

# End-point assessment plan for Aviation movement specialist apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0954	3	No

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## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Aviation movement specialist 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 18 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 English and mathematics Level 2<sup>1</sup>

The EPAO must confirm that all required gateway evidence has been provided and accepted as meeting the gateway requirements. The EPAO is responsible for confirming gateway eligibility. Once this has been confirmed, the EPA period starts. This EPA should then be completed within an EPA period lasting typically for four months.

This EPA consists of three discrete assessment methods.

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

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

#### Assessment method 1 - Test

- fail
- pass
- distinction

#### Assessment method 2 — Observation with questioning

- fail
- pass

#### Assessment method 3 - Professional discussion

- fail
- pass
- distinction

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

- fail
- pass
- distinction

## EPA summary table

<b>On-programme</b> (typically, 18 months)	<p>Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>Training towards English and mathematics Level 2, if required.</p>
<b>End-point assessment gateway</b>	<p>The employer must be content that the apprentice is working at or above the level of the occupational standard.</p> <p>Apprentices must have achieved English and mathematics Level 2<sup>1</sup>.</p>
<b>End-point assessment</b> (typically, 4 months)	<p>End-point assessment method 1: Test, graded:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>End-point assessment method 2: Observation with questioning graded:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> </ul> <p>End-point assessment method 3: Professional Discussion graded:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul>
<b>Resit / retake information</b>	<p>Re-take and re-sit grade cap: pass</p> <p>Re-sit timeframe: typically, 1 month(s)</p> <p>Re-take timeframe: typically, 2 month(s)</p>

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

## Length of end-point assessment period

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

The EPA period must last for a minimum of one week.

## Order of end-point assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

## EPA gateway

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

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

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

- achieved English and mathematics Level 2<sup>1</sup>

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 test and professional discussion, no specific requirements.

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

## 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: Test

#### Overview

A test is a controlled assessment which consists of a series of questions in which apprentices are asked to provide a response in a controlled and invigilated environment.

#### Rationale

The EPA method is being used because it is an accurate method of testing the apprentice's underpinning knowledge that may not be naturally occurring in other assessment methods.

#### Delivery

This method must be appropriately structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

The test can be computer based.

The test will consist of 30 multiple-choice questions.

Multiple-choice questions will have four options, including one correct answer.

Apprentices must be given at least 2 weeks' notice of the date and time of the test.

#### Test administration

Apprentices must have 60 minutes to complete the test.

The test is closed book which means that the apprentice cannot refer to reference books or materials whilst taking the test.

The test must be taken in the presence of an invigilator who is the responsibility of the EPAO. Specialised (proctor) software can be used, if the test can be taken on-line, to ensure the security of the test.

The EPAO must have an invigilation policy setting out how the test must be conducted. It must state the ratio of apprentices to invigilators for the setting and allow the test to take place in a secure way.

The EPAO must verify the identity of the apprentice.

The EPAO is responsible for the security of the test including the arrangements for on-line testing. The EPAO must ensure that their security arrangements maintain the validity and reliability of the test.

## Marking

Tests must be marked by independent assessors or markers employed by the EPAO. They must follow a marking scheme produced by the EPAO. Marking by computer is allowed where question type support this.

A correct answer gets 1 mark(s). Any incorrect or missing answers get zero marks.

The EPAO is responsible for overseeing the marking of tests. The EPAO must ensure standardisation and moderation of written response tests.

## Assessment location

Apprentices must take the test in a suitably controlled and invigilated environment that is a quiet room, free from distractions and influence. The EPAO must check the venue is suitable.

## Question and resource development

EPAOs must write a test specification and question bank. The specification must be relevant to the occupation and demonstrate how to assess the KSBs shown in the mapping. It is recommended this is done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of EPA materials when consulting employers. The questions must be unpredictable. A question bank of sufficient size will support this. The test specification and questions must be reviewed at least once a year to ensure they remain fit-for-purpose.

EPAOs will develop purpose-built question banks and ensure that appropriate quality assurance procedures are in place. For example, considering previous item performance data, item analysis, standardisation, training and moderation. EPAOs will ensure that questions are refined and developed to a high standard.

