Internal assessment sample tasks

NCFE Level 2 Award in Aviation
QN: 601/8993/9

NCFE Level 2 Certificate in Aviation
QN: 601/8994/0

NCFE Level 2 Diploma in Aviation
QN: 601/8996/4

Contents

Introduction

NCFE has created a set of sample tasks for each mandatory unit which you can contextualise to suit the needs of your learners to help them complete their internal assessment. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge.

You should plan the subject and apply the brief to the tasks in a way that suits your learners and relates to local need.

If you choose to create your 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
- permit effective discrimination between learners operating at different levels
- cover the required content.

We also provide an Assessment Checking Service to centres which provides you with the opportunity to have your assessments checked. For more information please visit the NCFE website.

NCFE has provided guidance to help Tutors create valid and reliable internal assessment tasks. For further information please see Internal assessment tasks: guidance for centres on our website www.ncfe.org.uk.

Supervision of learners

Tutors are expected to supervise and guide learners when carrying out work that is internally assessed.

Tutors should supervise the work carried out by learners to:

- monitor their progress
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work completed is in accordance with the qualification specification and is suitable for internal assessment.

Any work submitted for assessment 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. You may use NCFE's Evidence and Grading Tracker to support this or create your own proforma.

Supporting learners

Tutors are also responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Tutors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
- help the learner to understand the performance expectations for each of the grades (both within and between units) and how their work will be assessed
- help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
- motivate the learner to work consistently through the programme, including helping them work to deadlines
- encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
- provide reference material however, model or worked answers should not be copied by the learner.

Feedback to learners

NCFE qualifications have been designed to enable learners to demonstrate their knowledge, understanding and skills. It is expected that their level of performance will improve over the course and teacher feedback is an essential part of the process.

It is important that teacher feedback should focus on helping the learners to evaluate their own performances in order to reduce any discrepancies between their current performance and that which is desired.

The Tutor should:

- focus on what the learner has done well and why
- encourage the learner to work out how to apply successful techniques elsewhere
- make all comments generalisable so that the learner can apply them to new situations
- encourage self-regulation and criticism, for example, 'you know the key features of making an evaluation, check whether these are included in your own work'
- reference learning points, for example, 'your answer might be better if you included strategies we discussed earlier'
- limit your comments to one or two key areas
- always record feedback given to individual learners (eg Evidence and Grading Tracker).

The Tutor must not:

- provide templates or model answers
- give feedback on specific elements of tasks
- give specific feedback on how to achieve a higher grade
- list negative points for correction.

Unit 01 Health and safety in aviation (H/508/6213)

Unit summary

The aim of this unit is to explore risks, hazards and safety in an airport environment.

Learning outcome 1

The learner will:

- Understand how to prevent and minimise risks and hazards airside.

The learner must know about:

- hazards and risks
- how risks can be prevented or minimised (measures)
- risk assessments
- on the ground aircraft damage (collisions)
- surface markings
- reporting safety breaches.

Task 1: Risk assessment

Carry out a risk assessment of an airport (airside) to demonstrate your understanding of risks and hazards airside and how to prevent / minimise these. Your risk assessment must include:

hazards and risks;

- ingestion
- propellers
- jet blast/propeller wash (debris picked up from moving propellers)
- noise (aircraft and equipment)
- FOD – Foreign Object Debris
- straying passengers
- aircraft refuelling hazards
- weather related (high winds/lightning
- on the ground aircraft damage (collisions)
- how risks can be prevented or minimised (control measures)
- the risk assessment must include the risk of injury to employees and others specific to each hazard.
- the risk assessment should include a section which includes the procedure for reporting safety breaches

Unit 01 Health and safety in aviation (H/508/6213) (cont'd)

Learning outcome 1 (cont'd)

Task 2: Poster

Create a poster which demonstrates your understanding of UK surface markings. The poster must look at UK surface markings only. They must include ramp and stand markings, pedestrian walkways and crossings, airside roads and taxiway crossings.

Types of evidence could include:

- risk assessment
- posters
- reporting documentation
- case studies and scenarios.

Grading descriptors:
Pass: The learner will cover all points, correctly apply some technical terms and support 3 points with examples. The risk assessment will be basic. It may only include the risks and hazards.
Merit: The learner will correctly apply a range of technical terms and support all points with examples. The risk assessment will be detailed and must include control measures.
Distinction: The learner will correctly apply a wide range of technical terms and support all points with well thought out examples. The risk assessment must include recommendations and could refer to standard operation procedures.

