

Section 1:

Qualification Overview

Qualification Overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This Qualification Specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Certificate in Aviation Operations on the Ground (Knowledge).

About this qualification

The NCFE Level 2 Certificate in Aviation Operations on the Ground (Knowledge) has been accredited by the qualifications regulators for England, Wales and Northern Ireland¹, and is part of the Qualifications and Credit Framework (QCF).

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

NCFE is a Component Awarding Body (CAB) for the 14-19 Diploma.

The qualification is part of the Additional Specialist Learning catalogue for the Travel and Tourism Diploma. For more information on the Diplomas, visit the NCFE website (www.ncfe.org.uk/diplomas).

¹The qualifications regulators ('regulators') are Ofqual in England, DCELLS in Wales and CCEA in Northern Ireland.

Geographical coverage

This qualification has been accredited for use in England, Wales, Northern Ireland. We're able to provide the Qualification Specification and assessment materials in the Welsh and/or Irish language where requested and appropriate.

Things you need to know

- Qualification accreditation number: 501/1281/8
- LSC learning aim code: 50112818
- Guided learning hours (GLH): 108
- QCF level: 2

- Qualification credit value: 13

Assessment requirements:

- internally assessed and externally moderated portfolio

Aims of the qualification

This qualification aims to:

- provide learners with skills in health, safety, security and communications required to work within an Aviation Environment
- develop learners skills in specific aviation functions

Entry guidance

This qualification is designed for learners interested in aviation operations.

There aren't any specific recommended prior learning requirements for this qualification; however learners might find it helpful if they've already achieved a Level one qualification.

Entry is at the discretion of the centre; however learners should be 16 to undertake the qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same, or a similar title, as duplication of learning may affect funding levels.

Achieving this qualification

This qualification consists of **3** mandatory units:

- Unit 01 Health and safety within aviation
- Unit 02 Aviation security
- Unit 03 Aviation communications

and **10** optional units:

- Unit 04 Airport check in services
- Unit 05 Aircraft boarding and arrival services
- Unit 06 Airport baggage processing
- Unit 07 Loading and unloading of aircraft
- Unit 08 Airport baggage facilities
- Unit 09 Aviation passengers with special requirements
- Unit 10 Aircraft load instruction reports
- Unit 11 Aircraft marshalling
- Unit 12 Support flight operations
- Unit 13 Aircraft dispatch process

and **one** additional unit

- Unit 14 Employment Rights and Responsibilities in the Passenger Transport sector

Learning outcomes and assessment criteria for each unit are provided in Section 3 page 12.

To be awarded the NCFE Level 2 Certificate in Aviation Operations on the Ground (Knowledge) learners are required to successfully complete 3 mandatory units and **one** optional unit.

Knowledge-Based Qualification (KBQ)

Please note: learners undertaking a Knowledge-Based Qualification **must complete the additional unit** as well as the mandatory units.

This unit is for learners who are taking this qualification as part of the Cabin Crew Apprenticeship framework. This unit has been developed by GoSkills to cover the requirements of Employment Rights and Responsibilities within the Specification of Apprenticeship Standards for qualifications within the passenger transport sector. The unit has been designed to be applied to a work context. It should be contextualised to be relevant to learners' places of work in the passenger transport sector.

To achieve the NCFE Level 2 Certificate in Aviation Operations on the Ground (Knowledge) , learners must successfully

demonstrate their achievement of all learning outcomes detailed in this Qualification Specification. Grades are **not** awarded.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit and Unit Summary Certificate can be requested for learners who don't achieve the full certificate but who have achieved at least one whole unit.

Progression opportunities

Learners who achieve this qualification could progress to

- NCFE Level 2 Certificate in Introduction to Cabin Crew
- NCFE Level 2 and 3 Certificates in Travel Services
- NCFE Level 2 and 3 NVQ Diplomas in Travel Services
- NCFE Level 2 Diploma in the Principles of Travel and Tourism

Credit Transfer

One of the benefits of the QCF is that learners can transfer credit from one qualification to another. Learners who've already achieved one or more of the units included in this qualification elsewhere can transfer the credit already achieved. Simply let us know which units are being achieved by credit transfer on the Certificate Claim Form.

Accreditation and certification end dates

All qualifications on the QCF have accreditation and certification end dates to ensure that qualifications remain current and valid. The accreditation end date is the last date we can register learners on a qualification, and the certification end date is the last date that learners can be certificated.

Learners have up to 2 years after the accreditation end date, to complete this qualification and claim their certificate. For further information about accreditation and certification end dates please refer to the information about this qualification on our website www.ncfe.org.uk.

What happens at

We review qualifications that are near the end of their

the end of an accreditation period?

accreditation period, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'd apply to the regulators for an extension to the accreditation period. If an accreditation period is extended the certification period will also change.

We'll post information relating to changes or extensions to qualifications on our website www.ncfe.org.uk, and centres approved to offer the qualification will be kept updated.

Resource requirements

There aren't any specific resource requirements for this qualification.

For staffing resources required for this qualification, please refer to our Occupational Competence Guidelines, available on our website www.ncfe.org.uk.

Support for centres

There are a number of documents available that you might find useful. These are available to download from our website www.ncfe.org.uk, or can be requested from the Centre Support team on 0191 239 8000 or by emailing info@ncfe.org.uk.

Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre, to registering your learners, claiming certificates for your learners and everything in between. Centres must seek approval to offer a qualification; only learners from approved centres can be certificated.

Directory of Products and Services

This provides summary information about all of NCFE's qualifications and awards including mandatory and optional units, learner registration and certification fees and assessment information.

Fees and Pricing

Published in the spring for the forthcoming academic year.

Occupational Competence Guidelines

Provides details of qualifications and experience required for Assessors and Internal Moderators/Verifiers of NCFE qualifications and awards.

Training and support

We can provide training sessions for Assessors and Internal Moderators who may not hold the A1 and V1 Assessment and Verification units. Training is also available for portfolio building as well as bespoke subject specific training. For further information please contact our Quality Assurance team on 0191 239 8000.

Support for learners

Candidate Learning Log (CLL)

This gives information about the qualification and can help learners keep track of their work. CLLs can be downloaded free of charge from www.ncfe.org.uk. Learners don't have to use the CLL; instead you can devise your own materials.

Any materials you produce should allow learners to track their achievement against each required learning outcome and assessment criterion and include:

- information on the content, availability and location of NCFE's procedures and policies
- advice on support mechanisms for learners who are experiencing difficulties with their studies
- a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement, for each unit.

Links to National Skills Standards

This qualification is mapped to the 2004 Key Skills standards. The complete standards and guidance documents are available from QCA (www.qca.org.uk/603.html).

This qualification can be used to develop learners':

- Communication/Literacy/English skills
- Application of Number/Numeracy/Maths skills
- Information and Communication Technology skills

The activities learners carry out whilst completing this qualification could help prepare them for their Basic Skills or Functional Skills assessments.

