distance, speed, and safe positioning of an aircraft and vehicles	T / O	Effectively use the correct marshalling hand signals and techniques required to safely position and manoeuver vehicles into and around the aircraft	O / T / PD
Loading instruction report	The purpose of a Load Instruction Report (LIR), the key information contained therein and why it is important and relevant to every aircraft movement	T	Correctly interpret information on a LIR and ensure procedures within own role are conducted according to the report	O / PD
Load and unload	A team member's responsibility for 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	O / T	Complete loading and unloading of aircraft safely within the allocated time in accordance with the LIR and organisational procedures, including, restraint / unrestraint of a ULD and baggage nets following supervisor's instruction	O / PD
Specialist equipment, including unit load device serviceability	The requirements for, and operation of, specialist equipment and vehicles used on and around the aircraft , including the need for serviceable Unit Load Devices (ULDs), to prevent damage to the aircraft, baggage and cargo and own responsibility as part of the team	O/ PD / T	Identify the correct specialist equipment that is required for specific purposes on, at and around the aircraft to achieve the desired outcome, including serviceability check of ULDs and report on both serviceability and defects in accordance with organisational procedures	O / T / PD
Servicing	Own role in aircraft servicing/turnaround management, aircraft services, pre/post use checks of holds and all hold locks	O/ PD	Identify the services required to facilitate an aircraft arrival, departure or turnaround and prepare / configure aircraft holds for departure	O/ PD

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Specialist function 2: Aircraft movement

An aircraft movement operative acts as a team member in the safe and efficient movement and recovery of fixed and rotary wing aircraft at a variety of airports/ heliports and other landing platforms within the civil aviation and military arenas. They undertake tasks as team members using specialised equipment to move aircraft within an aviation environment in accordance with standard operating procedures

	Knowledge and Understanding (Know it)	IEA	Skills (Show it)	IEA
Operate aviation specialist equipment	Own responsibilities for checking specialised aircraft movement equipment prior to use, how to operate specialist equipment safely and ensure it is left in its allocated area on completion of use according to the organisation's procedures	T	Conduct regularly scheduled inspections prior to using aviation specialist equipment, operate equipment in accordance with standard operating procedures and ensure it is stored in a safe secure manner after use	O / PD
Pushback aircraft	Procedures and processes for pushing back an aircraft within the responsibilities of own role	T	Follow the correct procedures for preparing to, and pushing back an aircraft	O / PD
Tow aircraft	The organisation's procedures and processes for towing an aircraft within the responsibilities of own role	PD / O	Follow correct procedures to prepare for and when towing aircraft	O / PD
Ensuring a hazard free airside environment	Reducing risks and hazards from operating aircraft and vehicles airside and what procedures and processes are used to deal with an airside emergency	T	Work with the team in reducing the risks and hazards from operating aircraft and vehicles airside, implementing procedures and processes to deal with an airside emergency	O / PD / T

Specialist function 3: Fire fighter

Work as a member on a Fire Service Watch and as part of a team to carry out all associated duties such as maintaining specialist equipment and deal with incidents and emergencies of a structural and aviation nature

	Knowledge and Understanding (Know it)	IEA	Skills (Show it)	IEA
Save & preserve endangered life	Required procedures and responsibilities of own role to support search, rescue and operations, including casualty care during an operational incident	T / O	As a team member, conduct a search and rescue of life, provide treatment, and support casualties involved in incidents	O / PD
Resolve fire & rescue aviation incidents	As a team member, the procedures and processes for resolving aviation fire and rescue operational incidents and special service incidents	T / O	Work as part of a fire and rescue team to control and extinguish aviation fires and special service incidents, supporting the people involved	O / PD
Drive fire service vehicles airside	How to prepare a fire service support vehicle for airside use and rules and regulations applicable to airside driving	T / PD	Prepare a fire vehicle for airside use and drive a fire service support vehicle airside in a safe manner, following applicable rules and regulations	T / PD
Test, maintain and operate specialist rescue equipment	How to select, check and use specialist firefighting equipment in accordance with organisational policy, including the procedure to record and report faults when identified	T / PD	Select, check and use specialist firefighting equipment in accordance with organisational policy, recording and reporting faults if identified	T / PD
Protect environment from hazardous materials	How to set up and carry out decontamination of hazardous materials following procedures appropriate to the risk identified	T / PD / O	Work as part of a fire and rescue team to set up and carry out decontamination procedures appropriate to the risk, including the decontamination of people	O / PD

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Specialist function 4: Flight operations