Unit 01 Health and safety in aviation (H/508/6213) (cont'd)

Learning outcome 2

The learner will:

Understand how to contribute to airport safety

The learner must know about:

- UK aviation rules and regulations
- procedures for fire reporting
- processes for reporting incidents and damage
- personal protective equipment (PPE) used airside
- personal responsibility for own safety, and that of others
- consequences of not following the rules and regulations.

Task 1: Staff Handbook

Create a staff handbook that can be used as a health and safety guide for staff members as part of their induction process. This should include the following sections:

- UK aviation rules and regulations
- identify and summarise a range of aviation regulations
- procedures for fire reporting
  – general procedure for reporting in the event of a fire (flow chart or mind map could be used)
- processes for reporting incidents and damage
  – general procedure for reporting accidents and near misses (flow chart or mind map could be used)
- personal protective equipment (PPE) used airside
  – a range of pictures of PPE and what they are used for could be used here
- personal responsibility for own safety, and that of others
  – reference must be made to the Health and Safety at Work Act
- consequences of not following the rules and regulations
  – must include the impact to the organisation, staff, passengers and others.

Types of evidence could include:

- presentations
- posters
- leaflets
- scenario role plays
- written reports
- work sheets
- screenshot(s) of own web page.

Unit 01 Health and safety in aviation (H/508/6213) (cont'd)

Learning outcome 2 (cont'd)

Grading descriptors:
Pass: The learner will correctly apply some technical terms and support all assessment points with explanations. The learner may refer to basic or the most obvious health and safety regulations and/or equipment.
Merit: The learner will correctly apply a range of technical terms and support all assessment points with examples. The learner may refer to a range of health and safety regulations and/or equipment.
Distinction: The learner will correctly apply a wide range of technical terms and support all assessment points with well thought-out examples. When discussing the consequences of health and safety learners will provide practical examples.

Unit 02 Aviation security (K/508/6214)

Unit Summary

This unit explores threats to security and appropriate responses. The learner will understand security procedures and legislation.

Learning outcome 1

The learner will:

Understand threats to security.

The learner must know about:

- security risks and consequences
- appropriate responses to security breaches
- personal responsibility in relation to security risks
- key aviation regulatory bodies
- security restricted area.

Task 1: Emergency Plan

Create an emergency plan for an airport of your choice. This will be used to support new employees to help them to understand security risks that they may be faced with and what to do in the event of a security breach. The emergency plan should include the following sections;

- security risks and consequences
  – this must include the security risks in general of how aviation may be attacked, as well as who and how they may pose a risk
- appropriate responses to security breaches
  – must include border security/force
- personal responsibility in relation to security risks
  – this should include how to report a security risk and the general associated procedures in terms of what they must do in the event of a breach of security
  – key aviation regulatory bodies
  – you should summarise a range of regulatory bodies that aviation will work with in regards to security risks and these must include local, national and international regulatory bodies
- security restricted area
  – the learner must include protection and access control.

Types of evidence could include:

- case studies of current security issues affecting UK airports
- written reports
- posters
- presentations
- leaflets
- role plays.

Unit 02 Aviation security (K/508/6214) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors:
Pass: All assessment points will be explained and 3 of these points will be supported with examples. Basic examples of security risks will be identified.
Merit: All assessment points will be explained and all of these points will be supported with examples. Detailed examples of security risks will be explained.
Distinction: All assessment points will be explained and all of these points will be supported with examples. Most of the examples will be well thought-out. Detailed consequences, as a result of the identified security risks, will be explained. A case study must be used.

Unit 02 Aviation security (K/508/6214) (cont'd)

Learning outcome 2

The learner will:

Understand security procedures.

The learner must know about:

- legislation
- security procedures and protocols
- baggage reconciliation.

Task 1: Table diagram

Create a table diagram to demonstrate your understanding of how legislation is related to the aviation environment. You should include a summary of the legislation and an explanation on how it relates to the aviation environment. You must include the following governing bodies:
- Department for Transport (DfT)
- Civil Aviation Authority (CAA)

Task 2: Mind map poster

Create a mind map poster that details the security procedures and associated protocols. You can focus on one airport or produce a poster showing the general security procedures that are commonly used across all airports. This must include the following:
- suspicious activity
- access
- confidentiality.

