

**NCFE**

# Qualification specification

**NCFE Level 1 Certificate in Exploring the  
Aviation Industry  
QN: 600/5588/1**

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## Summary of changes

This document summarises the changes to this qualification specification since the last version. Please check the qualification page on our website for the most recent version.

Version	Publication Date	Summary of amendments
V2.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to <a href="#">Section 1</a> (page 13).
V2.2	June 2022	<p>The following statements have been added to the specification: Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.</p> <p>Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p>
V2.3	September 2022	The delivery and assessment guidance in Unit 5 1.1-1.3 has been updated to ensure the terminology is up to date and in line with the industry.

# 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 1 Certificate in Exploring the Aviation Industry.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 1 Certificate in Exploring the Aviation Industry.

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**Things you need to know**

Qualification number (QN)	<b>600/5588/1</b>
Aim reference	6005588
Total Qualification Time (TQT)	130
Guided Learning Hours (GLH)	101
Credit value	13
Level	1
Assessment requirements	internally assessed and externally quality assured portfolio of evidence

**Total Qualification Time (TQT)**

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

**Credit**

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

## About this qualification

This is a regulated qualification. The regulated number for this qualification is 600/5588/1.

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

This qualification is suitable for use within a Study Programme.

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## Qualification purpose

This qualification is designed to develop knowledge and understanding of airline operations and aviation operations on the ground. Learners will understand the importance of health, safety and security procedures in the aviation industry and be introduced to the different terminology used. The qualification focuses on the development of skills and knowledge to support working in the aviation industry. This qualification provides the knowledge and understanding to support progression to the next level of vocational learning.

This qualification will:

- focus on the study of the aviation industry
- offer breadth and depth of study, incorporating a key core of knowledge
- introduce different terminology for the aviation industry
- understand how to deal with customer complaints and incidents
- provide opportunities to acquire a number of practical and technical skills.

## Qualification objectives

The objectives of this qualification are to:

- provide an introduction to the aviation industry
  - give learners an opportunity to progress to other qualifications within the travel and tourism industry.
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## Achieving this qualification

To be awarded the NCFE Level 1 Certificate in Exploring the Aviation Industry, learners are required to successfully complete 6 mandatory units.

### Mandatory units

Unit No	Unit title
Unit 01	The aviation industry
Unit 02	Aviation terminology
Unit 03	Airport locational geography
Unit 04	Customer service in aviation
Unit 05	Team work in the aviation industry
Unit 06	Preparation for entry to employment in the aviation industry

The learning outcomes for each unit are provided in Section 2 (page 13).

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

To achieve the NCFE Level 1 Certificate in Exploring the Aviation Industry, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

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

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

### Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem-solving, to more tricky-to-measure skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

## Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

## Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

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## Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

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## Entry guidance

This qualification provides an introduction to the aviation industry and aims to give learners the opportunity to progress onto various other qualifications in the travel and tourism sector.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved an Entry Level 3 qualification.

This qualification is suitable for learners aged pre-16 and above.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

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 learning outcomes 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 eligibility.

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## Progression opportunities

Learners who achieve this qualification could progress to:

- NCFE Level 2 Certificate in Introduction to Cabin Crew (600/0474/5)
- NCFE Level 2 Certificate in Aviation Operations on the Ground (Knowledge) (501/1281/8)
- NCFE Level 2 Award for Resort Representatives (600/7817/0)
- NCFE Level 2 Certificate in Travel and Tourism (601/6266/1)
- NCFE Level 2 Extended Certificate in Travel and Tourism (601/6267/3)
- NCFE Level 2 Diploma in Travel and Tourism (601/6268/5)

- NCFE Level 2 Award in Aviation (601/8993/9)
- NCFE Level 2 Certificate in Aviation (601/8994/0)
- NCFE Level 2 Diploma in Aviation (601/8996/4)

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## Qualification dates

Regulated qualifications have review dates, operational end dates and certification end dates.