Section 4 (page 69) shows how evidence can be generated for Key Skills through this qualification. The aim has been to target Level 2 Key Skills although work can be designed for other levels, depending on the needs of individual learners or groups.

It's not a mandatory requirement of the NCFE Level 2 Certificate in Aviation Operations on the Ground (Knowledge) to complete a Key Skills portfolio. However, while completing this qualification, learners will generate portfolio evidence which could be used towards certain components of a Key Skills qualification.

If a learner wishes to be assessed for a Key Skills qualification, they must complete a portfolio of evidence, as well as achieve the relevant Key Skills external assessment paper before applying for certification.

Once a whole qualification has been assessed and achieved, certification can then be requested.

This section indicates where, within this qualification, opportunities exist to generate evidence for a Key Skills portfolio, indicating where each piece of evidence is intrinsic or requires some further activity.

NB The information in Section 4 indicates where evidence is likely to occur. It is the Assessor's role to assess the Key Skills evidence against the criteria.

Section 2:

Assessment and Moderation

Assessment and Moderation

How the qualification is assessed

Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

Internal Assessment

The NCFE Level 2 Certificate in Aviation Operations on the Ground (Knowledge) is internally assessed.

Each candidate is required to create a portfolio of evidence which demonstrates achievement of all learning outcomes and assessment criteria associated with each unit. Learning outcomes and assessment criteria specify what each candidate has to achieve and are included within Section 3 of this Qualification Specification.

The main pieces of evidence for the portfolio could include:

- Assessor observation – completed observational checklists and related action plans
- witness testimony
- candidate product
- worksheets
- assignments/projects/reports
- professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL)

Evidence may be drawn from actual or simulated situations, where appropriate.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid, reliable and maintain the integrity of the assessment and of the standards required of the qualification. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that candidates have achieved all

learning outcomes and assessment criteria related to the unit being assessed prior to deciding whether candidates have been successful. Assessors are also responsible for supporting candidates through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

The assessment arrangements for this qualification are in accordance with the criteria set out by the regulatory authorities.

How does moderation work?

What is Moderation?

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately

We do this by:

- internal moderation - which you carry out
- external moderation - which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

If you'd like to know more about the responsibilities of Assessors, Internal and External Moderators please refer to our Centre Support Guide.

Section 3:

Structure and Content

Structure and Content

This section provides details of the structure and content of this qualification.

The unit summary provides an overview of each unit including:

- the unit title
- the unit overview
- guided learning hours
- an indication of whether the unit is mandatory or optional
- credit value
- level

Following the unit summary there's detailed information for each unit containing:

- the unit number and title
- learning outcomes (the learner will) and assessment criteria (the learner can)
- suggested types of evidence for internal assessment

The regulators' accredited unit number is indicated in brackets for each unit (eg M/100/7116). However to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document.

For further information or guidance about the qualification please contact our Research and Product Development team on 0191 239 8000.

Unit Summaries

Unit 01

Health and Safety within Aviation

(regulator's accredited unit no. L/601/6456)

Guided learning hours: 32

Credit value: 4

Level: 2

The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of the principles of Health and Safety within Aviation. This will enable the candidate to create an environment contributing to a healthy and safe workplace. The significance of Health and Safety within the industry is re-enforced by relevant case studies of accidents and incidents relating to aviation and the airport environment.

The knowledge provided within this unit is fundamental to all activities within the airport environment and the unit is appropriate for all candidates prior to them undertaking activities at an airport regardless of specific job.

This unit is **mandatory**.

Unit 02

Aviation Security

(regulator's accredited unit no. Y/601/6458)

Guided learning hours: 32

Credit value: 4

Level: 2

The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of the importance of security within Aviation. This will enable the candidate to contribute to a secure air travel environment. The significance of robust security systems within the industry is re-enforced by relevant case studies of accidents and incidents relating to aviation security within the airport environment.

The knowledge provided within this unit is fundamental to all activities within the airport environment. This unit is appropriate for all candidates prior to them undertaking activities at an airport regardless of specific job.

This unit is **mandatory**.

Unit 03

Aviation Communications

(regulator's accredited unit no. Y/601/6461)

Guided learning hours: 34

Credit value: 4

Level: 2

The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of the principles of communication within Aviation. This will enable the candidate to communicate relevant information both formally and informally to all relevant and interested parties. Accurate communication within the industry is paramount.

The knowledge provided within this unit is fundamental to all activities within the aviation industry. This unit is appropriate for all candidates prior to them undertaking activities at an airport regardless of specific job.

This unit is **mandatory**.

Unit 04

Airport Check in Services

(regulator's accredited unit no. M/601/6465)

Guided learning hours: 42

Credit value: 6

Level: 2

The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of the principles of checking in aviation passengers and baggage. This will enable the candidate to process passengers for travel, including checking that documents are valid and processing baggage according to laid down procedures.

The candidate will also be able to check in passengers using manual check-in procedures.

The knowledge provided within this unit is fundamental to all activities within the aviation industry. This unit is appropriate for all candidates prior to them undertaking activities at an airport in a passenger services role.

This unit is **optional**.

Unit 05

Aircraft Boarding and Arrival Services

(regulator's accredited unit no. F/601/6468)

Guided learning hours: 40

Credit value: 4

Level: 2

The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of how to safely and correctly board passengers onto, and escort them from, the aircraft. The unit encompasses health and safety regulations, as well as security and immigration requirements for both departing and arriving passengers.

This unit is appropriate for all candidates prior to them undertaking activities at an airport.

This unit is **optional**.

Unit 06

Airport Baggage Processing

(regulator's accredited unit no. J/601/6472)

Guided learning hours: 20

Credit value: 3

Level: 2

The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding to enable them to correctly prepare passenger baggage for onward travel. This will enable the candidate to sort, check and manifest accompanied and unaccompanied passenger baggage whilst meeting the security requirements laid

down in the UK by the DfT. In addition, it will enable the candidate to understand customer airline requirements for special handling due to class of travel or onward connections.

The knowledge provided within this unit is fundamental to the security of the aircraft in flight. Any discrepancies in the baggage manifest and actual load could have serious implications to the safety of the aircraft.

This unit is appropriate for all candidates who plan to work as part of the team responsible for the preparation and sorting of baggage. It may also overlap with other job functions where the preparation of baggage is part of the work group function.

This unit is **optional**.

Unit 07

Loading and Unloading of Aircraft

(regulator's accredited unit no. M/601/6479)

Guided learning hours: 20

Credit value: 3

Level: 2

The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of the principles of loading and unloading of an aircraft. This will enable the candidate to be able to load and unload an aircraft and the requirements of different types of aircraft. It will also give them the knowledge of different types and functions of loading equipment used in the industry.