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

EPAOs must produce the following materials to support the test:

- Independent assessor assessment materials which include:
  - training materials

- administration materials
  - moderation and standardisation materials
  - guidance materials
  - grading guidance
  - test specification
  - sample test
  - question bank
- EPA guidance for the apprentice and employer.

## End-point assessment method 2: Observation with questioning

### Overview

This assessment method has 2 components. Component one is a direct observation of the apprentice. Component two involves questioning, which only takes place once component one is concluded.

In the observation with questioning, an independent assessor observes an apprentice in a real work environment. The apprentice completes their day-to-day duties under normal working conditions. This allows the apprentice to demonstrate the KSBs shown in the mapping through naturally occurring evidence. The independent assessor asks questions as explained below. Simulation is not permitted during the observation.

The observation and responses to questions must be assessed holistically by the independent assessor when they are deciding the grade for the observation. 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.

### Delivery

The observation must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

The independent assessor must only observe one apprentice to ensure quality and rigour.



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

The observation with questioning must take 2 hours in total (including questioning and answers). This is broken down into 1 hour and 30 minutes for the observation and 30 minutes for questioning.

The independent assessor must be unobtrusive whilst conducting the observation.

The independent assessor can increase the time of the observation with questioning by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.

The observation cannot be split, except for comfort breaks or to allow an apprentice to move from one location to another. Such breaks will not count towards the total observed time.

EPAOs must manage invigilation of apprentices at all times to maintain security of the EPA, in line with their malpractice policy. This includes breaks and moving between locations.

The EPAO must liaise with the employer when planning the observation, to discuss planned aircraft movements. This will include aircraft arrival/departure schedules, airfield and aircraft type, weather, systems, vehicles, and other equipment to be used. The totality of aircraft movements that must be observed is not specified in this EPA plan, but the EPAO must ensure that all apprentices have the full opportunity to perform all of the tasks required within the allotted time.

The independent assessor must explain to the apprentice the format and timescales of the observation before it begins. This does not count towards the assessment time.

The independent assessor should observe the following during the observation (for which 1hr 30 minutes +10% is allowed):

- select vehicle(s) and equipment applicable to the aircraft and the type of aviation movement
- marshalling of aircraft and or vehicle(s)
- Move aircraft by preparing and using aviation systems
- coordinate and monitor the airside team to prepare vehicles airside
- monitor and supervise team members carrying out daily inspections prior to using specialist equipment
- identify and respond to potential security risks in own area of operations
- ensure the rules and regulations for aircraft, vehicles and team members operating airside are adhered to in accordance with airport safety requirements

These activities provide the apprentice with the opportunity to demonstrate the KSBs as shown in the mapping.

Questions must be asked within the 30 minutes (+10%) allowed. The purpose of the independent assessor's questions will be to check the understanding of the knowledge, skills and behaviours applied during the observation.

Questions should be asked after the direct observation. The independent assessor must ask at least 5 questions. Follow-up questions are allowed. The independent assessor must use the questions from the EPAO's question bank or create their own questions in-line with the EPAO's training.

The independent assessor must ask questions about KSBs that were not observed to gather assessment evidence. These questions are in addition to the set number of questions for the observation and should be kept to a minimum. The independent assessor can also ask questions to clarify answers given by the apprentice.

The independent assessor conducts and assesses the observation. They must record the KSBs observed, KSBs demonstrated in answers to questions and the grade achieved. The apprentice's answers to questions must also be recorded.

The independent assessor makes all grading decisions.

## Assessment location

The observation with questions should take place in:

- the apprentice's workplace

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

## Question and resource development

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

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

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

- independent assessor training materials
- grading guidance
- a question bank
- assessment recording documentation



## End-point assessment method 3: 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 systems, communication, teams, and supervision.

The purpose of the questions will be:

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

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

Apprentices must be given at least 2 weeks' notice of the date and time of the professional discussion.

The independent assessor will conduct and assess the professional discussion.

The professional discussion must last for 90 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer.

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

The professional discussion with questions will be conducted as follows:

The independent assessor asks a minimum of 12 open-response questions from the question bank and uses follow on questioning to clarify understanding the topics and themes that must be covered are:

- Aviation Systems
- Communication, teams, and supervision
- Policies and Procedures

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

The independent assessor will make all grading decisions.