The qualification review date is the date by which we'll have carried out a review of the qualification. This date is shown on the qualification page on the NCFE website.

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification, and set a new review date. If we make the decision to withdraw a qualification, we'll set an operational end date.

If we extend the review date then this will be shown on the qualification page on the NCFE website and approved centres will be kept updated.

The operational end date will only show on the Register if we've made the decision to withdraw a qualification. After this date we can no longer accept learner registrations.

The certification end date will only show on the Register once an operational end date has been set. After this date we can no longer process certification claims.

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## Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

## Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

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## **Support for learners**

### **Learner's Evidence Tracking Log (LETL)**

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

## **Support for centres**

There are a number of documents available on the NCFE website that centres might find useful.

## **Customer Support team**

Our award-winning Customer Support Team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. To contact your Customer Support Assistant, call 0191 239 8000 or email [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk).

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## **Qualification Support Packs**

NCFE offers a free Qualification Support Pack (QSP) for this qualification.

QSPs are a free resource that Tutors can use when planning and delivering an NCFE qualification. Within a QSP, Tutors will find a Scheme of Work, PowerPoint presentations and a wide range of tasks and worksheets to help learners consolidate their knowledge.

QSPs are not intended to provide full coverage of learning outcomes, but the content is mapped to the qualification to ensure it is relevant and useful.

The QSP for this qualification can be downloaded from the qualification page on the NCFE website.

## **Reasonable Adjustments and Special Considerations Policy**

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

## **Subject maps**

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

### **Fees and Pricing**

The current fees and pricing guide is available on the NCFE website.

### **Training and support**

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Customer Support team on 0191 239 8000.

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### **Learning resources**

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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# Section 2

## Unit content and assessment guidance

## Unit content and assessment guidance

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

The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

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

- learning outcomes
- delivery and assessment (including types of evidence for internal assessment).

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

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Customer Support team at NCFE.

For further information or guidance about this qualification please contact our Customer Support team on 0191 239 8000.

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**Unit 01 The aviation industry (M/503/9671)**

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<b>Unit summary</b>	This unit aims to introduce learners to the aviation industry and to develop their knowledge of airline operations and aviation operations on the ground. This also includes the importance of health, safety and security procedures in the aviation industry.
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Level</b>	1
<b>Mandatory/optional</b>	Mandatory

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**Learning outcome 1**

The learner will:

- 1 know about airline operations

The learner can:

- 1.1 identify different types of passenger airlines
  - 1.2 identify typical aircraft used for short- and long-haul flights
  - 1.3 outline the job roles onboard an aircraft
- 

**Learning outcome 2**

The learner will:

- 2 know about aviation operations on the ground

The learner can:

- 2.1 identify the functional areas of an airport:
    - airside
    - landside
  - 2.2 list passenger facilities within the airport:
    - airside
    - landside
  - 2.3 outline the job roles within the airport
-



## **Unit 01 The aviation industry (M/503/9671) (cont'd)**

### **Learning outcome 3**

The learner will:

- 3 know the importance of health, safety and security procedures in the aviation industry

The learner can:

- 3.1 identify potential health and safety hazards in aviation environments
  - 3.2 identify potential security risks within the aviation environment
  - 3.3 state the importance of following health, safety and security procedures
-

**Unit 01 The aviation industry (M/503/9671) (cont'd)****Delivery and assessment**

1.1, 1.2 - Tutors could provide learners with aircraft configuration plans (including short-haul, long-haul, narrow- and wide-bodied aircrafts) to enable them to identify and understand different passenger airlines and which types are used for low cost, charter, scheduled and executive. Learners could use the configuration plans to locate aircraft cabins, class and seats for types of passenger (VIP, business, holiday).

1.3 - Learners could produce a flow chart to outline the jobs onboard an aircraft (eg Captain, First Officer, Customer Service Director, Purser, Junior Cabin Crew). The flow chart should also detail the main duties of each role.