Flight operations ground operatives provide flight crew and air traffic controllers with the information required to facilitate the smooth flow of air traffic safely and expeditiously. This can take place in both an air traffic control tower and an operations room. They can also be employed in other remote areas such as the London Area and Terminal Control Centre at Swanwick in Hampshire

	Knowledge and Understanding (Know it)	IEA	Skills (Show it)	IEA
Support aviation operations	The responsibilities of a team member when collecting and collating information relating to aviation operations, what should be disseminated to whom and how to respond to urgent incidents	T/ PD	Collect and collate relevant aviation information required by own role and communicate it in accordance with standard operating procedures, responding to urgent incidents	O / PD
Operate aviation specialist equipment	A team member's responsibility for checking specialised equipment prior to use, its safe operation and leaving it in the allocated area, in acceptable condition on completion of use	T / PD	Conduct daily inspections prior to using the specialist equipment in accordance with own role, operate it in accordance with standard operating procedures and ensure it is left in a safe, secure manner in its allocated area	O / PD
Ensuring a hazard free airside environment	How the team identifies and reduces the risks and hazards relating to the operation of aircraft and vehicles airside, including the procedures and processes used when responding to an airside emergency	T / PD	Work as part of a team to identify and reduce risks and hazards relating to the operation of aircraft and vehicles airside and when implementing processes and procedures when responding to an airside emergency	O / PD
Operate aviation IT equipment	Aviation Information Technology (IT) equipment and software, including associated security protocols	T / PD	Use IT equipment effectively in an aviation environment, ensuring adherence to security and organisational regulations and requirements	O / PD

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Specialist function 5: Passenger services

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

	Knowledge and Understanding (Know it)	IEA	Skills (Show it)	IEA
Travel documentation	The requirements for and characteristics of passports, visas and other statutory or organisational travel documentation and how to read and confirm their validity for acceptance to travel	T / PD	Identify and scrutinise travel documentation required to meet customer, organisation and legal requirements for travel and report anomalies to the passenger and line manager in accordance with relevant regulations	O/ PD / T
Check in	The organisation's check-in process and procedures to meet all legislation applicable to passengers, in particular data protection policies	O/ PD / T	Work as a team member to correctly check-in all booked passengers and baggage in accordance with the organisation's aviation and IT systems and procedures	O/ PD
Gate processes	The role of a team member in the boarding, departure and arrival process, including premium services such as lounge access and priority boarding and the operation of specialised equipment for boarding, arrivals, and passenger movement	O / PD	Effectively communicate to passengers using public address and IT systems, and carry out the boarding functions, ensuring accurate head counts and security and pre-boarding briefs and passenger handling duties; communicate with flight crew regarding customer and other requirements	O / PD / T
Customer service and communication	Understand fully the importance of communications and customer service to the organisation, including compliance with passenger related Air Transport Security (ATS) requirements and procedures for landside/airside safety of passengers and staff	O/ PD / T	Be polite, helpful and customer focussed whilst maintaining customer service standards, processing passengers with restricted movement (PRMs) and ensuring compliance with regulations and commercial operations	O/ PD

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Annex B: Independent end assessors

An independent end assessor assesses the observation, facilitates the professional discussion and may invigilate the on demand test required in the independent end assessment. They are appointed and approved for the purposes of conducting end-point assessment by an independent assessment organisation. This individual must be someone who has nothing to gain from the outcome of the assessment and must not have been involved in the training, on programme assessment or line management of the apprentice.

At any time the assessor is conducting independent end assessment they are acting on behalf of, and are subject to the procedures dictated by, the assessment organisation. To ensure consistent and reliable judgements are made, independent end assessors will be subject to rigorous quality assurance, proportionate to their experience and performance over time. Assessment organisations must develop a quality assurance model based around the White, Red, Amber, Green (WRAG) system to ensure new or poorly performing assessors have additional support and quality assurance checks, and those with a proven track record of high quality performance in assessment can be quality assured with a smaller sample of assessments. All assessors must take part in regular standardisation activities as laid out by the assessment organisation.

In situations where practicality dictates an assessor from the employer's workforce, such as an apprentice on deployment or in a restricted area, the assessor will be appointed by the assessment organisation in consultation with the employer. If the assessor does not hold an assessment qualification they must have their assessments quality assured by a suitably qualified and experienced member of the employer's workforce. This assessment is subject to additional quality assurance from the assessment organisation. During the assessment the assessor is acting solely on behalf of the assessment organisation.

