Qualification specification

NCFE Level 2 Certificate in Aviation Operations on the Ground (Knowledge)
QN: 501/1281/8

Contents

Summary of changes

This document summarises the changes to this qualification specification since the last version (Issue 3 July 2018). Please check the NCFE website for the most recent version.

Version	Publication date	Summary of amendments
v3.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to Section 1
v3.2	February 2022	Changes made to progression opportunities information in Section 1
V3.3	June 2022	Further information added to the achieving this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English. Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Information added to the support for centres section about how to access support handbooks.

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).

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 2 Certificate in Aviation Operations on the Ground (Knowledge).

Things you need to know

Qualification number (QN)	501/1281/8
Aim reference	50112818
Total Qualification Time (TQT)	130
Guided Learning Hours (GLH)	108
Credit value	13
Level	2
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.

Centres can decide how to allocate the TQT across the units of a qualification.

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 501/1281/8.

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.

Qualification purpose

This qualification is designed for learners who wish to progress into job roles within airside ramp services, providing safe airside operations (airports), supporting aircraft operations or handling passengers.

This qualification will:

- focus on the study of transportation, operations and maintenance
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

Qualification objectives

The objectives of this qualification are 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.

Achieving this qualification

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 1 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 Aviation Operations on the Ground 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.

Group A mandatory units

Unit No	Unit title
Unit 01	Health and safety within aviation
Unit 02	Aviation security
Unit 03	Aviation communications

Group B optional units

Unit No	Unit title
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

Group C additional unit

Unit No	Unit title
Unit 14	Employment Rights and Responsibilities in the Passenger Transport sector

The learning outcomes for each unit are provided in Section 2.

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

To achieve the NCFE Level 2 Certificate in Aviation Operations on the Ground (Knowledge), 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 Unit 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
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

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.

Direct Claim Status

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

Entry guidance

This qualification is designed for learners interested in aviation operations.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. However, learners should be aged 16 or above to undertake this qualification/these qualifications.

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.

Progression opportunities

Learners who achieve this qualification could progress to:

- NCFE Level 2 Certificate in Introduction to Cabin Crew
- Level 2 and 3 Travel and Tourism qualifications.

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.

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.

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.

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 expected 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 that 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.

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.

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

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.

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 Quality Assurance team on 0191 239 8000.

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.

Links to National Skills Standards

For this qualification we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- English skills
- Mathematics skills
- Information and Communication Technology skills.

If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.

This qualification has also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework.

The Skills Mapping document for this qualification can be found on the NCFE website.

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 regulators' 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 Quality Assurance team at NCFE.

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

Unit 01 Health and safety within aviation (L/601/6456)

Unit summary	The aim of this unit is to enable the learner to develop the necessary knowledge and understanding of the principles of health and safety within aviation. This will enable the learner 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 learners prior to them undertaking activities at an airport regardless of specific job.
Credit value	4
Guided learning hours	32
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

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

Unit 01 Health and safety within aviation (L/601/6456) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment

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
   – noise
   – baggage
   – foreign object debris.
 	
Security hazards:
• unauthorised personnel
• invalid documentation
• theft of property
• theft of information.

Types of evidence
Evidence could include: • learner report or product eg worksheets, posters or fact files (1.1-1.8).

Unit 01 Health and safety within aviation (L/601/6456) (cont'd)

Learning outcome 2

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

Delivery and assessment
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 of personal responsibility for own safety, and that of others.   2.4 Diagrams of personal protective equipment (PPE) could be used for the learner to explain purpose of each.
Types of evidence
Evidence could include: learner report or product leaflet, diagrams (2.1-2.5).

Unit 02 Aviation security (Y/601/6458)

Unit summary	The aim of this unit is to enable the learner to develop the necessary knowledge and understanding of the importance of security within Aviation. This will enable the learner 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 learners prior to them undertaking activities at an airport regardless of specific job.
Credit value	4
Guided learning hours	32
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

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

Unit 02 Aviation security (Y/601/6458) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment
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 learner to communicate relevant information both formally and informally to all relevant and interested parties. Accurate communication within the industry is paramount.
Types of evidence
Evidence could include: • learner report or product: eg work sheets, posters or fact-files(1.1-1.5).

Unit 02 Aviation security (Y/601/6458) (cont'd)

Learning outcome 2

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 Accounting Authorising Air (AAA)

Delivery and assessment
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. 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.
Types of evidence
Evidence could include: • learner report or product eg leaflet (2.1-2.5).