2.1-2.3 - Tutors could provide learners with airport floor plans to enable them to identify key functional area and passenger facilities within the airport (both landside and airside). Learners could then use the floor plan to identify the key job roles within an airport (eg check in, security, immigration, customs and excise, duty manager, ramp agent, customer service agent, baggage, catering and retail staff).

3.1-3.3 - Learners could produce a poster, fact file or leaflet identifying the potential health and safety hazards and security risks within an aviation environment. The following evidence could be included: dangerous goods, disruptive passengers, bomb threats, terrorism and fire.

Learners should also include the importance of following correct procedures in an aviation environment (eg airline security, cabin baggage weight and security checks, passport control, witness statements, incident reports, aircraft and airport security checks).

**Types of evidence**

Evidence could include:

- aircraft configuration (seating) plans – 1.1, 1.2
- flow chart – 1.3
- floor plan – 2.1-2.3
- poster/fact file/leaflet – 3.1-3.3.

**Unit 02 Aviation terminology (T/503/9672)**

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<b>Unit summary</b>	This unit aims to introduce learners to the different terminology used in the aviation industry. Learners will also have the opportunity to develop their knowledge of the 24-hour clock system.
<b>Credit value</b>	1
<b>Guided learning hours</b>	9
<b>Level</b>	1
<b>Mandatory/optional</b>	Mandatory

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**Learning outcome 1**

The learner will:

- 1 know about aviation terminology

The learner can:

- 1.1 list the phonetic alphabet
  - 1.2 identify 3-letter airport codes
  - 1.3 identify airline codes
  - 1.4 define the meaning of key aviation terminology
- 

**Learning outcome 2**

The learner will:

- 2 know the time zone terminology used in aviation

The learner can:

- 2.1 identify different time zone terminology
  - 2.2 describe the use of the 24-hour clock system
-

**Unit 02 Aviation terminology (T/503/9672) (cont'd)****Delivery and assessment**

1.1-1.4 - Learners could produce a poster/leaflet/fact file or worksheet that could be used as guidelines for new cabin crew staff. This should include the phonetic alphabet, 3-letter airport codes (eg London, Paris, New York, Tokyo, Sydney, Hong Kong, Los Angeles) and airlines codes (eg British Airways, Virgin Atlantic, American Airlines, easyJet, TUI). Learners should include a minimum of 5 each.

Learners should also define the meaning of key aviation terms such as: passengers, unaccompanied minors, wheelchair passengers, estimated time of arrival/departure, cart/trolley, short-/long-haul and turnaround roster.

2.1, 2.2 - Learners could produce a poster/leaflet/fact file or worksheet which could be used as guidelines for new cabin crew staff. This should include the different time zone terminology (eg GMT, Zulu, British Summer Time). Learners should describe the use of the 24-hour clock system and how it applies to the aviation industry, they should also include a minimum of 5 examples of the 24 hour clock in their evidence.

**Types of evidence**

Evidence could include:

- poster/leaflet/fact file/worksheet- 1.1, 2.2.

**Unit 03 Airport locational geography (A/503/9673)**

<b>Unit summary</b>	Learners will identify where airports are located and the key types of flights (scheduled, charter etc) handled by the airports. They will also identify which types of passengers use scheduled and chartered flights and identify the key destinations in the airport locality.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	1
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1**

The learner will:

- 1 know major airports

The learner can:

- 1.1 identify major airports in the UK, Europe, rest of the world
- 1.2 use an atlas to locate major airports

**Learning outcome 2**

The learner will:

- 2 know airports handling scheduled flights

The learner can:

- 2.1 identify airports that handle scheduled flights
- 2.2 identify the types of passengers who use scheduled flights
- 2.3 use an atlas to locate airports handling scheduled flights
- 2.4 identify major cities and towns near airports handling scheduled flights
- 2.5 plot a domestic scheduled flight
- 2.6 plot an international scheduled flight