This section specifies the mandatory criteria for independent end assessors and includes:

- ✓ Assessment organisation will design and conduct training for independent end assessors. This must not prescribe mandatory qualifications, but can state acceptable qualifications for guidance, such as appropriate units of the Training Assessment Quality Assurance qualification as prescribed by the assessment organisation.
- ✓ Quality assurers must hold a relevant quality assurance qualification as prescribed by the assessment organisation, such as appropriate units of the Training Assessment Quality Assurance
- ✓ Specific occupational competence of independent assessors, requirements for training and development including continuous professional development

a) Occupational expertise of independent end assessors

The requirements set out below relate to all aviation independent end assessors. Independent end assessors must:

- ✓ Have excellent knowledge and understanding of the apprenticeship standard as set out in the industry set assessment evidence and methodology
- ✓ Has been trained in independent end assessment to the standard required by the assessment organisation
- ✓ Have relevant occupational expertise and knowledge, at the relevant level of the occupational area(s) they are assessing, which has been gained through 'hands on' experience in the industry.
- ✓ Practice standardised assessment principles.
- ✓ Have sufficient resources to carry out the role of independent end assessor i.e. time and budget.

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- ✓ Hold qualifications, or have undertaken training, that has legislative and technical relevance to the aviation operative apprenticeship standard.
- ✓ Update their occupational expertise and industry knowledge in the areas being assessed through planned continuous professional development.

b) Continuous professional development for independent end assessors

Independent end assessors also need to have occupational knowledge and skills, current and updated, to show they can understand up to date techniques and methods used in today's aviation operations.

It is necessary for independent end assessors to maintain a record of evidence of their continuous professional development (CPD). This is necessary to maintain currency of skills and understanding of the occupational area(s) being assessed, and can be achieved in a variety of ways. It should be a planned process, reviewed on an annual basis, for example as part of an individual's performance review.

Independent assessors should select CPD methods that are appropriate to meeting their development needs. The following provides an example of a variety of methods that can be utilised for CPD purposes.

Updating occupational expertise

- ✓ Internal and external work placements to gain 'hands on' experience
- ✓ Work experience and shadowing external visits to other organisations
- ✓ Updated and new training and qualifications
- ✓ Training sessions to update skills, techniques and methods
- ✓ Visits to educational establishments
- ✓ Trade fairs

Keeping up to date with sector developments and new legislation

- ✓ Relevant sector websites and twitter feeds
- ✓ Membership of professional bodies
- ✓ Papers and documents on legislative change
- ✓ Networking events
- ✓ Seminars, conferences, workshops, membership of committees/working parties
- ✓ Staff development days

Standardising and best practice in assessment

- ✓ Regular standardisation meetings with colleagues
- ✓ Sharing best practice through internal meetings, news-letters, email circulars, social media
- ✓ Comparison of assessment and verification in other sectors

