

Highfield Level 3 End-Point Assessment for Aviation Ground Specialist - Passenger Services

EPA-Kit

Assessing the Professional Discussion

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The Professional Discussion - Guidance

The end-point assessment plan states that the professional discussion will be a structured discussion between the apprentice and the end-point assessor. The employer may be present, to support, but not lead the apprentice and to confirm information, at the assessor's request.

The professional discussion will take place either in person or via video-conference. This will be organised by Highfield's scheduling team once the apprentice has been submitted for gateway.

The employer will not be allowed to add any further information or examples to what the apprentice has stated, or lead them in any way. Highfield would encourage the employer/training provider and the apprentice to plan for the professional discussion and consider what resources they may bring with them to support them during their professional discussion. This must be their own work and will only be used to support their discussion. The professional discussion should take place after the practical observation, to establish the apprentice's understanding and application of the remaining knowledge, skills and behaviours.

The professional discussion will need to take place in a suitable environment and should last for 1 hour (+/- 10%). The discussion will be against the set criteria that are outlined in the following pages and will be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence.

The professional discussion will recognise areas which have already been covered in the simulated practical observation so as not to re-assess an area in which the apprentice has already demonstrated competence. The number of questions asked during the professional discussion will vary according to the breadth and depth of the answers given (and how many follow-on questions are required) but as a minimum there must be 15 questions asked to cover all the criteria requirements and give full opportunity for the apprentice to demonstrate all the requirements.

The purpose of the professional discussion is to clarify any questions the end-point assessor has for specified standards:

- confirm and validate judgements about the quality of work
- explore aspects of the work, including how it was carried out, in more detail
- discuss how the apprentice would behave in the scenarios not assigned
- ask questions in relation to personal development and reflection

Before the assessment:

Employers/training providers should:

- plan the professional discussion to allow the apprentice the opportunity to demonstrate each of the required standards
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

It is suggested that a mock assessment is carried out by the apprentice in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement.

The Professional Discussion - Mock Assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommend that they experience a mock professional discussion 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 consider the following elements in their planning:

- the participation of other personnel to play the parts of customers and team members:
 - it is strongly recommended that the mock professional discussion has been practised beforehand and all personnel involved are properly briefed on their roles
- a 1-hour (+/- 10%) time slot should be available for the complete professional discussion. If it is intended to be a complete mock assessment covering all relevant standards, this time may be split up to allow for progressive learning
- consider an audio recording of the mock, and to allow the mock to be heard 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 document sheets later in this guide may be used for this purpose
- structured 'open' questions should be used as part of the professional discussion which do not lead the candidate, but allows them to express their knowledge in a calm and comfortable manner. Example questions that you can use for a mock assessment are listed below

The Professional Discussion - Example Questions

The following are example questions to demonstrate the sort of questions apprentices can expect to encounter during the professional discussion.

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| Security: | |
| Sample Questions: 'What security measures are in place where you work?' 'Describe a potential security breach at your workplace and the actions that you would take.' | |
| Inter-personal skills: | |
| Sample Questions: 'What are the impacts of your actions while at work?' 'Tell me about the importance of feedback.' | |
| Disruption incidents & emergencies: | |
| Sample Questions: 'What information do you need when an incident occurs?' 'Tell me how about how you would deal with an incident.' | |
| Dangerous goods: | |
| Sample Question: 'Tell me about how your organisation deals with dangerous goods.' | |

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| Aviation timescales: | |
| <p>Sample Questions:</p> <p>‘How would you monitor and evidence aircraft movements?’</p> <p>‘Tell me about your organisation’s external compliance requirements.’</p> | |

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| Gate processes: | |
| <p>Sample Questions:</p> <p>“Tell me about different types of passengers and their specific needs.”</p> <p>“Tell me about the safety equipment you use.”</p> | |

Professional Discussion Criteria

Throughout the professional discussion, the assessor will review the apprentice's competence in all of the pass criteria outlined below. Therefore, apprentices should prepare for the professional discussion by considering how the criteria can be met.