Task 3: Flow chart

Create a flow chart diagram that could be used to explain baggage reconciliation and what the process involves. Attached to the flow chart should be a summary that explains what baggage reconciliation is, why this exists and who brought it into effect. You must include the International Civil Aviation Organisation (ICAO).

Types of evidence could include:

- written report/assignment
- worksheet/workbook.

Unit 02 Aviation security (K/508/6214) (cont'd)

Learning outcome 2 (cont'd)

Grading descriptors:
Pass: The learner will support all points with examples/explanations. The examples will be basic.
Merit: The learner will support all points with examples/explanations. The examples will be detailed. The learner will explain why the legislation and procedure are in place.
Distinction: The learner will support all points with examples/explanations. The examples will be more detailed. The learner will include consequences of failing to adhere to the legislation or procedures.

Unit 03 Aviation communication (M/508/6215)

Unit summary

The aim of the unit is to understand communication methods and the impact that communication can have in an airport environment. The learner will be able to demonstrate their skills.

Learning outcome 1

The learner will:

Understand communication in the aviation environment.

The learner must know about:

- terminology
- methods of communication
- impacts of communication.

Task 1: Communication factsheets

Create 2 factsheets.
Factsheet 1 – explain the 'terminology' used within aviation. This could include International Air Transport Association (IATA) codes, abbreviations, phonetic alphabet, the 24-hour clock and time-related codes.

Factsheet 2 – create a factsheet for 'methods of communication' used within aviation. This must include verbal, written, electronic, hand signals, PA system and radio. This could also cover common phraseology.

Task 2: Case study review

Review a case study or a range of case studies from aviation in which there has been positive communication and a negative impact from a breakdown in communication. You will need to identify: ☐ examples of effective (positive) and poor (negative) communication ☐ consequences – what was the impact?
- outcomes – what was the end result?

Types of evidence could include:

- worksheets
- posters
- case studies.

Unit 03 Aviation communication (M/508/6215) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors:
Pass: The learner will apply some technical terms and support all points with examples or explanations. The examples will be basic.
Merit: The learner will apply a range of technical terms and support all points with examples or explanations. The examples will be more detailed. They will identify the impacts of communication from either a negative or positive perspective.
Distinction: The learner will consistently and correctly apply a wide range of technical terms and support all points. Most of the supporting examples will be well thought-out. The learner will show examples of impacts and consequences of communication from both a negative and positive perspective.

Unit 03 Aviation communication (M/508/6215) (cont'd)

Learning outcome 2

The learner will:

Use communication skills

The learner must demonstrate:

- use of terminology
- different methods of communication
- delivery techniques.

Task 1: Role play scenarios

To achieve these criteria you will need to participate in 3 of the following practical simulation/observation scenarios:

- between colleagues (eg relay of message from Ramp Agent to Dispatcher or Baggage Handler to Baggage Supervisor)
- staff to passengers (eg boarding information and flight updates. This could be an individual or a group)
- staff to flight deck (eg Dispatcher discussing content of the hold or passenger special requirements)
- staff to emergency services (eg reporting a fire or an incident)
- boarding announcements.

During the scenarios you will be observed on:

- your use of correct terminology
- your ability to use a range of methods of communication across all 3 scenarios
- your delivery techniques such as eye contact, body language, volume, tone and pace.

Your Tutor will provide an observation record of your participation. Other supplementary evidence could include videos, photographs, peer observations and voice recordings.

Types of evidence could include:

- observation record
- peer observation
- photographs
- voice recordings
- videos.

Unit 03 Aviation communication (M/508/6215) (cont'd)

Learning outcome 2 (cont'd)

Grading descriptors:
Pass: The learner will communicate with some degree of accuracy in the given scenarios. The terminology and method will mostly be appropriate.
Merit: The learner will communicate mostly accurately in the given scenario displaying some delivery techniques. They will use terminology appropriately.
Distinction: The learner will communicate accurately in the given scenario displaying a range of delivery techniques. The learner will select the most appropriate method of communication using terminology appropriately.

Unit 03 Aviation communication (M/508/6215) (cont'd)

Learning outcome 3

The learner will:

Review their communication skills.

The learner must evaluate:

- their chosen method of communication
- the delivery techniques used
- the effectiveness of the communication.

Task 1: Reflective blog

Learners must review their individual performance on completion of all role play scenarios and assess their ability to manage a range of scenarios as well as use effective communication. Learners must:

- review the method they chose to communicate
- review delivery techniques used
- review the effectiveness of the communication.