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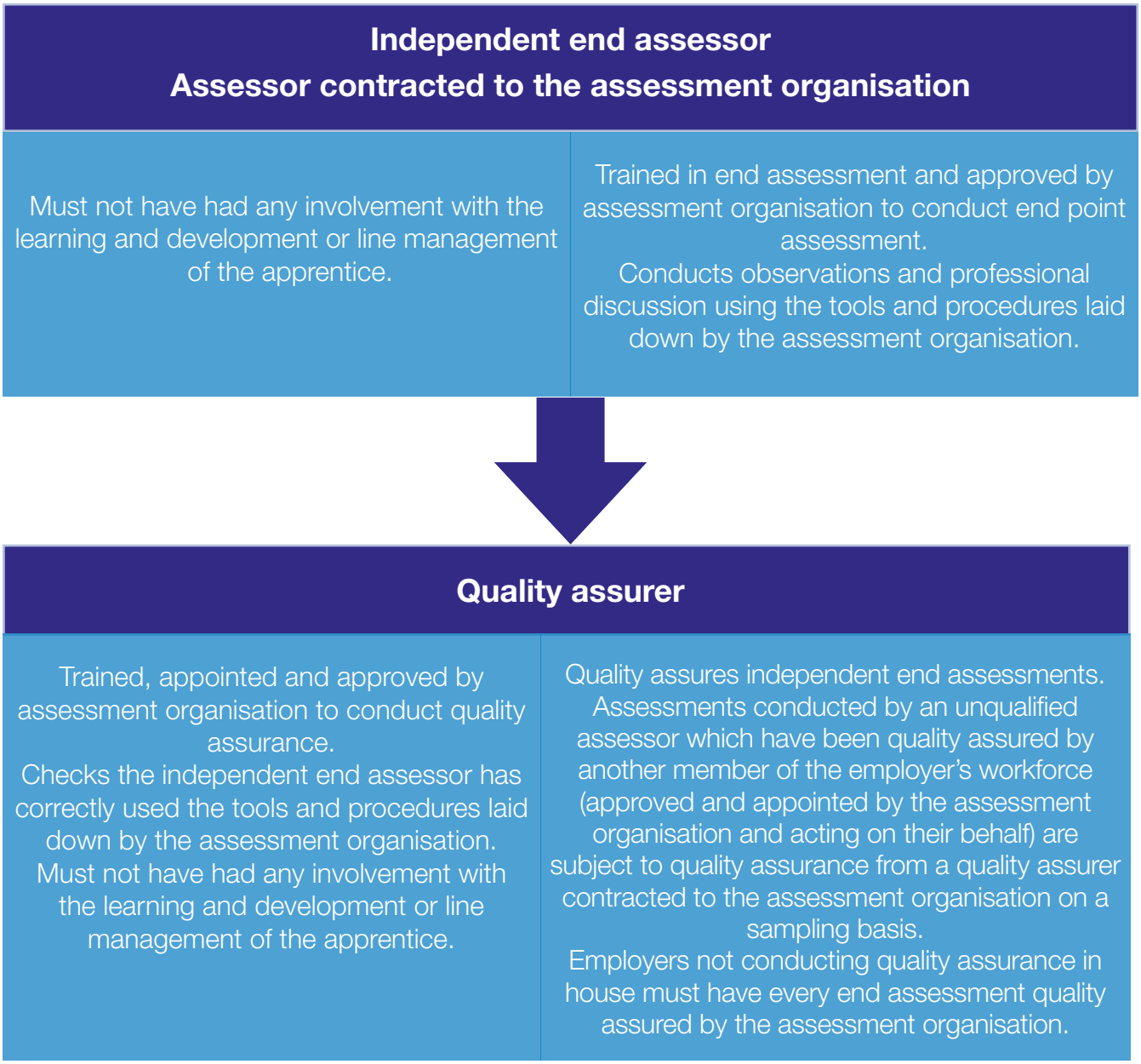
Example flow chart of independent end assessment:



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Annex C: On demand test specification

A question bank will be developed and piloted by assessment organisations. It is strongly recommended that in line with Ofqual mandatory requirements for vocational qualifications, questions are developed in consultation with a representative employer group. The questions will be scenario based requiring the apprentice to demonstrate reasoning and joined up thinking, demonstrating synoptic performance against the elements of the standard identified in Annex A. There will be two, one hour tests for each apprentice. The first will be based around questions relating to the core section of the standard, the second to their selected specialist function.

The assessments will be an objective on demand test and will be in multiple-choice and open text, fixed response short answer format (to enable automated marking). They may incorporate exercises, for example matching pairs of answers, ensuring validity and reliability and which allows for consistent, efficient and timely allocation of marks / grades. The question bank will cover the knowledge, skills and behaviours identified on the standard (Annex A). Some questions will require the apprentice to consider a course of action or solution to a situation / problem based on a 'real-life' workplace activity in line with the identified requirements of the standard.

Questions will be written using the language and tone expected for the level of standard. Apprentices taking the tests will be given a proportional sample of these questions which reflect general coverage of the standards to demonstrate competence within the given time constraints. Each test must be at least passed, with the grade defined by performance in the specialist function test. Tests will be graded on performance as follows:

Core test paper %	**Grade of on demand test**
0-59	Fail
60-100	Pass
Specialist function test paper %	**Grade of on demand test**
0-59	Fail
60-69	Pass
70-79	Merit
80-100	Distinction

Each on demand test will last for 60 minutes. Apprentices will complete their tests on-screen unless individual assessment needs dictate a suitable alternative method, such as paper based or extra time allowance, away from the day to day pressures of work and in a 'controlled' environment, which may be on or off the employer's premises. The definition of a 'controlled environment' will be clearly defined and explained by the independent end assessor in line with arrangements prescribed by the assessment organisation, prior to scheduling the test and will include environmental requirements such as lighting, space, privacy and the requirements for an invigilator.

Assessment organisations must ensure the on demand test can be downloaded and completed offline to allow for use in non-standard situations, such as on deployment or in a restricted area.

Results should ideally be provided instantly when the test is taken online, and immediately upon reconnection if taken offline. Any tests taken in an alternative format should have results provided within fourteen working days.