### **Unit 03 Airport locational geography (A/503/9673) (cont'd)**

#### **Learning outcome 3**

The learner will:

- 3 know airports handling charter flights

The learner can:

- 3.1 identify airports that handle charter flights
  - 3.2 identify the types of passengers who use charter flights
  - 3.3 use an atlas to locate airports handling charter flights
  - 3.4 identify holiday resorts and destinations near airports handling charter flights
  - 3.5 plot a European charter flight
  - 3.6 plot a worldwide charter flight
-

**Unit 03 Airport locational geography (A/503/9673) (cont'd)****Delivery and assessment**

1.1, 1.2, 2.1-2.4 - Learners could produce a poster or factsheet. The Tutor should provide the learners with appropriate maps to enable them to identify and locate a minimum of 5 airports in the UK (eg Heathrow, Gatwick, Manchester, Edinburgh, Birmingham), 5 European airports (eg Paris, Athens, Amsterdam, Rome, Madrid, Geneva) and 5 major airports from the rest of the world (eg Sydney, Los Angeles, New York, Singapore, Hong Kong). Learners should also include information of which airports handle scheduled flights and the major city or town near the airport.

2.5, 2.6 - The Tutor could provide the learners with the appropriate maps to enable them to accurately plot a domestic (eg Gatwick - Newcastle) and international (eg Heathrow - New York) scheduled flight route.

2.2, 3.2 - Learners could research and identify the different types of passengers that use scheduled and chartered flights. The evidence could include: business traveller, family holiday, special interest holiday, sports events, summer sun, winter sun, ski and snowboard, city break, cultural break, long haul or adventure travel.

3.1, 3.3, 3.4 - The Tutor could provide the learners with maps to enable them to identify and locate a minimum of 5 airports (eg Gatwick, Bristol International, Birmingham International, Manchester, Stansted, Luton, Palma, Orlando, Tenerife, Dalaman) handling charter flights. Learners should also identify holiday resorts and destinations near the airports.

3.5, 3.6 - The Tutor could also provide the learners with the appropriate maps to enable them to accurately plot European (eg Bristol - Palma) and worldwide (eg Gatwick - Orlando) charter flight routes.

**Types of evidence**

Evidence could include:

- map – 1.1-3.6
- factsheets – 1.1, 1.2, 2.1, 2.3, 2.4
- oral or written questioning 2.2, 3.2.

**Unit 04 Customer service in aviation (F/503/9674)**

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<b>Unit summary</b>	This unit aims to prepare learners to be able to deal effectively with customer complaints and incidents.
<b>Credit value</b>	2
<b>Guided learning hours</b>	18
<b>Level</b>	1
<b>Mandatory/optional</b>	Mandatory

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**Learning outcome 1**

The learner will:

- 1 know about customer service in aviation

The learner can:

- 1.1 define what is meant by customer service
  - 1.2 provide examples of good customer service in the aviation industry
  - 1.3 provide examples of poor customer service in the aviation industry
- 

**Learning outcome 2**

The learner will:

- 2 know how to deal with difficult passenger situations

The learner can:

- 2.1 identify incidents involving passengers that might occur on the ground
  - 2.2 identify incidents involving passengers that might occur during the flight
  - 2.3 identify reasons why passengers may complain
  - 2.4 state how to communicate with passengers during difficult situations
- 

**Learning outcome 3**

The learner will:

- 3 know how to assist passengers with specific requirements

The learner can:

- 3.1 identify specific requirements of different types of passengers
  - 3.2 describe ways of assisting passengers with specific requirements
-



**Unit 04 Customer service in aviation (F/503/9674) (cont'd)**

**Learning outcome 4**

The learner will:

4 be able to give good customer service to passengers

The learner can:

4.1 display industry standards for personal presentation when dealing with customers

4.2 demonstrate good customer service skills in aviation scenarios

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**Unit 04 Customer service in aviation (F/503/9674) (cont'd)****Delivery and assessment**

1.1-1.3 - The learner could produce a handbook for customer service training purposes, fact file, presentation or written assignment. The evidence should show the importance of customer service in the aviation industry, customer service policy and procedures and different types of customers (eg passengers, visitors, employees from other organisations or suppliers) and their different needs.