Types of evidence could include:

- written report
- personal development report
- SWOT analysis.

Grading descriptors:
Pass: The learner will identify a range of strengths and areas for development with supporting evidence.
Merit: The learner will identify a range of strengths and areas for development with supporting evidence and describe the impact on the overall outcome. They will make relevant comments about the choices they made and the impact of their communication skills.
Distinction: The learner will describe a range of strengths and areas for development with supporting evidence, recognising different levels of importance of methods and techniques. They will make suggestions about improvements they can make.

Unit 04 Customer service in aviation (T/508/6216)

Unit summary

The aim of this unit is to develop awareness of the importance of meeting customer needs in the aviation industry. This unit offers the opportunity for learners to develop key customer service skills in the aviation industry.

Learning outcome 1

The learner will:

Understand the importance of meeting customer needs in the aviation industry.

The learner must know about:

• customer needs
• roles and responsibilities of a chosen job role
• the importance of customer service – positive and negative impacts
• social media in a customer service setting – positive and negative impacts
• importance of personal presentation
• positive communication skills in customer service.

Task 1: Poster

Create a poster for 'customer needs'. You must identify different types of customers (internal and external) and include the different needs of each.

Task 2: Job factsheet

Select a job role in aviation that deals with customer service and create a factsheet for 'roles and responsibilities of that chosen job role'. Within the factsheet you must explain:

• roles and responsibilities of the chosen individual job role in relation to meeting customer needs
• identify who to escalate customer service queries/complaints to.

Task 3: Report

Write a report that describes the importance of:
• customer service
• social media in a customer service setting
• personal presentation
• positive communication skills in customer service

A review of case studies in relation to the impact of poor customer service will assist your knowledge and understanding of the impact customer service can have and why this is so important.

Unit 04 Customer service in aviation (T/508/6216)

Learning outcome 1 (cont'd)

Types of evidence could include:

- written reports
- case studies
- blogs
- vlogs
- posters
- leaflets
- presentations.

Suggested evidence could be obtained by watching relevant TV programmes, visiting organisations, listening to guest speakers or reviewing case studies to look at the impacts of customer service situations.

Learners could support work with examples of customer service policies and reference to how customer service skills are embedded through staff recruitment and training.

Grading descriptors:
Pass: All assessment points will be explained and the learner will support 4 assessment points with basic examples/explanations. Examples/explanations will be basic.
Merit: All of the assessment points will be supported with more detailed examples. The learner will describe how customer service is measured and the importance of it including 3 different examples from 2 organisations.
Distinction: The learner will support all points with well thought-out examples/explanations, making links/references to real life situations. The learner will describe the importance from a personal and organisational perspective.

Unit 04 Customer service in aviation (T/508/6216)

Learning outcome 2

The learner will:

Demonstrate customer service in the aviation industry.

The learner must demonstrate:

- customer service skills
- customer service skills when dealing with challenging situations
- use of written documents to support customer service.

Task 1: Role play scenario

To achieve these criteria you will need to participate in a practical role play scenario that demonstrates your customer service skills. Examples of scenarios you could participate in could include:

- checking in – dealing with common problems
- dealing with an irate customer who baggage has been sent to another destination
- customer service desk responding to a complaint.

(more examples are included in the unit specification)

During the scenarios you will be observed on:

- customer service skills
- customer service skills when dealing with challenging situations
- use of written documents to support customer service

Your Tutor will provide an observation record of your participation. Other supplementary evidence could include videos, photographs, peer observations and voice recordings.

Types of evidence could include:

- screenshots
- emails (printed or electronic)
- Tutor observation
- witness statements
- recordings
- photographs.

Unit 04 Customer service in aviation (T/508/6216)

Learning outcome 2 (cont'd)

Grading descriptors:
Pass: The learner will demonstrate basic customer service skills based on the scenario (real life or simulated). They will complete the written documents with some degree of accuracy and display basic verbal skills.
Merit: The learner will demonstrate good customer service skills based on the scenario (real life or simulated). They will complete the written documents mostly accurately and display good verbal skills.
Distinction: The learner will demonstrate good customer service skills based on the scenario (real life or simulated). They will manage the needs of the customer before and during the situation. The written documents will be accurate and the learner will display strong verbal skills.

Unit 04 Customer service in aviation (T/508/6216)

Learning outcome 3

The learner will:

Review their own customer service skills.

