

Qualification specification

**NCFE Level 2 Award, Certificate, Diploma in
Aviation**

QN: 601/8993/9, 601/8994/0, 601/8996/4

**Qualifications 601/8993/9 and 601/8994/0 are
now withdrawn**

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Summary of changes

This section summarises the changes to this qualification specification since the last version.

Version	Publication Date	Summary of amendments
v1.0	September 2016	First publication.
v3.0	April 2018	<p>Additional guidance has been added to Section 3 regarding calculating the overall grade for a unit.</p> <p><i>Learners are only required to meet the merit/distinction descriptors where they are specified in the qualification specification. For example, if a learning outcome/assessment criteria is only achievable at a pass level, then this grading criteria can be discounted when calculating the overall unit grade.</i></p>
v4.1	November 2019	<p>Information regarding the wellbeing and safeguarding of learners added to Section 1 (page 13)</p> <p>Information regarding the aggregation methods and grade thresholds added to Section 4 (page 110)</p>
v4.2	April 2021	<p>Website links, contact details and general references updated.</p> <p>Paragraph removed from the Opportunities to sell section regarding appropriate upselling (page 52).</p>
v4.3	January 2022	Paragraph added in regarding external quality assurance for graded qualifications .
v4.4	June 2022	<p>Further information added to the achieving these qualifications 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.</p> <p>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.</p> <p>Information added to the support for centres section about how to access support handbooks.</p> <p>Reference to GDPR amended to UK General Data Protection Regulation (UK GDPR).</p>

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 these qualifications and should be used by everyone involved in the planning, delivery and assessment of the Level 2 Award, Certificate or Diploma in Aviation.

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 these qualifications 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 Award, Certificate or Diploma in Aviation.

Things you need to know**NCFE Level 2 Award in Aviation**

Qualification number (QN)	601/8993/9
Aim reference	60189939
Total Qualification Time (TQT)*	108
Guided Learning Hours (GLH)	90
Level	Level 2
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

NCFE Level 2 Certificate in Aviation

Qualification number (QN)	601/8994/0
Aim reference	60189940
Total Qualification Time (TQT)*	240
Guided Learning Hours (GLH)	200
Level	Level 2
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

NCFE Level 2 Diploma in Aviation

Qualification number (QN)	601/8996/4
Aim reference	60189964
Total Qualification Time (TQT)*	372
Guided Learning Hours (GLH)	310
Level	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.
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About these qualifications

These are regulated qualifications. The regulated numbers for these qualifications are 601/8993/9, 601/8994/0 and 601/8996/4.

These qualifications have been co-created with Swissport, the world's largest provider of ground and cargo-handling services in the aviation industry. Please note that the use of Swissport logos is reserved for centres with Swissport Academy status.

The qualifications are based on industry requirements and will allow learners to explore different aspects of the aviation industry.

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

These qualifications are suitable for use within a Study Programme.

Qualification purpose

These qualifications are designed to provide learners with an understanding of the principles of working within the aviation sector. The primary purpose of these qualifications is to allow learners to progress to employment in the aviation industry. The secondary purpose is to allow learners to explore different aspects of the aviation industry before specialising.

It will also allow learners to gain transferable skills that can be applied to the workplace or further study.

These qualifications are aimed at pre-16 year olds who have an interest in the aviation industry but may not know which area they'd like to work in yet.

These qualifications will:

- focus on the study of the aviation industry
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical work-related skills.

Qualification objectives

The objectives of these qualifications are to:

- allow learners to progress to employment or further study and progress towards the entry qualifications and requirements of a specific role within the aviation industry
- provide informed and prepared potential employees.

These qualifications aim to provide learners with:

- an understanding of the job roles in the aviation industry
- the opportunity to investigate career opportunities in aviation.

Achieving these qualifications

To be awarded the Level 2 Award in Aviation, learners are required to successfully complete all 3 graded mandatory units.

Mandatory units

Unit No	Unit title	Graded
Unit 01	Health and safety in aviation	Yes
Unit 02	Aviation security	Yes
Unit 03	Aviation communication	Yes

To be awarded the Level 2 Certificate in Aviation, learners are required to successfully complete all 5 graded mandatory units and 2 optional non-graded units.

To be awarded the Level 2 Diploma in Aviation, learners are required to successfully complete all 5 graded mandatory units and 6 optional non-graded units.

Mandatory units

Unit No	Unit title	Graded
Unit 01	Health and safety in aviation	Yes
Unit 02	Aviation security	Yes
Unit 03	Aviation communication	Yes
Unit 04	Customer service in aviation	Yes
Unit 05	Problem solving in aviation	Yes

Optional units

Unit No	Unit title	Graded
Unit 06	Sales skills in the customer service agent role	No
Unit 07	Check-in procedures and travel documentation	No
Unit 08	Passenger baggage processing	No
Unit 09	Supporting passengers with special requirements	No
Unit 10	Ground service operations	No
Unit 11	Loading and unloading of aircraft	No
Unit 12	Aircraft marshalling	No
Unit 13	Manual handling	No
Unit 14	Dangerous goods in aviation	No
Unit 15	Aircraft turnaround	No

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 Level 2 Award, Certificate or Diploma in Aviation, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

These qualifications are graded. For further information about grading and submitting these grades to NCFE, please see Section 4 (page 110).