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Annex D: Practical observation specification

specialist function in their workplace. Each observation will last one hour, and the apprentices will not know in advance which scenario or task they will be given on the day of their assessment. Due to the safety and security required, particularly when an external visitor is required to go airside, the independent end assessor will confirm the assessment activities with the employer between 7 and 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 assessment organisations will be required to design the detailed tools and procedures carefully in order to ensure all apprentices are assessed to the same level. Multiple apprentices in the same workplace must be tested over a range of the three scenarios and not all complete the one.

Elements of the standard to be assessed by observation are identified in Annex A. 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 must 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 which 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 independent end assessor will plan the observation in advance with the employer and brief the apprentice fully on the day, follow assessment criteria that are set by assessment organisations, which will be subject to assessment organisation quality assurance (this may be on a sampling basis if the employer can provide employer level quality assurance (see Annex B). The observation must be carried out in one session.

Observation performance and grading criteria for the core elements of the standard are detailed on the next page. In addition to this, apprentices must also perform against their relevant specialist function's observation and grading criteria, which can be found on the following pages with the scenarios.

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Core observation requirements and grading requirements – Every apprentice must be observed against the following criteria

	In order to pass all apprentices will demonstrate ALL of the following:	In addition to pass criteria apprentices can achieve a merit by demonstrating at least five of the following:	In addition to pass and merit criteria apprentices can achieve a distinction by demonstrating ALL of the following:
Safety, compliance and legislation	• Check area of responsibility complies with procedures and legislative requirements • Correctly report hazards if identified • Act within standard operating procedures at all times	• Take action to correct non-compliance • Take action to deal with hazards in line with organisational procedures	• Proactively ensure compliance with procedures and legislation – e.g. challenge suspicious persons
Communication	• Communicate with the right people at the right time using the correct method • Ensure communication is received and understood • Ensure all communications are timely and accurate	• Adapt language and tone to match audience and situation	• Ensure all communications are effective and understood, anticipating additional appropriate information requirements and liaising with key people to facilitate ongoing information flow
Inter-personal skills	• Work as a part of a team to ensure adequate performance in the role • Work accurately with supervision	• Take initiative as part of a team to improve performance in the role within limits of operation • Work accurately with minimal supervision	
Aviation systems	• Use prescribed systems correctly • Report faults or errors as they occur	• Take action to maintain systems to prevent faults or errors	
Aviation timescales	• Meet minimum performance expectations for timescales to complete tasks	• Work efficiently to meet and exceed timescales to complete tasks	• Organise and prioritise work to make the most efficient use of time and complete core and relevant additional tasks within timescales

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Specialist Function 1: Aircraft handling:

Scenario	Requirements:
1	Aircraft Load (outsized / specialized) – As part of an aircraft handling team – Loading and Unloading. You are to assist with the on-loading of an outsized or specialized load on to an aircraft. You are to act under the instruction of the team leader to ensure the loading and handling of the aircraft is conducted in a safe and timely manner in accordance with organisational procedures.
2	Aircraft Load (ULDs - pallets and containers, loose or bulk loaded) – As part of an aircraft handling team – Loading and Unloading. You are to assist with the on-load of a palletised load on to an aircraft. You are to act under the instruction of the team leader to ensure that the loading and handling of the aircraft is conducted in a safe and timely manner in accordance with organisational procedures.
3	Aircraft Unload (ULDs - pallets and containers, loose or bulk loaded, outsized or specialized) – As part of an aircraft handling team – Loading and Unloading. You are to assist with the unloading of an aircraft. You are to act under the instruction of the team leader to ensure the unloading of the aircraft is conducted in a safe and timely manner in accordance with organisational procedures.

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	In order to pass all apprentices will demonstrate ALL of the following:	In addition to pass criteria apprentices can achieve a merit by demonstrating at least five of the following:	In addition to pass and merit criteria apprentices can achieve a distinction by demonstrating ALL of the following:
Team	• Follow instructions from team leader	• Understand how following instructions ensures correct completion of task	• Anticipate needs of team leader prior to loading / unloading
Load Instruction Report (LIR)	• Correctly interpret basic information on the LIR		• Interpret and use advanced information on the LIR
Transfer of load	• Identify correct load (pallets and containers, ULDS, loose or bulk loaded items, including outsized / specialised) • Transfer load to / from loading area • Ensure load is correctly labelled	• Sequence loads prior to transfer to maximise load efficiency • Ensure all supporting documentation is supplied to relevant stakeholders prior to load / unload	• Assist team leader in load selection
Load / Unload	• Wear correct Personal Protective Equipment (PPE) when operating • Identify correct and serviceable Unit Load Device (ULD) for the load • Safely load / unload aircraft using equipment	• Effectively load / unload aircraft	• Efficiently load / unload aircraft
Time management	• Complete load / unload within required timescales	• Work efficiently as part of a team to load / unload and maximise use of time available	• Prioritise and organise work to ensure maximum performance when loading / unloading
Specialist equipment / vehicles	• Check specialist equipment / vehicles prior to use to ensure serviceability • Use specialist equipment correctly to complete task	• Select correct specialist equipment / vehicle for the task	
Aircraft holds / floors	• Prepare the aircraft hold / floor in accordance with loading requirements		