## Assessment location

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

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

The professional discussion can take place in the following:

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

## Question and resource development

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

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

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

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

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

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

Independent assessor assessment materials which include:

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

## Weighting of assessment methods

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

## 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 all three assessment methods.

In order to achieve an overall EPA 'distinction' apprentices must achieve a distinction in both assessment methods 1 and 3, together with a pass in assessment method 2.

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

Knowledge test 1	Observation with questioning 2	Professional discussion 3	Overall grading
Fail	Pass	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Pass	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Distinction	Pass	Pass	Pass
Distinction	Pass	Distinction	Distinction

Any grade = fail, pass, distinction

## Re-sits and re-takes

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

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

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

The timescales for a re-sit/re-take is agreed between the employer and EPAO. A re-sit is typically taken within 1 month of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 2 months of the EPA outcome notification.

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

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

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



# Roles and responsibilities

## Roles and responsibilities

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

	<ul style="list-style-type: none"> <li>• ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs</li> <li>• ensure the apprentice is well prepared for the EPA</li> <li>• ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place</li> <li>• where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily</li> <li>• pass the certificate to the apprentice upon receipt from the EPAO.</li> </ul>
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>• conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO)</li> <li>• conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard</li> <li>• understand the occupational standard</li> <li>• make all necessary contractual arrangements, including agreeing the price of the EPA</li> <li>• develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material)</li> <li>• appoint suitably qualified and competent independent assessors</li> <li>• appoint administrators (and invigilators where required) to administer the EPA as appropriate</li> <li>• provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading</li> </ul>

- 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
- 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

	<ul style="list-style-type: none"> <li>• provide details of the independent assessor's name and contact details to the employer</li> <li>• have, and apply appropriately, an EPA appeals process</li> <li>• request certification via the Apprenticeship Service upon successful achievement of the EPA.</li> <li>• confirm the gateway requirements have been met and the EPA is begun as quickly as possible.</li> <li>• agree the EPA price</li> </ul>
Independent assessor	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> <li>• have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan</li> <li>• understand the occupational standard and the requirements of this EPA</li> <li>• have, maintain and be able to evidence, up-to-date knowledge and expertise of the subject matter</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply with the IQA requirements of the EPAO</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI)</li> <li>• attend induction training</li> <li>• attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard</li> <li>• assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily</li> </ul>

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

## Reasonable adjustments

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

## Internal Quality Assurance (IQA)

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

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- appoint independent assessors who have achieved a relevant qualification at a level equivalent to or higher than the apprenticeship standard being assessed
- appoint independent assessors who are competent to deliver the EPA and who:
  - have recent relevant experience of the occupation or sector to at least occupational level 3 gained in the last 3 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 practices:

- 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
- Assessing multiple apprentices simultaneously where the method of assessment permits this.

## Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

## External Quality Assurance

**Option selected:** Ofqual



## Mapping of knowledge, skills and behaviours (KSBs)

Knowledge	Assessment methods
<b>K1:</b> The range of specialist vehicles and equipment and how they are used in airside movements.	Test
<b>K2:</b> Techniques to monitor compliance with relevant health and safety and environmental legislation	Test
<b>K3:</b> Principles for moving different types of aircraft	Test
<b>K4:</b> Requirements for maintaining aviation security in own area of authority and action to take in the event of a breach of security	Professional discussion
<b>K5:</b> Aviation and other applicable legislation, procedures and regulations relating to an aviation environment, and monitoring procedures within own area of responsibility	Test
<b>K6:</b> Communication methods and techniques applicable to different audiences.	Professional discussion
<b>K7:</b> Roles within the team and how these works together to achieve the organisation's objectives	Professional discussion
<b>K8:</b> Principles of equality, diversity, and inclusivity in the workplace	Test
<b>K9:</b> Procedures for preparing and operating the aviation systems used for moving aircraft, within own role	Observation
<b>K10:</b> Aviation system faults and errors and what remedial action to take	Professional discussion
<b>K11:</b> Procedures to follow in an emergency, within own area of responsibility.	Professional discussion
<b>K12:</b> Range of potential aviation incidents and disruption that may occur and the correct action to take in accordance with standard operating procedures	Professional discussion
<b>K13:</b> Types of dangerous goods relevant to a range of aviation operations and the procedures for management.	Test
<b>K14:</b> Timelines for aviation operations performance and consequences of not meeting them	Professional discussion