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.

When claiming the learner's certificate, please use the Ofqual unit reference number (eg H/508/6213) to indicate which units the learners have achieved.

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.

Essential skills

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

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

Direct Claim Status

Direct Claim Status will not be transferred for these qualifications. The Level 2 Award, Certificate and Diploma in Aviation are new qualifications that have been written in conjunction with industry experts.

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

Entry guidance

These qualifications are suitable for learners aged pre-16 and above.

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

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

Centres are responsible for ensuring that these qualifications are 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 these qualifications.

Learners registered on these qualifications 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 these qualifications could progress to:

- NCFE Level 2 Certificate in Introduction to Cabin Crew (600/0474/5)
- NCFE Level 3 Certificate in Travel and Tourism (603/4141/5)
- NCFE Level 3 Extended Diploma in Travel and Tourism (601/7936/3)

Learners can progress from an Award to a Certificate but centres must carefully consider which qualification they want to register the learner onto, as the registration fee will be applied for both qualifications.

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.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual 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 these qualifications 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

Evidence and Grading Tracker

The Evidence and Grading Tracker 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 Evidence and Grading Tracker – 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.

Qualification Support Packs

NCFE offers a free Qualification Support Pack (QSP) for these qualifications.

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

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

The QSP for these qualifications can be downloaded from the NCFE website.

Sample Internal Assessments

NCFE has created a set of sample tasks for all of the mandatory units which can be found in the Sample Internal Assessment Task document on the qualification page. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes and assessment points for each unit.

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.

Useful websites

Centres may find the following websites helpful for materials and resources to assist with the delivery of qualifications:

- The Air Accidents Investigation Branch www.gov.uk/government/organisations/air-accidents-investigation-branch
- International Air Transport Association www.iata.org/Pages/default.aspx
- HM Government's aviation security webpages www.gov.uk/government/policies/aviation-and-airports.

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 qualification page on the NCFE website for more information and to see what is available for these qualifications.

The resources and materials used in the delivery of these qualifications 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.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of these qualifications.

The unit overview includes:

- unit title and number
- unit summary
- Total Qualification Time (TQT)
- guided learning hours
- level
- an indication of whether a unit is graded or not
- an indication of whether a unit is mandatory or optional.

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

- learning outcomes
- grading descriptors
- 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 these qualifications please contact our Product Development team on 0191 239 8000.

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.
Guided learning hours	30
Level	2
Mandatory/optional	Mandatory
Grading	This unit is graded

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

Unit 01 Health and safety in aviation (H/508/6213) (cont'd)**Learning outcome 1 (cont'd)**

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, possibly only including 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.
Delivery and assessment:
<p>Hazards and risks</p> <p>Aircraft and airside hazards and risks must be covered. These could include:</p> <ul style="list-style-type: none"> • ingestion • propellers • jet blast/propeller wash (debris picked up from moving propellers) • noise (aircraft and equipment) • moving vehicles/equipment and aircraft • Foreign Object Debris (FOD) • straying passengers • aircraft refuelling hazards • weather related (high winds/lightning). <p>When looking into hazards and risks learners must explore risk of injury to employees and others specific to each hazard.</p> <p>Risk assessments</p> <p>A risk assessment template could be provided by the Tutor or taken from industry. It must cover how risks can be prevented or minimised.</p> <p>On the ground aircraft damage (collisions)</p> <p>On the ground aircraft damage refers to damage involving ground service operation. Collisions should include:</p> <ul style="list-style-type: none"> • aircraft with aircraft • aircraft with vehicle • aircraft with terminal • aircraft with equipment.

Unit 01 Health and safety in aviation (H/508/6213) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment (cont'd):**

For example, if a vehicle comes into contact with an aircraft the spiralling consequences (eg cost, reputation, injuries, repercussions) should be considered.

Surface markings

Learners must look at UK surface markings only. They must include:

- ramp and stand markings
- pedestrian walkways and crossings
- airside roads and taxiway crossings.

Reporting safety breaches

This must cover the chain of command (own supervisor, airport personnel, health and safety section) and relevant documentation.