The knowledge provided within this unit is fundamental to all activities within the airport environment. This unit is appropriate to all candidates prior to them undertaking activities at an airport in a ramp agent role.

This unit is **optional**.

Unit 08

Airport Baggage Facilities

(regulator's accredited unit no. M/601/6482)

Guided learning hours: 15

Credit value: 2

Level: 2

The aim of this unit is to enable the candidate to develop the necessary knowledge and to be able to deal effectively with baggage discrepancies. The knowledge and understanding for this unit includes the procedures and relevant paperwork needed for dealing with baggage discrepancies as well as the personal skills needed when dealing with conflict.

The knowledge provided within this unit is, whilst particular to baggage facilities, also of use in all areas of customer service.

This unit is **optional**.

Unit 09

Aviation passengers with special requirements

(regulator's accredited unit no. A/601/6484)

Guided learning hours: 10

Credit value: 1

Level: 2

The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of the different needs of passengers and the products and services that can be offered. This will enable the candidate to develop an awareness of passenger needs and how these can be correctly and sensitively dealt with.

This unit is appropriate for all candidates prior to them undertaking activities at an airport, especially those interested in a customer service role.

Background knowledge of Passports and visas, TIM, Tickets and Seating methods would be advantageous.

This unit is **optional**.

Unit 10

Aircraft Load Instruction Reports

(regulator's accredited unit no. J/601/6486)

Guided learning hours: 15

Credit value: 2

Level: 2

The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding to enable them to correctly interpret information provided in the Load Instruction Report (LIR). This will enable the candidate to interpret and communicate written or pictorial information to all interested parties on the planning intentions of the person responsible for Mass and Balance.

The knowledge provided within this unit is fundamental to the safety of the aircraft in flight and any discrepancies in the interpretation or implementation of a Load Instruction Report could have serious implications to the safety of the aircraft.

This unit is appropriate for all candidates who plan to work as part of the team responsible for the safe loading of aircrafts.

This unit is **optional**.

Unit 11

Aircraft Marshalling

(regulator's accredited unit no. L/601/6487)

Guided learning hours: 16

Credit value: 2

Level: 2

The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of the principles of aircraft marshalling. This will enable the candidate to be able to safely marshal an aircraft onto, or off, a stand.

The knowledge provided within this unit is fundamental to all activities within the airport environment.

This unit is appropriate (but not obligatory) for all candidates prior to them undertaking activities as a ramp agent.

This unit is **optional**.

Unit 12

Support Flight Operations

(regulator's accredited unit no. R/601/6488)

Guided learning hours: 14

Credit value: 2

Level: 2

The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of the principles of Supporting Aviation Operations. This unit is about working as a member of a Ground Operations Unit. You must be able to understand the types of information you are likely to receive or send. You must know who to pass information to. You must understand your role in any aviation emergency either planned or real. This unit is appropriate for all candidates prior to them undertaking activities at an aviation ground operations unit.

This unit is **optional**.

Unit 13

Aircraft Dispatch Process

(regulator's accredited unit no. Y/601/6492)

Guided learning hours: 20

Credit value: 3

Level: 2

The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding to correctly carry out the dispatch duties in the turnround of an aircraft. This will include communication on the ramp with all parties concerned in the turnround and co-ordinating the smooth interaction of all departments and individuals involved. In addition the candidate will need to understand customer airline requirements for airline specific special handling requirements.

The knowledge gained from this unit is based on the IATA Airport Handling Manual (AHM) for the turnround of all commercial aircraft, communication and actions.

This unit is appropriate for all candidates who plan to work as part of the dispatch

turnround process for commercial aircraft.

This unit is **optional**.

Unit 14

Employment Rights and Responsibilities in the Passenger Transport sector (regulators' unit accreditation no. L/602/5934)

Guided learning hours: 18

Credit value: 3

Level: 2

The purpose of this unit is to understand the employment rights and responsibilities and how these affect organisations.

This unit is **additional**, unless the qualification is being delivered as Knowledge-Based as part of the Aviation Operations Apprenticeship - in which case this unit is **mandatory**.

Unit 01 Health and Safety within Aviation (L/601/6456)

The learner will:

1. Know how to prevent and minimise risks and hazards airside

The learner can:

- 1.1 Identify different types of airside hazards
- 1.2 Identify different types of airside risks
- 1.3 Identify differing types of aircraft hazards
- 1.4 Identify different types of aircraft risks
- 1.5 Describe how risks from airside and aircraft hazards can be prevented or minimised
- 1.6 Describe airside surface markings
- 1.7 Describe the correct procedures for reporting safety breaches
- 1.8 Identify the correct persons to report to when a breach of safety has been identified

The learner will:

2. Understand how to contribute to airport safety

The learner can:

- 2.1 Identify the main points of local airport rules and regulations
- 2.2 Describe the procedures for fire reporting
- 2.3 Describe the process for reporting accidents and damage locally
- 2.4 Identify the personal protective equipment (PPE) used airside
- 2.5 Explain personal responsibility for own safety, and that of others

Assessment Guidance – Unit 01

Candidate Report **Type of evidence:** Candidate report or product eg work sheets, posters, fact-files

Assessment criteria: 1.1-1.8,2.5

Additional information:

- 1.1-1.5 Learners could write a short report/risk assessment - Identify each hazard and risk and proceed to describe how each hazard can be prevented or minimised
- 1.6 A poster which clearly describes airside surface markings
- 1.7-1.8 Short report to describe procedures for reporting safety breaches and who they must be reported to
- An observation report to identify the correct persons to report to when a breach of safety has been identified

The significance of Health and Safety within the industry is re-enforced by relevant case studies of accidents and incidents relating to aviation and the airport environment. The risk assessment should include possible options to minimise risks.

Health and safety hazards: existing and potential; in the working environment substances , activities, equipment, foodstuffs; specific to aviation, for example noise, baggage and foreign object debris.

Security hazards: unauthorised personnel; invalid documentation; theft of property; theft of information.