Unit 03 Aviation communications (Y/601/6461)

Unit summary	The aim of this unit is to enable the learner to develop the necessary knowledge and understanding of the principles of communication within Aviation. This will enable the learner 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 learners prior to them undertaking activities at an airport regardless of specific job.
Credit value	4
Guided learning hours	34
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

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

Unit 03 Aviation communications (Y/601/6461) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment
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   Learners 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.
Types of evidence
Evidence could include: • Assessor observation eg workplace observation, video diary, photographic evidence. (1.1-1.7)

Unit 03 Aviation communications (Y/601/6461) (cont'd)

Learning outcome 2

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

Delivery and assessment
Workplace observation or role play where learners receive and relay appropriate and accurate information to appropriate persons – this could be combined with Unit 03 1.1 maintaining communication throughout boarding procedure; use of public address (PA) at departure gate; boarding routine; care of passengers delayed at boarding gate. 2.2-2.6 Learners could complete a Powerpoint 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 North Atlantic Treaty Organization (NATO) as the standard for aircraft communications and radio communications. Learners 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.
Types of evidence
Evidence could include: • Assessor observation (2.1-2.6).

Unit 04 Airport check in services (M/601/6465)

Unit summary	The aim of this unit is to enable the learner to develop the necessary knowledge and understanding of the principles of checking in aviation passengers and baggage. This will enable the learner to process passengers for travel, including checking that documents are valid and processing baggage according to laid down procedures.
	The learner 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 learners prior to them undertaking activities at an airport in a passenger services role.
Credit value	6
Guided learning hours	42
Level	2
Mandatory/optional	Optional

Learning outcome 1

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 International Air Transport Associaton (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

Unit 04 Airport check in services (M/601/6465) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment
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 learners 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.
Types of evidence
Evidence could include: • Assessor observation eg video diary, photographic evidence (1.1-1.11).

Unit 04 Airport check in services (M/601/6465) (cont'd)

Learning outcome 2

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 IATA Dangerous Goods Regulations (IATA DGR) 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

Delivery and assessment
2.1-2.2 Workplace observation or role play where learners 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. Learners 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), Department for Transport (DfT).
Types of evidence
Evidence could include: • Assessor observation (2.1-2.11).

Unit 04 Airport check in services (M/601/6465) (cont'd)

Learning outcome 3

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

Delivery and assessment
3.1-3.2 Workplace observation or role play where learners 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 learner to process passengers for travel, including checking that documents are valid and processing baggage according to laid down procedures. The learner 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.
Types of evidence
Evidence could include: • Assessor observation (3.1-3.6).

Unit 05 Aircraft boarding and arrival services (F/601/6468)

Unit summary	The aim of this unit is to enable the learner 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 learners prior to them undertaking activities at an airport.
Credit value	4
Guided learning hours	40
Level	2
Mandatory/optional	Optional

Learning outcome 1

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

Unit 05 Aircraft boarding and arrival services (F/601/6468) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment
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 learners 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 eg physical disabilities, with children, under the influence of alcohol, nervous flyers.
Types of evidence
Evidence could include: • Assessor observation (1.1-1.7).

Unit 05 Aircraft boarding and arrival services (F/601/6468) (cont'd)

Learning outcome 2

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

Delivery and assessment
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 learners 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.
Types of evidence
Evidence could include: • learner tasks (2.1-2.5).

Unit 05 Aircraft boarding and arrival services (F/601/6468) (cont'd)

Learning outcome 3

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

Delivery and assessment
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 and offering advice. 3.1 Workplace observation or role play where learners 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.
Types of evidence
Evidence could include: • learner tasks (3.1-3.4).

Unit 05 Aircraft boarding and arrival services (F/601/6468) (cont'd)

Learning outcome 4

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

Delivery and assessment
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 learners 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 and safety within aviation.
Types of evidence
Evidence could include: • learner tasks (4.1-4.7).

Unit 06 Airport baggage processing (J/601/6472)

| Unit summary | The aim of this unit is to enable the learner to develop the necessary knowledge and understanding to enable them to correctly prepare passenger baggage for onward travel. This will enable the learner 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 learner 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 learners 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. |
|---|---|
| **Credit value** | 3 |
| **Guided learning hours** | 20 |
| **Level** | 2 |
| **Mandatory/optional** | Optional |

Learning outcome 1

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

Delivery and assessment
Activities should enable learners to correctly prepare passenger baggage for onward travel. This will enable the learner 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. |
| **Types of evidence** |
| Evidence could include:
• learner report (1.1-1.3). |

Unit 06 Airport baggage processing (J/601/6472) (cont'd)

Learning outcome 2

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

Delivery and assessment
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.
2.1 learners could annotate baggage labels.
2.2-2.5 learners can write a short illustrated report with diagrams of special handling labels.