Types of evidence:

Evidence could include:

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

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
-

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.
Delivery and assessment:
<p>UK aviation rules and regulations The rules and regulations used must be up to date. Learners must identify the regulation and produce a summary to show that they understand what the legislation is for. Learners could refer to:</p> <ul style="list-style-type: none"> • Health and Safety Executive (HSE) eg: <ul style="list-style-type: none"> - Control of Substances Hazardous to Health (COSHH) - Reporting of Injuries Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR) - Personal Protective Equipment (PPE) - Noise (Control of noise at work regulations 2005) - Regulatory Reform Fire Safety Order 2005 (RRFSO) • Civil Aviation Authority (CAA) eg CAP documents such as: <ul style="list-style-type: none"> - CAP393: (ANO) - CAP642 • International Air Transport Association (IATA) eg: <ul style="list-style-type: none"> - AHM 611 Airport Handling Manual • IATA Safety Audit for Ground Operations (ISAGO) <p>Procedures for fire reporting The learner must know about general procedures in the event of a fire.</p> <p>Processes for reporting incidents and damage The learner must know about near-miss reporting and general reporting procedure.</p>

Unit 01 Health and safety in aviation (H/508/6213) (cont'd)**Learning outcome 2 (cont'd)****Delivery and assessment (cont'd):****Personal protective equipment (PPE) used airside**

This could include:

- hearing protection
- high-vis clothing
- safety footwear
- safety gloves
- safety glasses.

Personal responsibility for own safety and that of others

Learners must know what their responsibilities are under the Health and Safety Act.

Consequences of not following the rules and regulations

Learners must know about the importance of following the rules and regulations and the consequences if not followed, including:

- to the organisation – fines, bad publicity, loss of revenue, legal responsibility
- to staff – safety of self and others, legal responsibility, disciplinary action
- to passengers and others – duty of care, personal safety.

Types of evidence:

Evidence could include:

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

Learners could use industry forms or forms given from the Tutor for reporting incidents. Posters with suitable images could be produced when looking at PPE to identify correct equipment and the correct use of it.

For personal safety, learners could explore the Health and Safety at Work Act 1974.

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.
Guided learning hours	30
Level	2
Mandatory/optional	Mandatory
Grading	This unit is graded

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

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 supported with examples. Detailed examples of security risks will be explained.
Distinction: All assessment points will be explained and supported with examples. Most of the examples will be well thought out. Detailed consequences resulting from the identified security risks will be explained. A case study must be used.
Delivery and assessment:
<p>Security risks and consequences Learners will explain security risks (ways that aviation is being attacked) and explain the consequences to aviation security.</p> <p>Security risks must include examples of who may pose a risk to aviation:</p> <ul style="list-style-type: none"> • individuals and groups (eg terrorists, the public, criminals, mentally ill, refugees, protestors, insiders (someone working in the industry)) <p>Security risks must include examples of how the individual or group may pose a risk to aviation:</p> <ul style="list-style-type: none"> • security breaches (eg prohibited articles) <p>Appropriate responses to security breaches Explanations of security breaches must include border security, making reference to Border Force. The learner must understand the different types of inbound passengers and procedures for the arrival process (domestic, international, common travel area (CTA), eg UK, Channel Islands, Isle of Man, Republic of Ireland).</p> <p>Personal responsibility in relation to security risks Personal responsibility could include how to report, procedures, consequences etc. Learners must have an awareness of what to do when they witness a security breach and explain their personal responsibility in relation to security.</p> <p>Key aviation regulatory bodies Learners must summarise the regulatory bodies, which must include international, national and local bodies:</p> <ul style="list-style-type: none"> • International Civil Aviation Organisation (ICAO) — Annex 17 to the Chicago Convention • Department for Transport (DfT) • Civil Aviation Authority (CAA) — monitoring compliance of aviation security standards. <p>Security restricted area Explanations must include protection and access control (eg CCTV, airport passes etc).</p>

Unit 02 Aviation security (K/508/6214) (cont'd)**Learning outcome 1 (cont'd)****Types of evidence:**

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 2

The learner will:

Understand security procedures

The learner must know about:

- legislation
 - security procedures and protocols
 - baggage reconciliation
-

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.
Delivery and assessment:
<p>Legislation The learner must explain what the legislation is and how it relates to the aviation environment. The learner must refer to the governing bodies (eg Department for Transport (DfT), Civil Aviation Authority (CAA)).</p> <p>Security procedures and protocols The learner must explain security procedures and protocols. Learners must also be aware that each airport and airline has their own emergency procedures, including an awareness of suspicious activity, restriction of access, and confidentiality.</p> <p>Baggage reconciliation The learner must explain baggage reconciliation. They must cover why this exists, who brought it into effect, who the appointed person is, the Civil Aviation Authority (CAA), and what the process involves.</p> <p>Please refer to the CAA website (info.caa.co.uk/uk-regulations/ or info.caa.co.uk/euexit/) for the most up to date information regarding legislation in light of the UK withdrawing from the European Union.</p>
Types of evidence:
<p>Evidence could include:</p> <ul style="list-style-type: none"> • written report/assignment • work sheet/work book.

Unit 03 Aviation communication (M/508/6215)

Unit summary	The aim of the unit is to understand communication methods and the impact that both effective and poor communication can have in an airport environment. The learner will be able to demonstrate their skills.
Guided learning hours	30
Level	2
Mandatory/optional	Mandatory
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand communication in the aviation environment

The learner must know about:

- terminology
- methods of communication
- impacts of communication.