Candidate Report **Type of evidence:** Candidate report or product eg leaflet, diagrams

Assessment criteria:2.1-2.5

Additional information:

2.1-2.5 Leaflet/handbook to be used by new members of staff as guidelines. A case study may be used to show working in an airport to show:

- local airport rules and regulations

- procedures for fire reporting
- the process for reporting accidents and damage locally
- explanations personal responsibility for own safety, and that of others

2.4 Diagrams of personal protective equipment (PPE) could be used for student to explain purpose of each.

The knowledge provided within this unit is fundamental to all activities within the airport environment and the unit is appropriate for all candidates prior to them undertaking activities at an airport regardless of specific job.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 02 Aviation Security (Y/601/6458)

The learner will:

1. Understand threats to security

The learner can:

- 1.1 Describe how potential security risks can impact on aviation business
- 1.2 Explain appropriate responses to security breaches
- 1.3 Describe the personal responsibility in relation to security risks
- 1.4 Identify the main role of key aviation regulatory bodies
- 1.5 Identify restricted zones

The learner will:

2. Understand procedures which minimise threats to security

The learner can:

- 2.1 Identify legislation relating to security in the aviation environment
- 2.2 Summarise the key features of legislation that relate to security in the aviation environment
- 2.3 Describe the security procedures and protocols in the airport environment
- 2.4 Explain the importance of security procedures and protocols
- 2.5 Describe the key stages of AAA

Assessment Guidance - Unit 02

Candidate Report **Type of evidence:** Candidate report or product eg work sheets, posters, fact-files

Assessment criteria: 1.1-1.5

Additional information:

1.1-1.4 Learners could write a short report to describe risks, responses and personal responsibility. An assignment could be written to describe how potential security risks can impact on aviation business to:

- explain appropriate responses to security breaches
- describe the personal responsibility in relation to security risks
- identify the main role of key aviation regulatory bodies. 1.5 Annotated diagram to identify restricted zones of one UK airport.

Tasks will enable the candidate to communicate relevant information both formally and informally to all relevant and interested parties. Accurate communication within the industry is paramount.

Candidate Report **Type of evidence:** Candidate report or product eg leaflet

Assessment criteria: 2.1-2.5

Additional information:

2.1-2.2 Short report to identify legislation and summarise main points.

2.3-2.5 Leaflet describing and explaining importance of procedures and protocols and stages of AAA (Accounting Authorising Air).

The significance of robust security systems within the industry is re-enforced by relevant case studies of accidents and incidents relating to aviation security within the airport environment.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 03 Aviation Communications (Y/601/6461)

The learner will:

1. Be able to carry out effective aviation communications

The learner can:

- 1.1 Communicate using correct communication methods and protocols
- 1.2 Explain systems used for aviation communication
- 1.3 Identify communication methods used in aviation
- 1.4 Describe the terminology used in aviation communication
- 1.5 Explain the importance of accuracy in aviation communication
- 1.6 Identify protocols that should be adhered to when communicating
- 1.7 Explain time related codes relevant to aviation

The learner will:

2. Be able to carry out effective transfer of aviation information

The learner can:

- 2.1 Receive and relay appropriate and accurate information to appropriate persons
- 2.2 Explain the reasons for storing aviation communication
- 2.3 Identify the flight documents involved in the transfer of flight information
- 2.4 Identify appropriate persons that require flight documents
- 2.5 Identify the types of information which must be transferred
- 2.6 Explain the implications of failures in communication

Assessment Guidance - Unit 03

Assessor observation

Type of evidence: Assessor observation eg workplace observation, video diary, photographic evidence

Assessment criteria: 1.1-1.7

Additional information:

Assessor observation records should include the date the Assessor observed the learner, a record of the assessment criteria observed and the comments on the learner performance. Several assessment criteria may be observed and recorded on one observation record. Observation should show participation of learners at the different stages. Performance must be demonstrated consistently with the different examples of practical activity being carried out. Evidence may include a video diary or photographic evidence.

- 1.1 Workplace observation or role play can be used where the learner uses correct communication methods and protocols
- 1.2-1.7 Handbook/manual with guidelines for communication for new members of staff to follow

Candidates will need to communicate relevant information both formally and informally to all relevant and interested parties. Accurate communication within the industry is paramount with the relevant terminology. The manual will need to include time related codes relevant to aviation.

Evidence of learning can be attained from well-planned practical tasks that provide the opportunity to demonstrate the range of knowledge and skills described in the unit content.

Assessor observation

Type of evidence: Assessor observation

Assessment criteria: 2.1-2.6

Additional information:

Workplace observation or role play where candidates receive and relay appropriate and accurate information to appropriate

persons - this could be combined with 1.1 maintaining communication throughout boarding procedure; use of PA at departure gate; boarding routine; care of passengers delayed at boarding gate.

- 2.2-2.6 Learners could complete a Power point presentation including examples of flight documents. To produce evidence for any assessment criteria listed above the learners could make reference to the International Civil Aviation Organization (ICAO), Federal Aviation Administration (FAA), International Telecommunication Union (ITU), and NATO as the standard for aircraft communications and radio communications.
- Candidates should respond to oral questioning or fill out short answer questions covering the requirements of special needs passengers including catering, seating requirements, special requests and passenger types.
- Evidence of learning can be attained from well-planned practical tasks that provide the opportunity to demonstrate the range of knowledge and skills described in the unit content.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 04 Airport Check in Services (M/601/6465)

The learner will:

1. Be able to process check in documentation for travel

The learner can:

- 1.1 Process different types of travel documents
- 1.2 Deal with passenger check in issues relating to travel documentation
- 1.3 Describe different methods of check in
- 1.4 Identify ticket checks for acceptance to travel
- 1.5 Explain the importance of recording baggage details and weight according to IATA requirements
- 1.6 Identify passport checks for acceptance to travel
- 1.7 Explain the difference between a British citizen and a British subject
- 1.8 Identify the implications of travel for British citizens compared to British subjects
- 1.9 Describe how to check if a visa is required
- 1.10 Identify the visa checks for acceptance to travel
- 1.11 Describe the four different types of Schengen visa

The learner will:

2. Be able to process passengers' hand and hold baggage

The learner can:

- 2.1 Process passengers' hand and hold baggage to meet airline and regulatory standards
- 2.2 Deal with passenger check in issues relating to hand and hold baggage
- 2.3 Identify the Dangerous Goods Regulations that relate to check in
- 2.4 Identify unacceptable hand baggage items
- 2.5 Describe how to check allowances for baggage

- 2.6 Explain methods for dealing with unacceptable hold baggage
 - 2.7 Identify appropriate security questions
 - 2.8 Explain what to do with items that may need special handling
 - 2.9 Identify details included on a bag tag
 - 2.10 Identify different types of baggage labels
 - 2.11 Explain the procedure for checking in firearms and ammunition
-

The learner will:

- 3. Be able to allocate seating for passengers

The learner can:

- 3.1 Allocate suitable seats to passengers according to their needs and aviation regulations
 - 3.2 Deal with passenger check in issues relating to seating
 - 3.3 Explain the different seating methods that are used by airlines
 - 3.4 Explain the appropriate seating for passengers with special requirements
 - 3.5 Identify passengers unsuitable for seating at emergency exits
 - 3.6 Describe the importance of seating in relation to the weight and balance of the aircraft
-

Assessment Guidance - Unit 04

Assessor observation

Type of evidence: Assessor observation including eg video diary, photographic evidence

Assessment criteria: 1.1-1.11

Additional information:

Assessor observation records should include the date the Assessor observed the learner, a record of the assessment criteria observed and the comments on the learner performance. Several assessment criteria may be observed and recorded on one observation record. Observation should show participation of learners at the different stages. Performance must be demonstrated consistently with the different examples of practical activity being carried out. Evidence may include a video diary or photographic evidence.