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Specialist Function 2: Aircraft movement:

Scenario	Requirements:
1	Operate specialist aviation equipment: Observation of Learner operating specialist equipment in an aviation environment ensuring they carry out a pre-use inspection and carry out a function check and are able to refuel / recharge the equipment as required. Operate the specialist equipment in line with the specific training for the equipment and move the equipment into position safely seeking guidance when manoeuvring the equipment around any obstructions or near an aircraft.
2	Push Back / Tow aircraft: Observe the learner completing an aircraft move ensuring they are wearing the correct personal protective equipment (PPE) and appropriate to the weather conditions, that they connect and disconnect the equipment from the aircraft correctly and recognise when a safety person is required during aircraft movement. They must leave aircraft positioned safely, ensuring that clearances are adhered to connect and disconnect equipment to aircraft following organisational procedures.
3	Ensuring a hazard free airside environment: Observe the learner take action in response to identified airside hazards usually conducting a Foreign Object Debris search making sure that work practices do not increase the risk from airside hazards. Report accidents, incidents and near misses in line with organisational procedures

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	In order to pass all apprentices will demonstrate ALL of the following:	IIn addition to pass criteria apprentices can achieve a merit by demonstrating ALL of the following:	In addition to pass and merit criteria apprentices can achieve a distinction by demonstrating ALL of the following:
Operate aviation specialist equipment	• Arrived punctually • Dressed in the correct PPE • Suitably trained with minimum awareness of specialisation • Select the correct equipment for the task • Carry out pre-use checks correctly in accordance with reference cards • Following standard operating procedures to complete the task • Operate equipment safely	• Thorough knowledge of the task • Identify potential hazards on the equipment • Correct notification procedures of equipment defects	• Able to explain the task in-depth • Identify, report & follow through rectification procedures
Pushback / Tow aircraft	• Arrived punctually • Dressed in the correct PPE for the environment • Suitably trained with minimum awareness of specialisation • Select the correct equipment for the task • Carry out pre-use checks correctly in accordance with reference cards • Following standard operating procedures to complete the task • Secure equipment on completion	• Able to recognise potential hazards, eg obstacles, weather restraints, spillages etc • Ensuring planned route is safe and clear • Ensuring equipment is safely secured for further use	• Able to overcome potential hazards, eg obstacles, weather restraints, spillages etc to move the aircraft in a safe and expeditious manner
Ensuring a hazard free airside environment	• Arrived punctually • Dressed in the correct PPE for the environment • Identify types of hazard • Conduct FOD Plod, safely and effectively • React to potential hazardous situations, such as FOD intake, Crash on impact	• Communicate hazards / potential hazards to the appropriate level	• Rectify hazards, such as clearing FOD, reporting actions taken to the appropriate authority

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Specialist Function 3: Fire fighter

Scenario	Requirements:
1	Structural incident with simulated fire: As a team member of a firefighting watch, attend a simulated structural incident. Wear breathing apparatus (BA) as part of a BA team or act as BA entry control officer to assist in saving and preserving life by carrying out correct firefighting and search procedures
2	Aviation incident: As a team member of a firefighting watch, attend a simulated aviation incident with fire or other problem. Carry out your role in resolving fire and rescue operations or special service operations
3	Hazardous material incident: As a team member of a firefighting watch, take part in a simulated hazardous material incident. Assist in setting up decontamination or take part as a wearing BA using the correct chemical protection and carry out the correct procedures for decontamination