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.
Delivery and assessment:
<p>Terminology Terminology must cover International Air Transport Association (IATA) codes (airline, airport and aircraft codes), common abbreviations, the phonetic alphabet, the 24-hour clock, and time-related codes.</p> <p>Methods of communication Methods of communication must include verbal, written, electronic, hand signals, PA system and radio. Methods could include communication protocols eg basic phraseology.</p> <p>Learners must understand the importance of delivery techniques. This could include eye contact, pitch, body language, volume, tone and pace.</p> <p>Impacts of communication Impacts of communication must cover issues that could include:</p> <ul style="list-style-type: none"> • incorrect documents • missing/incorrect passengers or baggage • delays • incorrect loading • risks of safety breaches/accidents • confusion • costs • examples of effective and poor communication • showing consequences and outcomes. <p>Learners must be aware of UK General Data Protection Regulation (UK GDPR) in relation to the information they can and can't share with passengers.</p>

Unit 03 Aviation communication (M/508/6215) (cont'd)**Learning outcome 1 (cont'd)****Types of evidence:**

Evidence could include:

- worksheets
- posters
- case studies.

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
-

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.
Delivery and assessment:
<p>This learning outcome is ideally assessed in a practical environment.</p> <p>The learner may be in a real-life or simulated environment. If simulated, the scenario must be produced by the Tutor based on aviation situations and related to the learner's chosen job role.</p> <p>The learner must demonstrate communication in 3 scenarios. The scenario could be chosen from the list below:</p> <ul style="list-style-type: none"> • 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. <p>Use of terminology The learner will appropriately use terminology in various situations.</p> <p>Different methods of communication The different methods of communication could include verbal, electronic or written.</p> <p>Delivery techniques Delivery techniques could include eye contact, pitch, body language, volume, tone and pace.</p>
Types of evidence:
<p>Evidence could include:</p> <ul style="list-style-type: none"> • observation record • peer observation • photographs • voice recordings • videos.

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
-

Unit 03 Aviation communication (M/508/6215) (cont'd)**Learning outcome 3 (cont'd)**

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, showing evidence of recognising different levels of importance of methods and techniques. They will make suggestions about improvements they can make.
Delivery and assessment:
The learner must review the method they chose to communicate with, whether they have used effective delivery techniques, and their strengths and areas for development. They must consider what they would do differently next time.
Supporting evidence could include: Tutor observation from learning outcome 2, peer observation or witness statement.
Types of evidence:
Evidence could include: <ul style="list-style-type: none"> • written report • personal development report • SWOT analysis.

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

Unit summary	The aim of the unit is to develop awareness of the importance of delivering excellent customer service. The unit offers the opportunity for learners to develop key customer service skills in order to promote a positive impact for customer interaction.
Guided learning hours	30
Level	2
Mandatory/optional	Mandatory
Grading	This unit is graded

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

Unit 04 Customer service in aviation (T/508/6216) (cont'd)**Learning outcome 1 (cont'd)**

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.
Delivery and assessment:
<p>This unit must be delivered from the perspective of the chosen job role/pathway.</p> <p>Customer needs The learner must identify types of customers, both internal and external. They must describe the customers' different needs, including general needs as well as those specific to the situation.</p> <p>External customer passenger types could include:</p> <ul style="list-style-type: none"> • business • families • unaccompanied minors • elderly • special needs • nervous passengers • pregnant • frequent flyers • groups. <p>Internal customers could include:</p> <ul style="list-style-type: none"> • other service providers • airport authorities • airlines • colleagues. <p>Roles and responsibilities of a chosen job role The learner must explain the roles and responsibilities of the individual job role in relation to meeting customer needs. Within the chosen job role, the learner must identify who to escalate customer service queries/complaints to.</p>

Unit 04 Customer service in aviation (T/508/6216) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment (cont'd):****The importance of customer service – positive and negative impacts**

The learner must describe the importance customer service has on the efficiency of the service and the customer experience. The learner could describe how customer service is measured and the importance of it (eg mystery shoppers, loyalty schemes, TripAdvisor, organisation's own website or customer satisfaction surveys). Impacts could include reputation, customer experience, public perception and competitive advantage.

Social media in a customer service setting – positive and negative impacts

The learner could describe the importance of social media from both a personal point of view (digital identity) and an organisational perspective in relation to the customer service experience. Impacts could include reputation, customer experience, public perception and competitive advantage.

Importance of personal presentation

The learner must explain the importance of personal presentation. They must include personal grooming, personal hygiene, uniform standards and company image.

Positive communication skills in customer service

Positive communication skills in customer service could include:

- first impressions
- communication — verbal and non-verbal (body language)
- listening skills
- personal presentation and manner with customers
- basic communication – sender, message, receiver, check understanding
- how using LEAPS (listen, empathise, ask, paraphrase, summarise) could help staff offer better customer service.