- 1.1-1.2 Workplace observation or role play where candidates process different types of travel documents and deal with passenger check in issues relating to travel documentation
- 1.3-1.11 short report or short answer questions covering: initial passenger contact at check-in; dealing, responding and identifying methods of solving passengers' questions, problems and complaints; EU legislation for air passenger rights

Evidence of learning can be attained from well-planned practical tasks that provide the opportunity to demonstrate the range of knowledge and skills described in the unit content.

Passport and visa requirements: general immigration procedures (EU passengers, non-EU passengers); procedures for asylum seekers; validity requirements for EU passport holders; visas; customs

Assessor observation

Type of evidence: Assessor observation

Assessment criteria: 2.1-2.11

Additional information:

2.1-2.2 Workplace observation or role play where candidates process passengers' hand and hold baggage to meet airline and regulatory standards and deal with passenger check in issues relating to hand and hold baggage. This could be combined with 1.1-1.2.

2.3-2.11 Presentation either visual or oral to include diagrams of unacceptable baggage and baggage tags.

To produce evidence for any assessment criteria listed above the learners could complete check in issues relating to travel documentation.

Candidates should demonstrate through either a role play, or evidence from a relevant work placement, their ability to participate in a check-in process. This should include security questions and checks, weight allowances, baggage restrictions including calculating charges and reporting security concerns.

Regulatory standards of eg Civil Aviation Authority (CAA), International Air Transport

Association (IATA), Joint Aviation Authority (JAA), Department for Transport (DfT)

Assessor observation

Type of evidence: Assessor observation

Assessment criteria: 3.1-3.6

Additional information:

3.1-3.2 Workplace observation or role play where candidates allocate suitable seats to passengers according to their needs and aviation regulations Dealing with passenger check in issues relating to seating - could be combined with 1.1-1.2 and 2.1-2.2.

3.3-3.6 Short report to include aircraft configurations to clarify 3.4.

This will enable the candidate to process passengers for travel, including checking that documents are valid and processing baggage according to laid down procedures. The

candidate will also be able to check in passengers using manual check-in procedures.

Evidence of learning can be attained from well-planned practical tasks that provide the opportunity to demonstrate the range of knowledge and skills described in the unit content.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 05 Aircraft Boarding and Arrival Services (F/601/6468)

The learner will:

1. Be able to board passengers onto aircraft

The learner can:

- 1.1 Prepare for the boarding process
- 1.2 Carry out the boarding process
- 1.3 Explain what information is needed before boarding the flight
- 1.4 Identify the types of passengers who may need pre-boarding
- 1.5 Identify the main boarding duties
- 1.6 Describe the safety and security requirements associated with boarding passengers
- 1.7 Describe all post-boarding procedures

The learner will:

2. Be able to make boarding announcements

The learner can:

- 2.1 Make professional announcements using the correct voice techniques and body language
- 2.2 Explain the appropriate times to make passenger announcements
- 2.3 Describe how to make clear professional announcements using correct voice techniques
- 2.4 Explain how body language can affect the announcement
- 2.5 Explain the consequences of poor announcements

The learner will:

3. Be able to deal effectively with problems during boarding

The learner can:

- 3.1 Deal effectively with passenger problems at the gate
- 3.2 Explain how to deal effectively with any discrepancies at the gate
- 3.3 Explain the de-controlling procedures in order to comply with regulatory standards
- 3.4 Describe the procedure for dealing with transit passengers

The learner will:

- 4. Be able to escort arriving passengers safely

The learner can:

- 4.1 Collect relevant information before meeting the flight
- 4.2 Meet and escort passengers safely
- 4.3 Describe the importance of flight-arrival information
- 4.4 Explain the methods available for moving passengers from the aircraft to a terminal
- 4.5 Explain the Health and Safety responsibilities of the arrivals agent
- 4.6 Describe the authorities to which passengers need to be directed to
- 4.7 Describe the procedures for meeting and escorting passengers safely

Assessment Guidance - Unit 05

Assessor observation

Type of evidence: Assessor observation

Assessment criteria: 1.1-1.7

Additional information:

Assessor observation records should include the date the Assessor observed the learner, a record of the assessment criteria observed and the comments on the learner performance. Several assessment criteria may be observed and recorded on one observation record. Observation should show participation of candidates at the different stages. Performance must be demonstrated consistently with the different examples of practical activity being carried out. Evidence may include a video diary or photographic evidence.

1.1-1.2 Workplace observation or role play where candidates prepare for the boarding process and carry out the boarding process.

1.3-1.7 Worksheet or short answer questions which:

- explains what information is needed before boarding the flight
- identifies the types of passengers who may need pre-boarding
- identifies the main boarding duties
- describes the safety and security requirements associated with boarding passengers
- describes all post-boarding procedures
- Evidence of learning can be attained from well-planned practical tasks that provide the opportunity to demonstrate the range of knowledge and skills described in the unit content.
- The boarding process: security checks; cabin baggage, preferential seating; air bridges or steps; passengers with specific needs (physical disabilities, with children, under the influence of alcohol, nervous flyers).

Candidate tasks**Type of evidence:** Candidate tasks**Assessment criteria:** 2.1-2.5**Additional information:**

Evidence of learning can be attained from well-planned practical tasks that provide the opportunity to demonstrate the range of knowledge and skills described in the unit content.

2.1 Workplace observation or role play where candidates make professional announcements using the correct voice techniques and body language

2.2-2.5 Leaflet/handbook to be used as reference by staff members

Candidate tasks**Type of evidence:** Candidate tasks**Assessment criteria:** 3.1-3.4**Additional information:**

Evidence of learning can be attained from well-planned practical tasks that provide the opportunity to demonstrate the range of knowledge and skills described in the unit content. checking documentation, ensuring health, safety and security, offering advice.

3.1 Workplace observation or role play where candidates deal effectively with passenger problems at the gate.

3.2-3.4 Worksheet which identifies discrepancies and solutions and outlines the procedure for dealing with transit passengers.

Candidate tasks**Type of evidence:** Candidate tasks**Assessment criteria:** 4.1-4.7**Additional information:**

Evidence of learning can be attained from well-planned

practical tasks that provide the opportunity to demonstrate the range of knowledge and skills described in the unit content. Transit passengers: passenger transfer; luggage procedures; minimum connection times; lounges; missed connection procedures.