Types of evidence
Evidence could include:
• learner report eg annotated diagrams or illustrated report (2.1-2.5).

Unit 06 Airport baggage processing (J/601/6472) (cont'd)

Learning outcome 3

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

Delivery and assessment
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.
Types of evidence
Evidence could include: • learner tasks (3.1-3.3).

Unit 06 Airport baggage processing (J/601/6472) (cont'd)

Learning outcome 4

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

Delivery and assessment
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.
Types of evidence
Evidence could include: • learner tasks (4.1-4.2).

Unit 07 Loading and unloading of aircraft (M/601/6479)

Unit summary	The aim of this unit is to enable the learner to develop the necessary knowledge and understanding of the principles of loading and unloading of an aircraft. This will enable the learner 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 learners prior to them undertaking activities at an airport in a ramp agent role.
Credit value	3
Guided learning hours	20
Level	2
Mandatory/optional	Optional

Learning outcome 1

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

Delivery and assessment
Learners could use case studies/scenarios including Control of Substances Hazardous to Health (COSHH) regulations. 1.1-1.4 Learners could write a short illustrated report with diagrams of loading/unloading equipment.
Types of evidence
Evidence could include: • learner report (1.1-1.4).

Unit 07 Loading and unloading of aircraft (M/601/6479) (cont'd)

Learning outcome 2

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

Delivery and assessment
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.
Types of evidence
Evidence could include: • learner report (2.1-2.7).

Unit 08 Airport baggage facilities (M/601/6482)

Unit summary	The aim of this unit is to enable the learner 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.
Credit value	2
Guided learning hours	15
Level	2
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1   be able to follow passengers 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 WorldTracer System
1.6   explain how to deal with unclaimed and unattended baggage in the
        baggage hall
1.7   identify relevant people to provide support

Unit 08 Airport baggage facilities (M/601/6482) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment
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. Learners will study the procedures and relevant paperwork needed for dealing with baggage discrepancies as well as the personal skills needed when dealing with conflict.
Types of evidence
Evidence could include: • Assessor observation (1.1-1.7).

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

Unit summary	The aim of this unit is to enable the learner 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 learner to develop an awareness of passenger needs and how these can be correctly and sensitively dealt with.
	This unit is appropriate for all learners prior to them undertaking activities at an airport, especially those interested in a customer service role.
	Background knowledge of passports and visas, Travel Information Manual (Timatic), tickets and seating methods would be advantageous.
Credit value	1
Guided learning hours	10
Level	2
Mandatory/optional	Optional

Learning outcome 1

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

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

Learning outcome 1 (cont'd)

Delivery and assessment
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. Types of passengers with special requirements: • Disability eg visually imparared, hearing impared, speech impared, wheelchair user • Children eg unaccompanied minor, young passenger • Eldery • Pregnant • Medical eg stretcher • People with language and/or cultural differences Services: • Seating arrangements • Special dietry meals • Toilet facilities • Medical assistance • Communication assistance eg safety instructions in various formats, staff with language skills • availability of a prayer room, staff with language skills Background knowledge of passports and visas, Timatic, tickets and seating methods would be advantageous. Workplace observation or role play learners could respond to oral questioning by the Assessor or complete a short answer question paper to cover the learning outcomes. If learners 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. Learners should respond to oral questioning or fill out short answer questions covering the requirements of special needs passengers including: • catering • seating requirements • special requests • passenger types.
Types of evidence
Evidence could include: • learner tasks (1.1-1.8).

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

Unit summary	The aim of this unit is to enable the learner 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 learner 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 (LIR) could have serious implications to the safety of the aircraft.
	This unit is appropriate for all learners who plan to work as part of the team responsible for the safe loading of aircrafts.
Credit value	2
Guided learning hours	15
Level	2
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1   be able to interpret Load Instruction Reports

The learner can:

1.1   identify loading positions on different types of LIR
1.2   describe different types of information included in LIR
1.3   explain the locations of loading positions relating to aircraft types
1.4   identify different types of Unit Load Devices (ULDs)

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

Learning outcome 1

Delivery and assessment
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.
Types of evidence
Evidence could include: • Assessor observation (1.1-1.3).

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

Learning outcome 2

The learner will:

2   understand how to implement a Load Instruction Report (LIR)

The learner can:

2.1   identify the relevant people involved in implementing an 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

Delivery and assessment
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 PowerPoint presentation to implement a LIR.
Types of evidence
Evidence could include: • learner tasks eg presentation (2.1-2.4).