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	In order to pass all apprentices will demonstrate ALL of the following:	In addition to pass criteria apprentices can achieve a merit by demonstrating ALL of the following:	In addition to pass and merit criteria apprentices can achieve a distinction by demonstrating ALL of the following:
Punctuality	• Arrive on time • Arrive prepared		
Personal Protective Equipment (PPE)	• Wear correct PPE for the task • Ensure PPE is serviceable		
Communication	• Use correct form of communication • Communicate in a way that is understood	• Communicate in a way that is clearly understood without any misunderstanding • Use the most appropriate form of communication for the situation • Where appropriate select suitable alternative form of communication	
Carry out task	• Receive brief of given task • Carry out task adequately • Carry out task safely	• Confirm understanding of brief • Carry out task effectively	• Confirm and question the brief (where appropriate) • Carry out task to ensure a timely conclusion
Equipment	• Ensure equipment is serviceable prior to use • Ensure equipment is used safely • Ensure equipment is appropriate to the task	• Ensure equipment is used effectively • Inform appropriate persons if a piece of equipment is not effective	• Suggest solutions for ineffective equipment • Use equipment to optimum effect ensuring timely completion of the task
Safety	• Conduct the task in a safe manner • Provide safety critical information where appropriate	• Provide potentially safety critical information • Act on potentially safety critical information	

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Specialist Function 4: Flight operations

Scenario	Requirements:
1	Operate specialist aviation IT equipment in an aviation environment: Observation of the learner operating specialist aviation IT equipment in an aviation environment. The learner is to log on to the necessary equipment in the correct manner whilst observing all necessary security considerations. During the observation the learner is to follow all procedures as written in operating orders to achieve the final objectives. On completion the learner is to ensure that the equipment is shut down and secured in accordance with operating procedures
2	Ensuring a hazard free airside environment: Observe the learner take action in response to identified airside hazards, this could include FOD, spillages and intruders. This could take the place of a simple FOD plod or the removal of such hazard. Observation should include the reporting of the hazard, removal to the relevant section for recording and disposal and any further actions required. The learner must also be observed wearing the correct PPE for the removal
3	Support aviation operations: Observe the learner assist in an issue / emergency situation from either the operations or ATC environment. Ensuring that all relative information is passed in a timely manner to the appropriate authorities. React to any injects to the issue / emergency within own area of responsibility to bring the situation to a satisfactory end. (A simulated emergency would be better as this would ensure that all criteria could be met satisfactorily even those that may not be met ordinarily)

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	In order to pass all apprentices will demonstrate ALL of the following:	In addition to pass criteria apprentices can achieve a merit by demonstrating ALL of the following:	In addition to pass and merit criteria apprentices can achieve a distinction by demonstrating ALL of the following:
Support aviation operations	• Assist in the collection and collation of operational information on aircraft movements • Record information on aircraft movement in line with organisational procedures • Operate equipment in order to process information in line with organisational procedures • Pass relevant aviation information on to others • Use the information from standard aviation messages to disseminate information in line with organisational procedures	• Operate the appropriate communications equipment and radios in line with organisational procedures • Respond to and initiate operational signals relating to inbound and outbound aircraft in a timely manner	• Prioritise the dissemination of important air move messages, eg, air move arrival / departure, delay and overdue procedures
Operate aviation specialist equipment	• Arrived punctually • Dressed in the correct PPE • Suitably trained with minimum awareness of specialisation • Select the correct equipment for the task • Carry out pre-use checks correctly iaw reference cards • Following standard operating procedures to complete the task • Operate equipment safely	• Thorough knowledge of the task • Identify potential hazards on the equipment • Correct notification procedures of equipment defects	• Able to explain the task in-depth • Identify, report & follow through rectification procedures
Ensuring a hazard free airside environment	• Arrived punctually • Dressed in the correct PPE for the environment • Identify types of hazard • Conduct FOD Plod, safely and effectively • React to potential hazardous situations, such as FOD intake	• Communicate hazards / potential hazards to the appropriate level	• Rectify hazards, such as clearing FOD, reporting actions taken to the appropriate authority

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Operate aviation IT equipment	• Start up and correctly use the different types of IT systems and hardware used in their work • Use IT hardware in a way that conforms with good health and safety practice • Seek immediate assistance when difficulties occur with the IT system • Close down the IT system without damage and maintaining security of data • Have regard for relevant legal regulations when operating IT systems	• Identify and correct common errors on the IT systems and hardware used • Ensure computer hardware is kept securely located	• Maintain work schedules during system failures and ensure files are updated when the system is restored

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Specialist Function 5: Passenger services