Learners should give examples of good and bad customer service and should take into consideration staff attitudes, product knowledge, exceeding customer expectations, dealing with issues, prioritising workloads, personal presentation, excellent communication and interpersonal skills.

2.1-2.4 - The learner could produce a handbook for customer service training purposes, fact file, presentation or written assignment. In the evidence learners should identify 5 different incidents involving passengers that might occur on the ground, 5 different incidents that might occur during a flight and reasons why passengers may complain. Scenarios could include: unaccompanied minors; wheelchair provision; oversized baggage; flight delays; VIP passengers; smoking; dangerous goods; documentation; intoxicated or disorderly behaviour; poor service; seating or food and drinks complaints.

Learners should identify how to communicate with passengers when dealing with these situations, such as remaining calm, listening, following the airlines policy and procedures and meeting and exceeding customers' needs and expectations.

3.1, 3.2 - The learner could produce a handbook for customer service training purposes, fact file, presentation or written assignment. In the evidence learners should identify the different types of passengers and their needs (eg VIP, business, leisure, families, wheelchair users, unaccompanied minors or those with special dietary requests). Learners should describe how these types of passengers should be assisted whilst following organisational procedures and meeting the customers' individual needs.

4.1, 4.2 - The Tutor could provide the learners with scenarios that identify the customer requirements and demonstrate good customer service skills. The scenarios should be appropriate for the learner to display personal presentation standards expected by the aviation industry (eg body language, appearance, tone of voice, professionalism). The following scenarios could be included: unaccompanied minors; wheelchair users; partially sighted passengers; oversized baggage; flight delays; intoxicated or disorderly behaviour from passengers. Learners should display high standards of customer service when dealing with these issues and follow organisational procedures.

**Types of evidence**

Evidence could include:

- report – 1.1-3.2
- Tutor observation/role play – 4.1, 4.2.

**Unit 05 Team work in the aviation industry (J/503/9675)**

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<b>Unit summary</b>	This unit enables learners to understand the importance of teamwork and to provide them with the opportunity to develop team working skills.
<b>Credit value</b>	2
<b>Guided learning hours</b>	11
<b>Level</b>	1
<b>Mandatory/optional</b>	Mandatory

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**Learning outcome 1**

The learner will:

- 1 know different communication methods and equipment used within aviation teams

The learner can:

- 1.1 identify the communication methods used by aviation teams
  - 1.2 describe how to communicate clearly
  - 1.3 identify the communication equipment used by aviation teams
- 

**Learning outcome 2**

The learner will:

- 2 know how to work in a team

The learner can:

- 2.1 define team working
  - 2.2 give examples of effective team working
  - 2.3 identify problems that can occur when working in a team
- 

**Learning outcome 3**

The learner will:

- 3 be able to work in a team

The learner can:

- 3.1 demonstrate how to work effectively in a team
-

**Unit 05 Team work in the aviation industry (J/503/9675) (cont'd)****Delivery and assessment**

1.1-1.3 - Learners should identify the communication methods, styles and equipment used by aviation teams at airports and airlines. Learners should consider how to communicate clearly within teams and the importance of this.

The following communication methods could be included:

- verbal
- written
- briefings
- electronic

The following terminology could be included:

- 24-hour clock
- aviation terminology
- phonetic alphabet
- time zones
- 3 letter codes
- digital forms:
  - load sheets
  - passenger manifest
- paper-based forms:
  - aircraft technical reports
  - certificates for dangerous goods
- Mayfly.

Communication equipment could include:

- loudhailer
- public address system
- radio
- telephone
- flight information data system
- tablet
- smartphone.