The learner must evaluate:

- what went well
- what didn't go well
- their own ability to manage the scenario.

Task 1: Reflective blog

Learners must review their individual performance on completion of all role play scenarios and assess their ability to delivery effective customer service skills. Learners must:

- review what went well
- review what didn't go well
- review their own ability to manage the scenario.

Learners could participate in a group discussion initially to review the scenario, which will allow them to collect feedback from peers on their performance.

Evidence could include:

- written report
- presentation
- SWOT analysis
- self-evaluation.

Grading descriptors:
Pass: The learner will evaluate their skills. They will identify some aspects of what went well, what didn't go well and evaluate their ability to manage the scenario. Their responses will be basic.
Merit: The learner will evaluate their skills. They will identify some aspects of what went well, what didn't go well and evaluate their ability to manage the scenario. Their responses will be more detailed.
Distinction: The learner will evaluate their skills. They will identify some aspects of what went well, what didn't go well and will evaluate their ability to manage the scenario.   Their responses will be more detailed. They will also describe any opportunities/recommendations for improvement.

Unit 05 Problem solving in aviation (A/508/6217)

Unit summary

The aim of this unit is to understand common problems in aviation and solutions. Learners will have the opportunity to develop and review key problem solving skills.

Learning outcome 1

The learner will:

Understand problem solving in the aviation industry.

The learner must know about:

- common problems in aviation
- solutions to manage the problems
- impacts.

Task 1: Flowchart

Create a poster flowchart diagram for **'problem solving in aviation'**. The flowchart should include a range of problems that exist in aviation, followed by solutions to manage those problems and the impact those solutions would have.

Types of evidence could include:

- written reports
- case studies
- posters
- leaflets
- presentations
- screenshots.

Grading descriptors:
Pass: All assessment points will be explained and the learner will support 2 assessment points with examples/explanations.
Merit: All assessment points will be explained and the learner will support all points with examples/explanations.
Distinction: The learner will support all points with examples/explanations, most examples will be well thought-out. The learner will identify a wide range of problems present in the aviation environment and a range of solutions, justifying their choice.

Unit 05 Problem solving in aviation (A/508/6217)

Learning outcome 2

The learner will:

Use problem solving skills in the aviation industry.

The learner must demonstrate:

- problem solving skills.

Task 1: Desktop or role play scenarios

Participate in desktop or role play scenarios in which you are presented with a range of problems that may exist within the aviation environment. The scenarios could be based on:

Customer:
- delays
- intoxicated passengers
- baggage issues
- seating issues
- weather problems
- security
- ticketing/

Operational:
- equipment issues
- stand allocation
- technical faults
- staffing
- incorrect loading
- no-show passengers
- overbookings.

You must be observed demonstrating problem solving skills. Your Tutor will provide an observation record of your participation. Other supplementary evidence could include videos, photographs, peer observations and voice recordings.

Types of evidence could include:

- role plays
- videos
- observation records
- photographs
- tabletop scenarios
- scripts
- written reports.

Unit 05 Problem solving in aviation (A/508/6217)

Learning outcome 2 (cont'd)

Grading descriptors:
Pass: The learner will show application of problem solving skills in meeting the brief and responding to any straightforward problems that arise.
Merit: The learner will show effective application of problem solving skills in meeting the brief and solving any straightforward problems that arise.
Distinction: The learner will show consistent, effective application of problem solving skills in meeting the brief and efficiently solving any straightforward problems that arise in the most appropriate manner.

Unit 05 Problem solving in aviation (A/508/6217)

Learning outcome 3

The learner will:

Review their problem solving skills.

The learner must evaluate:

- problem solving skills.

Task 1: Reflective blog

Learners must review their individual performance on completion of all desktop or role play scenarios and evaluate their problem solving skills. Learners must:

- evaluate problem solving skills.

Learners could participate in a group discussion initially to review the scenario, which will allow them to collect feedback from peers on their performance.

Evidence could include:

- written reports
- personal development reports
- SWOT analysis.

Grading descriptors:
Pass: The learner will describe the processes involved in solving the problem. They will identify some aspects of what went well/not so well and consider what they'd do differently next time.
Merit: The learner will describe the processes involved in solving the problem. They will identify a range of things that went well/ not so well and consider what they'd do differently next time.
Distinction: The learner will describe the processes involved in solving the problem. They will identify everything that went well/not so well and consider what they'd do differently next time. They will also identify recommendations for improvement.

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