Types of evidence:

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.

Unit 04 Customer service in aviation (T/508/6216) (cont'd)

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.
-

Unit 04 Customer service in aviation (T/508/6216) (cont'd)**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) (cont'd)**Learning outcome 2 (cont'd)****Delivery and assessment:**

2 scenarios are needed to pass the assessment criteria – both scenarios must demonstrate the learner's verbal skills.

- In scenario 1 the learner must demonstrate customer service skills.
- In scenario 2 the learner must demonstrate customer service skills when dealing with challenging situations.
- Within 1 of the scenarios above, the use of written documents to support customer service must be observed.

Customer service skills

The learner must demonstrate customer service skills in at least 2 different situations, including one written and 2 verbal situations, eg face to face, via the telephone, email or through social media. They must show that they can communicate positively.

Customer service skills when dealing with challenging situations

The challenging aviation industry situations could include angry, upset, frustrated or injured customers. Learners could produce a video or take part in a role play situation to a brief or case study provided by the Tutor.

When dealing with conflict, learners must demonstrate appropriate body language, eye contact and composure.

There may be a range of barriers to communication when dealing with challenging situations, eg culture, alcohol, drugs, state of mind, language, special requirements, anxieties for travel, lost documents.

Use of written documents to support customer service

When producing written documents to support customer service in aviation industry situations the learner must demonstrate consideration of:

- method
- content
- tone
- accuracy
- legibility.

If the learner works in a group, they must record their roles, responsibilities and tasks and a Tutor observation record may be used.

Unit 04 Customer service in aviation (T/508/6216) (cont'd)**Learning outcome 2 (cont'd)****Types of evidence:**

Evidence could include:

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

Unit 04 Customer service in aviation (T/508/6216) (cont'd)

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.
-

Unit 04 Customer service in aviation (T/508/6216) (cont'd)**Learning outcome 3 (cont'd)**

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.
Delivery and assessment:
<p>The learner must evaluate their strengths and areas for development from the scenarios they have participated in. Evidence for this must include assessment of how they performed and could include a SWOT analysis or a radar/spider chart to identify their strengths and areas for development.</p> <p>From this the learner could then produce an evaluation of what went well by discussing their identified strengths, and what didn't go well by discussing their areas for improvement.</p> <p>The learner must include a review of their ability to manage the scenarios.</p>
Types of evidence:
<p>Evidence could include:</p> <ul style="list-style-type: none"> • written report • presentation • SWOT analysis • self-evaluation.

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

Unit summary	This unit will develop skills to enable the learner to identify problems that occur in the aviation industry. There will be the opportunity to develop and review key problem-solving skills.
Guided learning hours	30
Level	2
Mandatory/optional	Mandatory
Grading	This unit is graded

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

Unit 05 Problem solving in aviation (A/508/6217) (cont'd)**Learning outcome 1 (cont'd)**

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 and 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.
Delivery and assessment:
<p>This unit must be delivered from the perspective of the chosen job role/pathway.</p> <p>Common problems in aviation Common problems could include:</p> <ul style="list-style-type: none"> • 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. <p>Solutions to manage the problems Solutions could include:</p> <ul style="list-style-type: none"> • customer service procedures • complaints procedures • customer feedback • company policies • dispute resolution • managing conflict • roles and responsibilities • escalation process. <p>Impacts Learners must know about the impact the problem could have and the impact the solution could have. This could include reputation and wider impacts of problems, customer experience and public perception.</p>

Unit 05 Problem solving in aviation (A/508/6217) (cont'd)**Learning outcome 1 (cont'd)****Types of evidence:**

Evidence could include:

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

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

Learning outcome 2

The learner will:

Use problem-solving skills in the aviation industry

The learner must demonstrate:

- problem-solving skills
-

Unit 05 Problem solving in aviation (A/508/6217) (cont'd)**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 .
Delivery and assessment:
<p>This learning outcome is ideally assessed in a practical environment.</p> <p>The learner may be in a real-life or simulated environment. If simulated, the scenario should be produced by the Tutor, based on aviation situations, and related to their chosen job role.</p> <p>Problem-solving skills can cover conflict management, customer service, working with others, communication, roles and responsibilities.</p> <p>Problems could include:</p> <ul style="list-style-type: none"> 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.
Types of evidence:
<p>Evidence could include:</p> <ul style="list-style-type: none"> role plays videos observation records photographs table-top scenarios scripts written reports.

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

Learning outcome 3

The learner will:

Review their problem-solving skills

The learner must evaluate:

- problem-solving skills
-

Unit 05 Problem solving in aviation (A/508/6217) (cont'd)**Learning outcome 3 (cont'd)**

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.
Delivery and assessment:
The learner must review their problem-solving skills in the simulation. They must think about their strengths and areas for development. They must consider what they'd do differently next time.
Types of evidence:
Evidence could include: <ul style="list-style-type: none"> • written reports • personal development reports • SWOT analysis.