2.1-2.3 - Learners should identify what teamwork is and the importance of working together effectively with colleagues to reach a common goal. This could include team management, team spirit, motivation, sharing workloads and tasks, sharing skills and knowledge and effective communication with each other.

Learners should give examples of effective team working in aviation such as different teams working together to get the passenger from check-in to the aircraft following organisational procedures. Learners should also identify what problems can occur whilst working in a team eg personality clashes/overtime/stress/shift changes/poor communication.

3.1 - The Tutor could provide scenarios for learners to demonstrate via role play how aviation teams work effectively eg communication between different roles.

**Types of evidence**

Evidence could include:

- report/assignment/presentation – 1.1-2.3
- written/oral questioning – 1.1-1.3
- Assessor observation/role play – 3.1

**Unit 06 Preparation for entry to employment in the aviation industry (L/503/9676)**

<b>Unit summary</b>	This unit aims to provide learners with the opportunity to identify their personal skills, qualities, qualifications and experience, and relate them to potential job roles in the aviation industry. Learners will develop skills in applying for aviation jobs. Learners will be able to develop their interview skills by participating in a real or simulated interview.
<b>Credit value</b>	5
<b>Guided learning hours</b>	33
<b>Level</b>	1
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1**

The learner will:

- 1 be able to plan for entry to employment in the aviation industry

The learner can:

- 1.1 identify job roles which meet personal career ambitions
- 1.2 match personal qualifications, skills, experience and qualities to specific job requirements
- 1.3 identify personal plans for future employment in the aviation industry

**Learning outcome 2**

The learner will:

- 2 know different methods of applying for aviation jobs

The learner can:

- 2.1 identify different ways of finding aviation job vacancies
- 2.2 describe different methods of applying for aviation jobs

**Learning outcome 3**

The learner will:

- 3 know skills and requirements for aviation job roles

The learner can:

- 3.1 identify skills and qualities required for different job roles within the aviation industry
- 3.2 identify entry requirements related to different job roles within the aviation industry

**Unit 06 Preparation for entry to employment in the aviation industry (L/503/9676) (cont'd)****Learning outcome 4**

The learner will:

- 4 be able to apply for an aviation job

The learner can:

- 4.1 produce a CV for an aviation job application  
4.2 produce a covering letter for an aviation job application  
4.3 complete an application form for an aviation job
- 

**Learning outcome 5**

The learner will:

- 5 know how to prepare for an interview in the aviation industry

The learner can:

- 5.1 describe different interview techniques used in the aviation industry  
5.2 state the importance of:
  - good timekeeping
  - professional personal appearance
  - appropriate behaviour
  - clear communication
  - appropriate body language

5.3 list key facts about an aviation organisation in preparation for an interview
- 

**Learning outcome 6**

The learner will:

- 6 be able to take part in an interview for an aviation job

The learner can:

- 6.1 participate in an interview for an aviation job demonstrating:
  - good timekeeping
  - professional personal appearance
  - appropriate behaviour
  - clear communication
  - appropriate body language

6.2 identify personal strengths and areas for improvement after an interview

**Unit 06 Preparation for entry to employment in the aviation industry (L/503/9676) (cont'd)****Delivery and assessment**

1.1-1.3 - Learners could look at a range of job roles and job descriptions within the aviation industry that match their personal career ambitions and future employment plans (eg Cabin Crew, Duty Manager, Dispatcher, Customer Service Agent). Learners should select a minimum of 2 job roles that suit their age, skills and experience. The evidence could be presented on a poster or class display.

2.1, 2.2 - Learners could identify different ways of finding and applying for aviation job vacancies in both ground and airline careers (eg internet, job boards, newspapers, recruitment agencies, networking). Learners should select a minimum of 2 job roles that suit their age, skills and experience. The evidence could be presented on a poster or class display.

