

Highfield Level 3 End-Point Assessment for Aviation Ground Specialist - Fire Fighter

EPA-Kit

Assessing the Practical Observation

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The Practical Observation - Guidance

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

The practical assessment is an observation of the apprentice in the aviation environment and may include real work activities such as loading an aircraft, or simulated activities such as extinguishing an aircraft fire, allowing the apprentice to demonstrate how they have applied their knowledge, skills and behaviours in a real work environment to achieve genuine and demanding work objectives. Areas covered in the scenarios not selected for the observation 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 end-point assessor will plan the observation in advance with the employer, brief the apprentice fully on the day, and follow assessment criteria that are set by 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). 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.

Specialist function scenarios - Fire Fighter

1. Structural incident with simulated fire

As a team leader of a fire fighting watch, attend a simulated structural incident. Wear breathing apparatus (BA) as BA team leader to save and preserve life by carrying out correct firefighting and search procedures.

2. Aviation incident

As a team leader of a fire fighting watch, attend a simulated aviation incident with fire or other problem. Carry out your role in taking the lead resolving fire and rescue operations or special service operations.

3. Hazardous material incident

As a team leader of a fire fighting watch, take part in a simulated hazardous material incident. Take the lead in setting up decontamination or take part as a team leader in wearing BA using the correct chemical protection and carry out the correct procedures for decontamination.

The Practical Observation - Mock Assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommend that the apprentice experiences a mock practical observation in preparation for the real thing. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time. In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock observation should take place in a real workplace, or a realistic simulation if the real workplace does not present all the required assessment opportunities
- the participation of other personnel to play the parts of customers and team members:
 - it is strongly recommended that the mock observation has been practised beforehand and all personnel involved are properly briefed on their roles
 - the roles should provide the opportunity for the apprentice to demonstrate the pass, merit and distinction level criteria
- a 1-hour (+/- 10%) time slot should be available for the complete practical observation, if it is intended to be a complete mock observation covering all relevant standards. However, this time may be split up to allow for progressive learning
- consider a video recording of the mock assessment, and allow it to be observed by other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. The mock assessment sheets later in this guide may be used for this purpose

Practical Observation Criteria

During the practical observation, which will last for 1 hour (+/- 10%), the following standards should be evidenced. Apprentices should prepare for the practical observation by considering how the criteria can be met. The apprentice can only achieve a merit by covering all pass and all merit criteria, and can only achieve a distinction by covering all pass, merit and distinction criteria listed.

Core Assessment Criteria

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

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

Communication

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

Interpersonal skills

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

Aviation systems

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

Aviation timescales

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

Specialist Function Assessment Criteria

Scenario 1

| Save & preserve endangered life | | |
|--|---|---|
| To pass, the following must be evidenced | To gain a merit | To gain a distinction |
| SL21 - Arrive on time SL22 - Arrive prepared SL23 - Confirm brief given SL24 - Carry out task given adequately SL25 - Ensure safety of your team | SL26 - Take appropriate actions within risk area SL27 - Ensure task is carried out effectively SL28 - Provide information to aid resolution of the incident | SL29 - Ensure a timely and successful completion of team's task SL30 - Ensure your actions aid the reputation of your organisation |

Scenario 2

| Resolve aviation fire & rescue incidents | | |
|--|---|--|
| To pass, the following must be evidenced | To gain a merit | To gain a distinction |
| RA11 - Select appropriate form of communication RA12 - Communicate according to the needs of the audience | RA13 - Request information from suitable sources RA14 - Communicate with a variety of sources RA15 - Communicate information which may aid the resolution of the incident | There are no distinction criteria for this component |

Scenario 3

| Test, maintain and operate specialist aviation firefighting equipment | | |
|---|---|--|
| To pass, the following must be evidenced | To gain a merit | To gain a distinction |
| TM13 - Ensure PPE is serviceable TM14 - Ensure equipment is serviceable prior to use TM15 - Ensure team use equipment safely and adequately TM16 - Ensure team use equipment appropriate to the task | TM17 - Ensure team use equipment effectively TM18 - Ensure team change equipment if current equipment is not effective | TM19 - Implement solutions for ineffective equipment TM20 - Ensure team use equipment to optimum use ensuring timely completion of task |

| Protect environment from hazardous materials | | |
|--|--|--|
| To pass, the following must be evidenced | To gain a merit | To gain a distinction |
| PE12 - Select correct PPE PE13 - Correctly wear PPE | There are no merit criteria for this component | There are no distinction criteria for this component |