Unit 06 Sales skills in the customer service agent role (F/508/6218)

Unit summary	The aim of the unit is to develop the learner's knowledge of products and services key to the customer service agent's role and to demonstrate selling techniques to meet the needs of the business and the customer.
Guided learning hours	30
Level	2
Mandatory/optional	Optional
Grading	This unit is not graded

Learning outcome 1

The learner will:

Understand sales skills within the customer service agent role

The learner must know about:

- opportunities to sell
- the importance of customer service to complement selling
- sales skills

Unit 06 Sales skills in the customer service agent role (F/508/6218) (cont'd)**Learning outcome 1 (cont'd)**

Grading descriptors:
Pass: The learner will support all points with examples and descriptions. They will explore different types of products available and be able to match them to the varying customer needs.
Delivery and assessment:
<p>Opportunities to sell Learners must explain opportunities to sell to passengers. Opportunities may arise if there's an identified need. Passengers they may sell to could include business travellers, families, frequent flyers and sports groups.</p> <p>Opportunities could include:</p> <ul style="list-style-type: none"> • seat upgrades • cabin upgrades • lounge access • meals • baggage • priority boarding • extra leg room • clubs • air miles • offers. <p>The importance of customer service to complement selling Learners can/must describe the importance, when selling, of customer service:</p> <ul style="list-style-type: none"> • for the company – stay ahead of competition, extra income, good reputation, customer satisfaction, reduce complaints, maintain staff levels and repeat business • for the customer – good experience, enjoyment.

Unit 06 Sales skills in the customer service agent role (F/508/6218) (cont'd)**Learning outcome 1 (cont'd)**

Delivery and assessment (cont'd):
Sales skills Learners must explain 2 different sales skills used by staff when selling. Sales skills could include: <ul style="list-style-type: none">• body language• building rapport• types of questions (open and closed)• handling objections• closing the sale.
Types of evidence:
Evidence could include: <ul style="list-style-type: none">• worksheets• role plays• written reports• case studies• blogs• posters• leaflets• presentations• training guide.

Unit 06 Sales skills in the customer service agent role (F/508/6218) (cont'd)

Learning outcome 2

The learner will:

Be able to demonstrate effective sales skills

The learner must demonstrate:

- their ability to identify appropriate opportunities to sell
 - active listening skills
 - effective communication
 - positive body language and open questioning
-

Unit 06 Sales skills in the customer service agent role (F/508/6218) (cont'd)**Learning outcome 2 (cont'd)**

Grading descriptors:
Pass: The learner will complete the task(s) mostly accurately following the given scenario. They will demonstrate how they've identified appropriate opportunities to sell and recognised when it is not appropriate to sell.
Delivery and assessment:
Learners must participate in a simulation of a selling opportunity as a customer service agent. The scenario given by the Tutor must include opportunities for the learner to be able to demonstrate: <ul style="list-style-type: none"> • their ability to identify appropriate opportunities to sell • active listening skills • effective communication • positive body language and open questioning.
Types of evidence:
Evidence could include: <ul style="list-style-type: none"> • Assessor observation • role plays • presentations (individual and group) • group work • videos • photographic evidence.

Unit 07 Check-in procedures and travel documentation (J/508/6219)

Unit summary	The aim of this unit is for learners to understand check-in procedures and how to process passenger travel documentation. The learner will be able to demonstrate their skills when checking in passengers.
Guided learning hours	30
Level	2
Mandatory/optional	Optional
Grading	This unit is not graded

Learning outcome 1

The learner will:

Understand the different check-in procedures for different passenger types

The learner must know about:

- different types of passengers
- passenger baggage rules and regulations
- the check-in process and seating allocation for different passenger types
- types of travel documentation

Unit 07 Check-in procedures and travel documentation (J/508/6219) (cont'd)**Learning outcome 1 (cont'd)****Grading descriptors:**

Pass: The learner will support all assessment points with examples and explanations. They will select 3 types of passenger and describe the different check-in processes and documentation those passengers may have.

Delivery and assessment:**Different types of passengers**

Learners must know the different types of passengers they may be checking in, eg:

- families
- business passengers
- intoxicated passengers
- VIPs
- unaccompanied minors
- passengers travelling with pets.

Learners are expected to briefly explain the different requirements these passenger types may have.

Passenger baggage rules and regulations

The rules and regulations surrounding passenger baggage for the different airline types must be explained. The rules for a low-cost and scheduled airline regarding hand and hold baggage regulations must be described. Learners must also describe the rules and regulations for passengers who are travelling in business/first class as well as rules and regulations for special items. These could include pushchairs, excess baggage and sporting equipment.

The check-in process and seating allocation for different passenger types

The check-in process for different passenger types must be described. The process should be described for 3 different passenger types and should highlight the main differences between the 3 passenger types. The learner must also explain the different seating allocation methods used by airlines.