Knowledge	Assessment methods
<b>K15:</b> The method for matching the planned airside movement with the team roles, including briefing on the equipment/vehicles to be used, and incident /emergency responses	Professional discussion
<b>K16:</b> The requirements and responsibilities of self and team members in checking specialised equipment prior to use, ensuring safe operation and correct storage after use	Professional discussion
<b>K17:</b> Procedures for preparing the area and required equipment prior to marshalling of aircraft and /or vehicles	Professional discussion
<b>K18:</b> Techniques for identifying relevant rules and regulations for aircraft, vehicles and personnel operating airside	Professional discussion
<b>K19:</b> Marshalling procedures, including the correct monitoring of operation of marshalling equipment and team members	Professional discussion
Skill	Assessment methods
<b>S1:</b> Selects vehicle(s) and equipment applicable to the aircraft and the type of aviation movement.	Observation
<b>S2:</b> Coordinate the airside team to perform the planned aviation movement.	Observation
<b>S3:</b> Monitor area of responsibility to comply with applicable legislation and organisational procedures, addressing and / or reporting hazards	Observation
<b>S4:</b> Identify and respond to security risks in own area of operations e.g. challenging people in restricted areas, recording and /or reporting of security incidents	Observation
<b>S5:</b> Adapt communication methods and language to meet the situation	Observation
<b>S6:</b> Manage own and team's workload to meet performance objectives	Professional Discussion
<b>S7:</b> Prepare and use aviation systems to move aircraft, including taking remedial action upon identification of faults or errors.	Observation
<b>S8:</b> Monitor area of responsibility and take appropriate action to reduce the impact of emergencies, incidents or disruption	Professional discussion
<b>S9:</b> Monitor team members preparing to use a vehicle airside	Observation

Knowledge	Assessment methods
<b>S10:</b> Ensure vehicle operations comply with aviation standard operating procedures	Professional discussion
<b>S11:</b> Implement the correct procedures in the event of incidents or emergencies with an airside vehicle.	Professional discussion
<b>S12:</b> Monitor and supervise team members carrying out safety inspections and secure storage of specialist equipment,	Observation
<b>S13:</b> Monitor the team to ensure correct preparation of the airside environment for marshalling of aircraft and or vehicle(s),	Observation
<b>S14:</b> Monitor marshalling of aircraft and or vehicles in accordance with organisation's standard operating procedures	Observation
<b>S15:</b> Ensure the rules and regulations for aircraft, vehicles and team members operating airside are adhered to in accordance with airport safety requirements	Observation
<b>S16:</b> Identify and report compliance risks in line with organisational procedures	Professional discussion
<b>S17:</b> Handle dangerous goods correctly	Professional discussion
Behaviour	Assessment methods
<b>B1:</b> Embeds and promotes the organisations values	Professional discussion
<b>B2:</b> Treat people with courtesy and respect	Professional discussion
<b>B3:</b> Accountable for own actions and those of the immediate team	Observation
<b>B4:</b> Reliable and pro-actively challenges poor practice	Professional discussion
<b>B5:</b> Sources solutions and seeks to continuously improve and develop.	Professional discussion
<b>B6:</b> Puts safety first for themselves and others.	Observation

## Grading Descriptors

### End-point assessment method 1: Test

KSB's assessed	Grade	Minimum marks required	Maximum marks required
K1, K2, K3, K5, K8, K13	Fail	0	19
	Pass	20	27
	Distinction	28	30

## End-point assessment method 2: Observation with questioning

Fail - does not meet pass criteria

KSBS GROUPED BY THEME	Pass
Aviation Systems K9 S1 S7 S14	<p>Selecting vehicle(s) and equipment relevant to the aircraft and the type of aviation movement, monitoring the marshalling according to the standard operating procedures of the organisation</p> <p>S1, S14</p> <p>Demonstrates the preparation and use of aviation systems, justifying any remedial action taken to address faults or errors.</p> <p>K9, S7</p>
Teams, communication, and supervision S2 S5 S9 S12, S13 B3	<p>Demonstrates the coordination of a planned aviation movement justifying communication methods and language to reflect the task/situation</p> <p>S2, S5</p> <p>Demonstrates the monitoring of a team to ensure correct preparation of the airside work area and/or vehicles for marshalling of aircraft and/or vehicles. Assumes responsibility for their own actions and those of the immediate team</p> <p>S9, S13, B3</p> <p>Monitors and supervises team members carrying out daily inspections prior to using specialist equipment, safely operating, and storing in allocated areas after use.</p>