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

Learning outcome 3

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'

Delivery and assessment
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 learner 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.
Types of evidence
Evidence could include: • learner task (3.1-3.5).

Unit 11 Aircraft marshalling (L/601/6487)

Unit summary	The aim of this unit is to enable the learner to develop the necessary knowledge and understanding of the principles of aircraft marshalling. This will enable the learner 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 learners prior to them undertaking activities as a ramp agent.
Credit value	2
Guided learning hours	16
Level	2
Mandatory/optional	Optional

Learning outcome 1

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

Delivery and assessment
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).
Types of evidence
Evidence could include: • learner task eg presentation (1.1-1.7).

Unit 11 Aircraft marshalling (L/601/6487) (cont'd)

Learning outcome 2

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

Delivery and assessment
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 Standard Operating Procedures (SOPs) 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 learner 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.
Types of evidence
Evidence could include: • Assessor observation (2.1-2.4).

Unit 12 Support flight operations (R/601/6488)

Unit summary	The aim of this unit is to enable the learner 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 learners prior to them undertaking activities at an aviation ground operations unit.
Credit value	2
Guided learning hours	14
Level	2
Mandatory/optional	Optional

Learning outcome 1

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

Delivery and assessment
Links can be made to Unit 02 Aviation security. Learners 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.
Types of evidence
Evidence could include: • learner report eg leaflet or manual (1.1-1.4).

Unit 12 Support flight operations (R/601/6488) (cont'd)

Learning outcome 2

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

Delivery and assessment
Links can be made to Unit 02 Aviation security. Bomb threats (categorisation, procedures). 2.1-2.5 Visual or oral presentation.
Types of evidence
Evidence could include: • learner report eg presentation (2.1-2.5).

Unit 13 Aircraft dispatch process (Y/601/6492)

Unit summary	The aim of this unit is to enable the learner 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 learner 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 learners who plan to work as part of the dispatch turnround for commercial aircraft.
Credit value	3
Guided learning hours	20
Level	2
Mandatory/optional	Optional

Learning outcome 1

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

Delivery and assessment
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. Learners must also deal with any unexpected problems and make sure that they are resolved as quickly and efficiently as possible.
PowerPoint presentation which includes example of a Flight Report.
Types of evidence
Evidence could include:
• learner report eg presentation (1.1-1.7).

Unit 13 Aircraft dispatch process (Y/601/6492) (cont'd)

Learning outcome 2

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

Delivery and assessment
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
Types of evidence
Evidence could include: • learner tasks (2.1-2.8).

Unit 13 Aircraft dispatch process (Y/601/6492) (cont'd)

Learning outcome 3

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

Delivery and assessment
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).
Types of evidence
Evidence could include: • learner report eg presentation (3.1-3.5).

Unit 14 Employment rights and responsibilities in the passenger transport sector (L/602/5934)

Unit summary	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.
Credit value	3
Guided learning hours	18
Level	2
Mandatory/optional	Additional/Mandatory – see unit summary

Learning outcome 1

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

Unit 14 Employment rights and responsibilities in the passenger transport sector (L/602/5934) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment
Learners 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 • health and safety. Learners 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. Learners 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. Learners 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 and diversity. The case study could analyse problems with relevant Q & A.
Types of evidence
Evidence could include: • worksheets/checklist (1.1) • project (1.2-1.4) • case study (1.5).

Unit 14 Employment rights and responsibilities in the passenger transport sector (L/602/5934) (cont'd)

Learning outcome 2

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

Unit 14 Employment rights and responsibilities in the passenger transport sector (L/602/5934) (cont'd)

Learning outcome 2 (cont'd)

Delivery and assessment
Learners could complete specific worksheets on legislation relating to employment, this could be linked to 1.1 and include: - 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   - health and safety.   Learners 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.   Learners 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 and diversity. The case study could analyse problems with relevant Q & A.   Learners 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 and safety. Employers can be prosecuted by the Health & Safety Executive for failure to follow the Health & Safety at Work Act.
Types of evidence
Evidence could include: - worksheets/checklist (2.1)   - case study (2.3, 2.4)   - presentation (2.2, 2.5).

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 2 Certificate in Aviation Operations on the Ground (Knowledge) is internally assessed and externally quality assured.

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.

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

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

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 (blonde 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.

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 the NCFE 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.

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.

Section 4

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points….)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.

Explanation of terms (cont'd)

Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in 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.

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