Types of travel documentation

Learners must know the different types of documents passengers may present at check-in. They are required to provide an explanation of what these are and an example of when they could be used, eg:

- passports
- national identity cards
- visas
- driving licences for UK domestic flights only
- refugee travel document
- United Nations laissez-passer document.

Unit 07 Check-in procedures and travel documentation (J/508/6219) (cont'd)**Learning outcome 1 (cont'd)****Types of evidence:**

Evidence could include:

- leaflets
- reports
- presentations
- websites
- blogs
- vlogs
- role plays (with supporting observation records).

Unit 07 Check-in procedures and travel documentation (J/508/6219) (cont'd)

Learning outcome 2

The learner will:

Be able to demonstrate their skills in checking in passengers

The learner must demonstrate:

- checking in passengers in different scenarios with different seating allocations
 - use of the correct methods to check in passenger baggage and special items
 - the processing and checking of passenger documents
-

Unit 07 Check-in procedures and travel documentation (J/508/6219) (cont'd)**Learning outcome 2 (cont'd)**

Grading descriptors:
Pass: The learner will be able to demonstrate the correct check-in process for 2 passenger types and manage the process and any problems encountered appropriately.
Delivery and assessment:
<p>This can be simulated. Scenarios must be provided by the Tutor.</p> <p>Check in passengers in different scenarios with different seating allocations Learners must check in passengers in different scenarios. This should demonstrate their ability when checking in different passenger types and should include seating allocation. 2 contrasting passenger types must be checked in, eg:</p> <ul style="list-style-type: none"> • families • business passengers • intoxicated passengers • VIPs • unaccompanied minors • passengers travelling with pets. <p>Use the correct methods to check in passenger baggage and special items Passenger baggage and special items must be checked in according to airline rules and regulations. This should include up-to-date regulations found on airline websites and could relate to size, weight, restrictions and allowance.</p> <p>Process and check passenger documents Learners must check in passengers with a variety of different travel documents. Travel documents could include:</p> <ul style="list-style-type: none"> • passports • national identity cards • driving licences (domestic use in the UK). <p>2 different scenarios should be demonstrated with a different travel document used in each.</p>
Types of evidence:
<p>Evidence could include:</p> <ul style="list-style-type: none"> • detailed observation records • photographic/video evidence.

Unit 08 Passenger baggage processing (F/508/6221)

Unit summary	The aim of this unit is for learners to understand the check-in and baggage process. Learners will have the opportunity to demonstrate their skills.
Guided learning hours	30
Level	2
Mandatory/optional	Optional
Grading	This unit is not graded

Learning outcome 1

The learner will:

Understand how to process passenger baggage

The learner will know about:

- hold and hand baggage
- baggage allowances and weight restrictions
- excess baggage and charges
- damaged or missing bags
- baggage tags

Unit 08 Passenger baggage processing (F/508/6221) (cont'd)**Learning outcome 1 (cont'd)**

Grading descriptors:
Pass: The learner will support all points with examples/explanations. They will think about the most appropriate process or response for more than one different scenario/situation.
Delivery and assessment:
<p>Hold and hand baggage Learners must know the airline guidelines regarding hold and hand baggage, eg:</p> <ul style="list-style-type: none"> • hold – weight, content, labels, excess charges, baggage type, special handling requirements • hand – remain with passenger, weight, prohibited or dangerous items, airline restrictions. <p>Baggage allowances and weight restrictions Learners must explain baggage allowances, eg:</p> <ul style="list-style-type: none"> • piece concept • weight concept • special allowances (children, infants) • suitability of the actual bag/defects • outsize baggage. <p>Excess baggage and charges Learners must understand how to deal with excess baggage and charges. This could include:</p> <ul style="list-style-type: none"> • methods of payment • documentation used • different airline procedures • individual airline procedures for recording excess baggage. <p>Damaged or missing bags This could include:</p> <ul style="list-style-type: none"> • bag doesn't arrive • manual PIR (Property Irregularity Report) issued • data entered in WorldTracer • bag located • couriered to passenger • PIR WorldTracer system.

Unit 08 Passenger baggage processing (F/508/6221) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment (cont'd):****Baggage tags**

Learners must know about different baggage tags and know why accuracy of details is important.

Different tags could include:

- economy
- business
- first class
- transfer (short and long connection)
- tail to tail transfer
- priority
- heavy tag (over 20kgs)
- fragile
- crew
- standby
- gate
- limited release
- manual.

Types of evidence:

Learners could complete a workbook on various tags and charges that are used for different types of baggage. The learner could complete assessments with a minimum of 10 questions relating to checked/unchecked baggage, allowances, Worldtracer, tags etc.

Evidence could also include:

- written reports
- case studies
- blogs
- posters
- leaflets
- presentations
- Tutor observation records.