KSBS GROUPED BY THEME	Pass
	S12
Legislation, regulation and compliance S3 S4 S8 S15 B6	<p>Performs tasks within their area of responsibility in compliance with legislative/organisational guidelines and if encountered addresses and/or reports hazards.</p> <p>S3</p> <p>Evaluates potential security risks within their area of operation and responds if any are identified by following the procedures/policies of their organisation</p> <p>S4</p> <p>Reviews tasks to ensure there is compliance with legislative safety guidelines for aircraft, vehicles and team members during airside operations. Demonstrating an approach to work which prioritises the safety of everyone by following industry legislative guidelines/procedures set out by the organisation</p> <p>S15, B6</p>

## End-point assessment method 3: Professional discussion

Fail - does not meet pass criteria

KSBS GROUPED BY THEME	Pass	Distinction
Aviation Systems K10, S8	<p>Explains the different types of aviation systems used in their role and describes how to operate them, identifies examples of a system fault or error that could occur and the action they would take to remedy</p> <p>K10</p>	

KSBS GROUPED BY THEME	Pass	Distinction
	<p>Outlines how their area of responsibility is monitored to identify potential incidents, emergencies and disruption and explains how to take remedial action if any are encountered</p> <p>S8</p>	
<p>Communication, teams, and supervision K6 K7 K15 K16 S6 B1 B2 B4 B5</p>	<p>Explains how they would brief a team on the procedures of a planned airside movement including the equipment/vehicles to be used. Explains how they match the roles of the team with the tasks involved and how they would inform them to respond to incidents and emergencies that could occur while operating an airside vehicle.</p> <p>K15</p> <p>Explains the methods and/ or techniques of communication used in aviation, and how they adapt them in reflection of the audience</p> <p>K6</p> <p>Outlines the roles within aviation teams and how they work together to continuously improve and develop with a solution focused approach to achieving organisation objectives</p> <p>K7, B5</p> <p>Explains how to manage own and teams workload to meet performance objectives' and describes how they show courtesy and respect to workers in a manner which reflects the behavioral expectations of the</p>	<p>Summarises the importance of matching aviation movement tasks to team resources and describes the potential implications of not matching correctly</p> <p>K15</p>

KSBS GROUPED BY THEME	Pass	Distinction
	<p>organisation While embedding and promoting the organisations values</p> <p>S6, B2, B1</p> <p>Outlines procedures for checking specialised equipment before use, it's safe operation and how it should be stored after use.</p> <p>K16</p>	<p>Justifies the procedures for checking of specialised equipment to ensure safe use.</p> <p>K16</p>
<p>Policies and Procedures</p> <p>K4 K11 K12 K14 K17 K18 K19 S10 S11 S16 S17</p>	<p>Explains the maintenance of aviation security in own area of authority and the action to take in the event of a breach of security.</p> <p>K4</p> <p>Give an example of how to apply the correct procedures for dealing with emergencies, incidents and disruption in relation to an airside vehicle.</p> <p>K11, K12, S11</p> <p>Describes the part timelines play in aviation operations performance.</p> <p>K14</p> <p>Describes how they prepare the area and equipment prior to marshalling of aircraft and or vehicles. Explains the marshalling procedures including how they monitor</p>	<p>Justifies chosen example of procedure for dealing with emergencies, incidents and disruption</p> <p>K12</p> <p>Evaluates the impact adhering to timelines has on performance in the aviation industry.</p> <p>K14</p>



KSBS GROUPED BY THEME	Pass	Distinction
	<p>their team when operating marshalling equipment.</p> <p>K17, K19</p> <p>Describes how they ensure the rules and regulations for aircraft, vehicle operations and personnel operating airside are complied with within the limits of own role.</p> <p>K18, S10</p> <p>Explains how they deal with dangerous goods, including their reasons for their choice how they check compliance, and why their reporting of events is procedurally correct.</p> <p>S16, S17</p>	