Scenario	Requirements:
1	Check-in passengers: As a check-in agent, you are to check-in passengers using the appropriate IT system or manual procedures. You are to act under the instruction of the check-in supervisor to ensure check-in is carried out accurately and in a timely manner in accordance with organisational procedures. You are to present a positive image of your organisation at all times
2	Board through passengers: As part of a passenger handling team you are to assist with the board-through of passengers into the departure lounge and onto the aircraft. You are to act under the supervision of the passenger team supervisor to ensure the board through is conducted correctly and in a timely manner in accordance with organisational procedures. You are to present a positive image of your organisation at all times
3	Passenger disruption: As part of a passenger handling team you are to assist with a passenger disruption, such as a flight delay, fire evacuation or security alert. You are to act under the direction of the passenger team leader to ensure the handling of the passengers is conducted in a safe and timely manner in accordance with organisational procedures. You are to present a positive image of your organisation at all times

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	In order to pass all apprentices will demonstrate ALL of the following:	In addition to pass criteria apprentices can achieve a merit by demonstrating ALL of the following:	In addition to pass and merit criteria apprentices can achieve a distinction by demonstrating ALL of the following:
Departure Control System (DCS)	• Use DCS adequately	• Displays good knowledge of DCS	• Displays excellent knowledge of DCS
Promotion of corporate image/branding	• Presents a positive corporate image • Wears uniform to corporate standard • Acts in a manner that protects corporate values	• Fully understands the importance of brand awareness and the necessity corporate image to display effective communication of corporation	• Always presents a positive corporate image • Acts in a manner that promotes corporate values • Personality reflects positive corporate image
Communication with passengers	• Adequately practises the required skills for interacting with customers; e.g. communication • Obtain passenger basic flight needs • Gives adequate information/ direction	• Utilises the required skills for interacting with customers; e.g. communication • Adapt communication appropriately with a customer by gauging their demeanour • Assess/evaluate passenger needs based on information gained throughout the interaction • Give clear and concise closing information/direction	• Fully utilises the required skills for interacting with customers; • Adapt communication appropriately with a customer by gauging their demeanour, adopting empathy, where required • Fully assess/evaluate customer's ongoing needs based on information gained throughout the interaction and offer appropriate advice/assistance • Give thorough, clear and concise closing information/direction based on information gained throughout the interaction
Time management	• Complete tasks within required timescales	• Work efficiently as part of a team to complete tasks and maximise use of time available	• Prioritise and organise work to ensure maximum performance when completing tasks
Correct handling of travel documentation	• Understands basic travel documentation (e.g. passports, touristic visas)	• Displays a good knowledge of travel documentation (e.g. diplomatic documentation, residents or work visas)	• Displays excellent knowledge of travel documentation • Can resolve documentation discrepancies
Teamwork	• Work effectively as part of the team, e.g. cooperation, involvement, assistance	• Take the lead and offer advice during team activities where appropriate	

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Annex E: Professional discussion specification

The professional discussion is a structured discussion between the apprentice and their independent end assessor. The employer may be invited to the meeting if the assessor is external to the organisation to assist in contextualising the discussion if required. Wherever possible the independent end assessor should be the same person who conducted the observations. It allows the independent end assessor to ask the apprentice questions in relation to:

- ✓ The period of learning, development and continuous assessment
- ✓ Coverage of the standard
- ✓ Personal development and reflection

The apprentice will be informed of the requirements prior to the discussion, and will refer to any relevant work place evidence which they can provide in advance at the request of the independent end assessor. The discussion must be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence.

The professional discussion will be conducted in a 'controlled environment' i.e. a quiet room, away from the normal place of work. Where the discussion is not face-to-face independent end assessors must ensure adequate controls are in place to maintain fair and accurate assessment. A standard template, supplied by the assessment organisation which can be contextualised by the independent end assessor for each assessment will be used, to ensure that standards are secure but interviewers are able to focus on key areas for confirmation of performance and effective appraisal of the evidence base. This will ensure that consistent approaches are taken and that all key areas are appropriately explored. The professional discussion will be planned in advance to allow for quality assurance activity and the apprentice will be given the template in advance so they are able to prepare responses and additional evidence.

In order to achieve the professional discussion the apprentice will demonstrate their competence against each area of the standard identified in Annex A. The apprentice may explain how they have achieved these knowledge, skills and behaviours in their workplace, using supporting documentation as appropriate. Once the assessor is satisfied the apprentice knows, shows and lives these sections on a consistent basis they will conclude the discussion.

The professional discussion will typically last thirty minutes and will be scored by the independent assessor using the standard template. The template will record full details of all marks applied (and evidence referenced) by the assessor. The professional discussion may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

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