4.1-4.2 Workplace observation or role play where candidates collect relevant information before meeting the flight and meet and escort passengers safely

4.3-4.7 Short report which can be related to Unit 1 Health & Safety within Aviation.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 06 Airport Baggage Processing (J/601/6472)

The learner will:

1. Know how to check the serviceability of baggage equipment

The learner can:

- 1.1 Identify equipment used to transport baggage
- 1.2 Describe the checks that should be made when using equipment to transport baggage
- 1.3 Describe the actions that should be taken on discovering defects

The learner will:

2. Understand how to interpret baggage labels

The learner can:

- 2.1 Identify the information on baggage labels
- 2.2 Describe the different types of baggage
- 2.3 Explain why different types of baggage may need segregation
- 2.4 Describe the different types of special handling labels used by airlines
- 2.5 Describe the actions each type of special handling label requires

The learner will:

3. Understand the security requirements for transporting passenger baggage

The learner can:

- 3.1 Describe the security requirements for transporting passenger baggage
- 3.2 Identify the non-security requirements for unaccompanied baggage (rush bags)
- 3.3 Explain the different types of security checks for unaccompanied baggage

The learner will:

4. Know how to complete baggage manifests

The learner can:

4.1 Identify information required on baggage manifests

4.2 Describe requirements for signing baggage manifests

Assessment Guidance - Unit 06

Candidate report **Type of evidence:** Candidate report
Assessment criteria: 1.1-1.3
Additional information:
Activities should enable them to correctly prepare passenger baggage for onward travel. This will enable the candidate to sort, check and manifest accompanied and unaccompanied passenger baggage whilst meeting the security requirements laid down in the UK by the Department for Transport (DfT).
1.1-1.3 Learners can produce a short illustrated report to identify equipment to transport baggage

Candidate Report **Type of evidence:** Candidate report eg annotated diagrams, illustrated report
Assessment criteria: 2.1-2.5
Additional information:
The practical activities may also overlap with other job functions where the preparation of baggage is part of the work group function.
Evidence of learning can be attained from well-planned practical tasks that provide the opportunity to demonstrate the range of knowledge and skills described in the unit content.
1.1 learners could annotate baggage labels
1.2-1.5 learners can write a short illustrated report with diagrams of special handling labels

Candidate tasks **Type of evidence:** Candidate tasks
Assessment criteria: 3.1-3.3
Additional information:

To produce evidence for any assessment criteria listed above the learners could take part in well-planned practical tasks for transporting passenger baggage.

3.1-3.3 Visual or oral presentation on the security requirements for transporting passenger baggage

Candidate tasks

Type of evidence: Candidate tasks

Assessment criteria: 4.1-4.2

Additional information:

To produce evidence for any assessment criteria listed above the learners could take part in well-planned practical tasks to demonstrate completing baggage manifests.

4.1-4.2 Visual or oral presentation on information required on baggage manifests.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 07 Loading and Unloading of Aircraft (M/601/6479)

The learner will:

1. Understand the requirements for preparing to load and unload aircraft

The learner can:

- 1.1 Describe the different types of loading/unloading equipment
- 1.2 Identify the appropriate loading equipment for different loads
- 1.3 Describe the types of information found on loads
- 1.4 Explain the purpose of the load plan prior to the transfer of the load

The learner will:

2. Understand how to load and unload aircraft

The learner can:

- 2.1 Explain the consequences of incorrect loading of the aircraft
- 2.2 Identify the relevant persons to contact for different types of loading discrepancies
- 2.3 Explain the effect of weather conditions on loading/unloading
- 2.4 Describe the considerations when transferring special loads
- 2.5 Describe the hazards associated with operating aircraft hold doors
- 2.6 Describe the factors to be considered when positioning loading/unloading equipment
- 2.7 Explain the purpose of documents that relate to the aircraft loading/unloading

Assessment Guidance - Unit 07

Candidate report **Type of evidence:** Candidate report
Assessment criteria: 1.1-1.4
Additional information:
Learners could use case studies/scenarios including COSHH regulations.
1.1-1.4 Learners could write a short illustrated report with diagrams of loading/unloading equipment

Candidate report **Type of evidence:** Candidate report
Assessment criteria: 2.1-2.7
Additional information:
To produce evidence for any assessment criteria listed above the learners could use case studies including COSHH regulations.
2.1-2.7 Power point presentation with loading/unloading documents identified to explain their purpose.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 08 Airport Baggage Facilities (M/601/6482)

The learner will:

1. Be able to follow procedures for baggage discrepancies

The learner can:

- 1.1 Assist passengers who report a baggage discrepancy
- 1.2 Complete documentation for baggage discrepancies
- 1.3 Describe the procedures to follow for different types of baggage discrepancies
- 1.4 Describe effective communication techniques
- 1.5 Explain the function of the World Tracer System
- 1.6 Explain how to deal with unclaimed and unattended baggage in the baggage hall
- 1.7 Identify relevant people to provide support

Assessment Guidance - Unit 08

Type of evidence: Assessor observation

Assessment criteria: 1.1-1.7

Additional information:

Assessor observation records should include the date the Assessor observed the learner, a record of the assessment criteria observed and the comments on the learner performance. Several assessment criteria may be observed and recorded on one observation record. Observation should show participation of learners at the different stages. Performance must be demonstrated consistently with the different examples of practical activity being carried out. Evidence may include a video diary or photographic evidence.

1.1-1.2 Workplace observation or role play

1.3-1.7 Information video or leaflet to be used as guidance by members of staff

Evidence of learning can be attained from well-planned practical tasks that provide the opportunity to demonstrate the range of knowledge and skills described in the unit content.

Candidates will study the procedures and relevant paperwork needed for dealing with baggage discrepancies as well as the personal skills needed when dealing with conflict.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 09 Aviation passengers with special requirements (A/601/6484)

The learner will:

1. Be able to assist passengers who have special requirements

The learner can:

- 1.1 Assist and support passengers with special requirements
 - 1.2 Identify the special requirements for particular types of passengers
 - 1.3 Describe the different services that can be offered to passengers with special requirements
 - 1.4 Describe methods of establishing passenger's needs to ensure that the appropriate services are provided
 - 1.5 Describe the different considerations when assisting passengers using wheelchairs
 - 1.6 Describe the different considerations when assisting unaccompanied minors (UNMIN)
 - 1.7 Identify the conditions classified as MEDA
 - 1.8 Identify the commonly used IATA codes used for passengers with special requirements
-

Assessment Guidance - Unit 09

Candidate tasks

Type of evidence: Candidate tasks

Assessment criteria: 1.1-1.8

Additional information:

Evidence of learning can be attained from well-planned practical tasks that provide the opportunity to demonstrate the range of knowledge and skills described in the unit content.

Facilities for passengers with special needs: eg seating arrangements; toilet facilities; medical assistance; communication assistance, safety instructions in various formats, staff with language skills; special dietary meals wheelchair; stretcher; medical reasons; people with learning difficulties; pregnant traveller; visually impaired; hearing impaired; speech impaired; unaccompanied minors; young persons; elderly; language and/or cultural differences; availability of prayer room.

Background knowledge of Passports and visas, TIM, Tickets and Seating methods would be advantageous.