To pass, the following must be evidenced

Security

- SE12 - Describe how to fulfil your responsibilities for securing particular areas or items
- SE13 - Describe how to keep access points secure according to your organisation's procedures and your own job responsibilities
- SE14 - Outline how to report problems in the security of actual or possible access points
- SE15 - Outline security procedures relating to visitors to the site or a specified area
- SE16 - Outline the importance of completing the relevant documents accurately and clearly
- SE17 - Outline the procedures to report actual or suspected breaches of security at an appropriate level
- SE18 - Describe the importance of communicating information about actual or suspected security threats calmly, clearly and using appropriate discretion
- SE19 - Identify the appropriate actions to take in the event of unusual incidents which may present a security risk
- SE20 - Identify the appropriate remedial action to take when you become aware of faults, damage to security equipment or problems with security
- SE21 - Describe how to be vigilant and proactive in promoting a safe, secure and compliant working culture

To pass, the following must be evidenced

Interpersonal skills

IP1 - Describe organisational systems and procedures for developing your own and others' personal performance in customer service

IP2 - Outline how your behaviour impacts on others

IP3 - Outline how to effectively review your personal strengths and development needs

IP4 - Outline how to compile a personal development plan for yourself or a colleague that will build on strengths and overcome weaknesses in areas that are important to customer service

IP5 - Outline how to obtain useful and constructive personal feedback from others and respond positively

IP6 - Outline how to compile a coaching plan that will build on the strengths of the learner and overcome their weaknesses in areas that are important to customer service and their job role

IP7 - Outline how to give useful and constructive personal feedback to others and encourage them to respond positively

To pass, the following must be evidenced

Disruption incidents & emergencies

- DI9 - Describe the procedures to collect, interpret and share information about current and potential incidents/emergencies
- DI10 - Identify any connected problems and the range of factors affecting them
- DI11 - Identify a number of available methods for resolving complex aviation incidents/emergencies
- DI12 - Describe how to consult with others to identify and confirm the options available
- DI13 - Outline how to consider the main features, advantages, disadvantages and risks of each option in order to find the most appropriate solution
- DI14 - Suggest other ways that incidents/emergencies may be resolved if you are not able to help
- DI15 - Outline the appropriate actions, working with others if required, to ensure that any commitments related to solving the incident/emergency are kept
- DI16 - Describe how to keep others fully informed about what is happening to resolve the incident/emergency
- DI17 - Describe how to handle all tasks in a calm and organised manner

To pass, the following must be evidenced

Dangerous goods

- DG6 - Describe how to operate safely when exposed to dangerous goods
- DG7 - Explain how to deal with dangerous goods effectively in accordance with organisational procedures and responsibilities

To pass, the following must be evidenced

Aviation timescales

AT1 - Describe how to effectively collect, maintain and process operational information relating to aircraft movements and operating conditions from all available sources

AT2 - Describe the role and function of government and international agencies including ICAO, IATA and CAA

AT3 - Outline reference sources for compliance with national and international rules and regulations, and aeronautical facilities

AT4 - Outline your organisation's operations manual

AT5 - Outline your organisation's communications and recording systems and procedures

To pass, the following must be evidenced

Gate processes

GP1 - Types of special status passengers and the help that people with special needs may require

GP2 - Your organisation's procedures for boarding aircraft

GP3 - How to deal with passengers who are unfit or incapable of air travel

GP4 - How to react to safety and security concerns

GP5 - Type of passengers, e.g. adults, children, unaccompanied children, passengers who have special needs, communication difficulties, language barriers

GP6 - Ensure the provision and maintenance of relevant equipment (for example, buses/bollards/cones/tape) to ensure passengers and staff are safe

GP7 - Ensuring staff are aware of the dangers operating in hazardous areas and are following local procedures for escorting passengers across ramp areas