3.1, 3.2 - Learner should identify the skills and qualities required for at least 2 different job roles within the aviation industry and identify entry requirements for the job role. Learners could produce posters and class displays to match personal skills and experience to aviation job roles, selecting on the basis of their own career ambitions.

4.1-4.3 - The Tutor could provide learners with pro formas of a covering letter, CV and job application form. Learners should prepare their own covering letter, CV, and complete a job application form for an aviation role that interests them. The evidence should include qualifications, skills and experience and how these relate to the role they are applying for.

5.1-5.3 - Learners could work in groups to describe the different interview techniques such as: role play; group work or discussion; telephone screening, one-to-one; psychometric testing; question and answers.

Learners should describe the importance of interview preparation and behaving appropriately during an interview; this could include: carrying out key background research (such as company history, partners, revenue, number of employees, routes and aircraft); personal preparation (hygiene and appearance); timekeeping; communication styles and body language.

6.1, 6.2 - Learners should work together to take part in a role play of an interview for an aviation job. Learners should demonstrate the key behaviours that should be demonstrated during an interview; these should include: good timekeeping; professional appearance; effective communication skills and appropriate body language. Learners should discuss in their groups what went well and what could be improved upon.

**Types of evidence**

Evidence could include:

- presentation/poster – 1.1-3.2
- letter/CV/application form – 4.1-4.3
- group work/role play/presentation – 5.1-5.3
- Tutor observation/peer assessment/role play – 6.1, 6.2.



# Section 3

## Assessment and quality assurance

## Assessment and quality assurance

### How the qualification is assessed

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

The NCFE Level 1 Certificate in Exploring the Aviation Industry is internally assessed and externally quality assured.

All the evidence generated by the learner will be assessed against the standards expected of a Level 1 learner and against the achievement descriptors for each learning outcome.

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### Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2 (page 13).

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
  - permit and encourage authentic activities where the learner's own work can be clearly judged
  - refer to the Internal assessment writing and delivery: Guide for centres on our website.
-

## **Supervision of learners and your role as an Assessor**

Guidance on how to administer the internal assessment and the support you provide learners can be found on our website in the document Internal assessment writing and delivery: Guide for centres\_

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## **Feedback to learners**

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our website in the document Internal assessment writing and delivery: Guide for centres\_

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## **Presenting evidence**

### **Written**

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

### **Recorded**

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

### **Test High School**

**Recorded evidence:** starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

**Venue:** School hall

**Audience:** Assessors, parents and friends

#### **Band 1:**

Lead singer – Joe Bloggs (brown hair, front of stage)

Drummer – Tom Smith

Guitar 1 – Dan Brown (blond hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left hand side)

#### **Performance of XXX:**

Lead male – John Smith

Lead female – Ann Jones

Choir:

Kay Bell (brown hair, back row 3rd from left)

Jane Pattison (blonde hair, back row 5th from left)

Michael Davies (brown hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

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## **Quality Assurance**

### **Internal quality assurance**

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on our website.

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

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### **External quality assurance**

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

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# Section 4

## Explanation of terms

## Explanation of terms

This table explains how the terms used at Level 1 in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Define</b>	Give the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject.
<b>Describe</b>	Provide details about the subject or item.
<b>Explain</b>	Provide details about the subject with reasons showing how or why.
<b>Give (examples of...)</b>	Provide relevant examples to support the subject.
<b>Identify</b>	List or name the main points.
<b>Indicate</b>	Point out or show using words, illustrations or diagrams.
<b>List</b>	Make a list of words, sentences or comments.
<b>Locate</b>	Find or identify.
<b>Outline</b>	Identify or describe the main points.
<b>Plan</b>	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
<b>Show</b>	Give information that includes clear knowledge about the subject.
<b>State</b>	Give the main points in brief, clear sentences.
<b>Use</b>	Take an item, resource or piece of information and link to the question or task.

# Section 5

## General information



## **General information**

### **Equal opportunities**

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

### **Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

## Contact us

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***