Workplace observation or role play candidates could respond to oral questioning by the Assessor or complete a short answer question paper to cover the Learning Outcomes. If candidates are participating in a relevant work placement, their knowledge of terminology required for special assistance may be recorded using observation, witness statements, etc.

1.2-1.8 Leaflet/manual to provide guidance for staff members

Candidates should respond to oral questioning or fill out short answer questions covering the requirements of special needs passengers including catering, seating requirements, special requests and passenger types

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning

outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 10 Aircraft Load Instruction Reports (J/601/6486)

The learner will:

1. Be able to interpret Load Instruction Reports

The learner can:

- 1.1 Identify loading positions on different types of Load Instruction Reports (LIR)
- 1.2 Describe different types of information included in Load Instruction Reports (LIR)
- 1.3 Explain the locations of loading positions relating to aircraft types
- 1.4 Identify different types of Unit Load Devices (ULDs)

The learner will:

2. Understand how to implement a Load Instruction Report

The learner can:

- 2.1 Identify the relevant people involved in implementing a Load Instruction Report (LIR)
- 2.2 Identify types of special loads
- 2.3 Describe factors that should be checked when implementing a Load Instruction Report
- 2.4 Explain the sequence of completing a loading instruction report

The learner will:

3. Be able to communicate deviations and alterations of loads

The learner can:

- 3.1 Amend Load Instruction Reports in response to deviations and alterations
- 3.2 Identify different types of changes that could be made to the Load Instruction Report

- 3.3 Describe the effect of incorrect changes to the load
 - 3.4 Explain the importance of communicating changes to the relevant people
 - 3.5 Explain what is meant by the term 'bulking out'
-

Assessment Guidance - Unit 10

Assessor observation

Type of evidence: Assessor observation

Assessment criteria: 1.1-1.3

Additional information:

Evidence of learning can be attained from well-planned practical tasks that provide the opportunity to demonstrate the range of knowledge and skills described in the unit content.

Assessor observation records should include the date the Assessor observed the learner, a record of the assessment criteria observed and the comments on the learner performance. Several assessment criteria may be observed and recorded on one observation record. Observation should show participation of learners at the different stages. Performance must be demonstrated consistently with the different examples of practical activity being carried out. Evidence may include a video diary or photographic evidence.

1.1 Practical – Workplace observation or role play to complete Load Instruction Report (LIR).

1.1-1.3 Short illustrated report

Candidate task

Type of evidence: Candidate task eg presentation

Assessment criteria: 2.1-2.4

Additional information:

Evidence of learning can be attained from well-planned practical tasks that provide the opportunity to demonstrate the range of knowledge and skills described in the unit content.

2.1-2.4 Power point presentation to implement a Load Instruction Report.

Candidate task**Type of evidence:** Candidate task**Assessment criteria:** 3.1-3.5**Additional information:**

Evidence of learning can be attained from well-planned practical tasks that provide the opportunity to demonstrate the range of knowledge and skills described in the unit content.

This unit will enable the candidate to interpret and communicate written or pictorial information to all interested parties on the planning intentions of the person responsible for mass and balance.

3.1 Workplace observation or role play

3.2-3.5 Short report or short answer questions

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 11 Aircraft Marshalling (L/601/6487)

The learner will:

1. Understand how to prepare for aircraft arrival on stand

The learner can:

- 1.1 Explain the purpose of aircraft marshalling
- 1.2 Describe the dangers of carrying out marshalling duties
- 1.3 Identify different types of Foreign Object Debris (FOD)
- 1.4 Describe the checks required before bringing aircraft to the stand
- 1.5 Identify different types of marshalling aids
- 1.6 Explain how weather conditions can affect the marshalling procedure
- 1.7 Describe Personal Protective Equipment (PPE) used in the marshalling process

The learner will:

2. Be able to marshal aircraft onto and off stand

The learner can:

- 2.1 Use correct hand signals to marshal aircraft onto and off stand
- 2.2 Describe the rules, regulations and signals of marshalling an aircraft
- 2.3 Describe the actions required to make an aircraft safe prior to personnel approaching
- 2.4 Describe the actions required prior to aircraft departure

Assessment Guidance - Unit 11

Candidate task

Type of evidence: Candidate task eg presentation

Assessment criteria: 1.1-1.7

Additional information:

Evidence of learning can be attained from well-planned practical tasks that provide the opportunity to demonstrate the range of knowledge and skills described in the unit content.

1.1-1.7 Illustrated report or power point presentation to include diagrams of Personal Protective Equipment (PPE).

Assessor observation

Type of evidence: Assessor observation

Assessment criteria: 2.1-2.4

Additional information:

Evidence of learning can be attained from well-planned practical tasks that provide the opportunity to demonstrate the range of knowledge and skills described in the unit content.

The most common marshalling signals either IATA or ICAO. The issue of the communication comes when either of the 2 communicating parties (either the Pilot or the Marshall) fail to use SOP's when marshalling causing confusion for the other party. Communication then breaks down and the opportunity for incidents or accidents increases.

The practical activities will enable the candidate to be able to safely marshal an aircraft onto, or off, a stand.

Assessor observation records should include the date the Assessor observed the learner, a record of the assessment criteria observed and the comments on the learner performance. Several assessment criteria may be observed and recorded on one observation record. Observation should show participation of learners at the different stages. Performance must be demonstrated consistently with the different

examples of practical activity being carried out. Evidence may include a video diary or photographic evidence.

2.1 Workplace observation or role play

2.2-2.4 Visual or oral presentation

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 12 Support Flight Operations (R/601/6488)

The learner will:

1. Understand the importance of flight operations information

The learner can:

- 1.1 Identify information sources for flight operations
- 1.2 Identify operational information required to support flight operations
- 1.3 Explain the importance of operation information to support flight operations
- 1.4 Identify key people who require operational information

The learner will:

2. Understand aviation emergency procedures

The learner can:

- 2.1 Explain the main components of airport emergency plans
- 2.2 State the key personnel involved in emergency plans
- 2.3 Describe the types of emergency exercises
- 2.4 Explain how to respond to telephone bomb threats
- 2.5 Describe emergency classifications

Assessment Guidance - Unit 12

Candidate report **Type of evidence:** Candidate report eg leaflet or manual
Assessment criteria: 1.1-1.4
Additional information:
Links can be made to Unit 02 Aviation Security.
Candidates should cover the types of information likely to be received or sent and know who to pass information to. A job description could be produced to highlight the role in any aviation emergency either planned or real.
1.1-1.4 A Leaflet/manual to be used as guidance by Aviation staff.

Candidate report **Type of evidence:** Candidate report eg presentation
Assessment criteria: 2.1-2.5
Additional information:
Links can be made to Unit 02 Aviation Security. Bomb threats (categorisation, procedures).
2.1-2.5 Visual or oral presentation.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 13 Aircraft Dispatch Process (Y/601/6492)

The learner will:

1. Understand how to prepare for aircraft arrival

The learner can:

- 1.1 Identify the information required for an inbound Flight Report Information Sheet
- 1.2 Describe how to complete a Flight Report Information Sheet
- 1.3 Describe the Stand Checks required prior to aircraft arrival
- 1.4 Identify the services that may be required during the turnround process
- 1.5 Identify the resources required on stand prior to aircraft arrival
- 1.6 Describe the requirements for flight arrivals
- 1.7 Describe inbound security procedures/requirements

The learner will:

2. Understand how to co-ordinate the aircraft turnround

The learner can:

- 2.1 Explain the purpose of documentation required during turnround
- 2.2 Identify Key People that the Dispatcher would communicate with during the turnround
- 2.3 Identify Key Functions that the Dispatcher would co-ordinate during the turnround
- 2.4 Identify types of discrepancies which could occur during the turnround process
- 2.5 Describe the information required by key people
- 2.6 Describe the information required from key people
- 2.7 Explain how to produce a completed AAA manifest declaration form (MDF)
- 2.8 Describe the actions required in response to discrepancies

The learner will:

3. Understand how to prepare for aircraft departure

The learner can:

3.1 Identify the departure information required for a Flight Report Information Sheet

3.2 Explain the use of delay codes

3.3 Identify Key People involved in allocating delay codes

3.4 Describe how to finalise the Flight Report Information Sheet with departure information

3.5 Identify who should be notified of the departure time and why

Assessment Guidance - Unit 13

Candidate report **Type of evidence:** Candidate report eg presentation
Assessment criteria: 1.1-1.7
Additional information:
Evidence of learning can be attained from well-planned practical tasks that provide the opportunity to demonstrate the range of knowledge and skills described in the unit content. Preparation of a flight is done to the correct standards and within set time frames and have the final say as to whether an aircraft can depart. They must also deal with any unexpected problems and make sure that they are resolved as quickly and efficiently as possible.
Power point presentation which includes example of a Flight Report.

Candidate tasks **Type of evidence:** Candidate tasks
Assessment criteria: 2.1-2.8
Additional information:
Evidence of learning can be attained from well-planned practical tasks that provide the opportunity to demonstrate the range of knowledge and skills described in the unit content. This can include planning luggage positioning, seating arrangements and overall load distribution as well as fuel requirements, and checking them against regulations.
2.1 and 2.7 Visual presentation with examples of documentation
2.2, 2.3, 2.5, 2.6 Worksheet which identifies key people and functions along with information required and from whom
2.4 and 2.8 Poster which identifies discrepancies and actions required

Candidate report **Type of evidence:** Candidate report eg presentation

Assessment criteria: 3.1-3.5**Additional information:**

The knowledge gained from this unit is based on the IATA Airport Handling Manual (AHM) for the turnround of all commercial aircraft, communication and actions.

3.1 -3.5 Power point, oral or visual presentation (this could be combined with 1.1-1.7

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 14 Employment Rights and Responsibilities in the Passenger Transport sector (L/602/5934)

The learner will:

1 Know employment rights and responsibilities of the employee and employer

The learner can:

1.1 Identify the main points of legislation affecting employers and employees and their purpose relevant to own role, organisation and within own industry

1.2 Identify where to find information and advice on employment rights and responsibilities both internally in own organisation and externally

1.3 Identify sources of information and advice on own industry, occupation, training and own career pathway

1.4 Identify sources of information on the different types of representative bodies related to own industry and their main roles and responsibilities

1.5 Identify any issues of public concern that may affect own organisation and own industry

The learner will:

2 Understand employment rights and responsibilities and how these affect organisations

The learner can:

2.1 Describe organisational procedures, policies and codes of practice used by own organisation on employment rights and responsibilities

2.2 Explain the purpose of following health, safety and other procedures and the effect on own organisation if they are not followed

2.3 Describe employer and employee responsibilities for equality and diversity within own organisation

2.4 Explain the benefits of making sure equality and diversity procedures are followed

2.5 Describe the career pathways available within own organisation and own industry

This page is intentionally blank

Assessment Guidance - Unit 14

Worksheets

Types of Evidence: Worksheets/checklist

Assessment Criteria: 1.1, 2.1

Additional information: Candidates could complete specific worksheets on legislation relating to employment including: contracts of employment anti-discrimination provisions (age, disability, gender, race, religion or belief, sexual orientation) working hours and holiday entitlements, sickness absence and sick pay, Data Protection and Health and Safety

Candidates could produce a checklist of key elements of organisational procedures, policies and codes of practice used by own organisation (for example TUI) on employment rights and responsibilities. A list of the correct answers with an explanation can be produced to reinforce this learning.

Project

Types of Evidence: Project

Assessment Criteria: 1.2, 1.3, 1.4

Additional information: Candidates could be given specific guidance about basic employee rights, expectations and duties to others, many of which are legal requirements.

Project work investigating job opportunities and progression both locally and nationally; salary potential of job roles could be completed using Travel Weekly.

Case study

Types of Evidence: Case study; notes questioning.

Assessment Criteria: 1.5, 2.3, 2.4

Additional information: Candidates could be given specific guidance about an organisation where issues of public concern have taken place. The Public Interest Disclosure Act 1998 ("PIDA") could also be included. The organisation could present its policy for Equality & Diversity. The case study could analyse problems with relevant Q & A.

Presentation**Types of Evidence:** Presentation**Assessment Criteria:** 2.2, 2.5

Additional information : Candidates could design a flow chart to describe the career pathways available within own organisation and own industry. The flow chart could also show procedures for health & safety. Other procedures could include occupational health & safety. Employers can be prosecuted by the Health & Safety Executive for failure to follow the Health & Safety at Work Act.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Section 4:

Links to National Skills Standards

Links to National Skills Standards

The information below shows where evidence for Key Skills can be gained.

We've also highlighted where learning opportunities for the Key Skills, Basic Skills and Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Basic Skills or Functional Skills assessments.

We've also highlighted which of the Personal, Learning and Thinking Skills (PLTS) links into the units of the qualifications.

For further information please contact a member of the Research and Product Development team.

Communication/ English

Opportunities exist throughout the qualification.

Application of Number/ Maths

Unit 04 and Unit 10.

ICT

Depending on how the qualification is delivered, opportunities may exist in most units.

Working with others

Depending on how the qualification is delivered, opportunities may exist in most units.

Improving own learning and performance

Opportunities exist throughout the qualification.

Problem solving

Opportunities exist throughout the qualification.

Independent enquirers - PLTS

Opportunities exist throughout the qualification.

Creative thinkers - PLTS

Opportunities exist throughout the qualification.

Reflective learners - PLTS

No explicit opportunities exist.

Team workers - PLTS

Depending on how the qualification is delivered, opportunities may exist in most units.

Self-managers - PLTS

Opportunities exist throughout the qualification.

Effective participators - PLTS

No explicit opportunities exist.