Unit 08 Passenger baggage processing (F/508/6221) (cont'd)

Learning outcome 2

The learner will:

Use correct procedures for passenger baggage processing

The learner must demonstrate:

- the correct procedures for passenger baggage processing
-

Unit 08 Passenger baggage processing (F/508/6221) (cont'd)**Learning outcome 2 (cont'd)**

Grading descriptors:
Pass: The learner will demonstrate their ability to carry out passenger baggage processes. They must demonstrate skills in at least 3 of the areas listed, with some degree of accuracy.
Delivery and assessment:
<p>This learning outcome could be demonstrated in a real-life or simulated environment.</p> <p>The scenario(s) given must be created by the Tutor and must provide learners with the opportunity to demonstrate skills in some of the areas below:</p> <ul style="list-style-type: none"> • hold and hand baggage • baggage allowances and weight restrictions • excess baggage and charges • damaged or missing bags • baggage tags. <p>The learner must demonstrate how they can complete the correct documentation.</p>
Types of evidence:
<p>Evidence could include:</p> <ul style="list-style-type: none"> • role play scenarios – eg international pax with missing bag and domestic pax with damaged or pilfered bag • Assessor observation • video diaries • photographic evidence • presentations (individual/group).

Unit 09 Supporting passengers with special requirements (J/508/6222)

Unit summary	The aim of this unit is for learners to understand procedures when supporting passengers with special requirements. They will be able to demonstrate their skills for an appropriate solution.
Guided learning hours	30
Level	2
Mandatory/optional	Optional
Grading	This unit is not graded

Learning outcome 1

The learner will:

Understand procedures for dealing with passengers with special requirements

The learner must know about:

- Special Service Requests (SSR)
- Passenger with Reduced Mobility (PRM)
- IATA codes for special requirements
- the role of other service providers
- the procedure for responding to special requirements

Unit 09 Supporting passengers with special requirements (J/508/6222) (cont'd)**Learning outcome 1 (cont'd)**

Grading descriptors:
Pass: The learner will support all assessment points with examples/explanations.
Delivery and assessment:
<p>Special Service Requests (SSR) These are requests from passengers that are passed on to airlines. Learners must be able to give examples.</p> <p>Passenger with Reduced Mobility (PRM) Learners must describe the different needs of passengers who have reduced mobility and the procedures for supporting them.</p> <p>IATA codes for special requirements Learners must be able to explain the appropriate IATA code for PRM, including codes WCHR/C/S, DEAF, BLND.</p> <p>The role of other service providers There may be other service providers who are involved with responding to the needs of passengers with special requirements, eg accompanying the passenger to get them to their flight safely.</p> <p>The procedure for responding to special requirements Learners must be aware of the relevant legislation that exists.</p> <p>The learner must explain what the procedure is for responding to special service requests, including their roles and responsibilities. Airlines may have different procedures and restrictions so learners must be aware of what these may be.</p>
Types of evidence:
<p>Evidence could include:</p> <ul style="list-style-type: none"> • written reports • case studies • blogs • posters • leaflets • presentations • Tutor observation records. <p>The learners could complete a written report on how a company responds to passengers with special requirements, highlighting different types of passenger requirements and how these needs are met by the company.</p>

Unit 09 Supporting passengers with special requirements (J/508/6222) (cont'd)

Learning outcome 2

The learner will:

Use appropriate methods to resolve passenger special needs and requests

The learner must demonstrate:

- their ability to respond to a special service request
 - completion of relevant documentation or systems
 - the use of correct IATA code(s)
 - an appropriate resolution
-

Unit 09 Supporting passengers with special requirements (J/508/6222) (cont'd)**Learning outcome 2 (cont'd)**

Grading descriptors:
Pass: The learner will relate information from at least 2 sources to inform their actions to the given scenario or exercise.
Delivery and assessment:
<p>This learning outcome could be completed through a table-top exercise or role play scenario.</p> <p>The given scenario or table-top exercise must be created by the Tutor. It must allow for the learner to demonstrate the following:</p> <ul style="list-style-type: none"> • their ability to respond to a special request • completion of relevant documentation or systems • the use of correct IATA codes • an appropriate resolution. <p>The learner must demonstrate the above through 2 contrasting special service requirements, eg a person with reduced mobility and an unaccompanied minor.</p>
Types of evidence:
<p>Evidence could include:</p> <ul style="list-style-type: none"> • role plays • Assessor observation • presentations (individual and group) • group work • video diaries • photographic evidence.

Unit 10 Ground service operations (L/508/6223)

Unit summary	The aim of this unit is for learners to gain knowledge and understanding of the ground service operations that take place during aircraft turnaround.
Guided learning hours	25
Level	2
Mandatory/optional	Optional
Grading	This unit is not graded

Learning outcome 1

The learner will:

Understand ground service operations during aircraft turnaround

The learner must know about:

- types of ground service operations present during aircraft turnaround
- types of ground service equipment used during aircraft turnaround
- roles of support service organisations during aircraft turnaround

Unit 10 Ground service operations (L/508/6223) (cont'd)**Learning outcome 1 (cont'd)****Grading descriptors:**

Pass: The learner must correctly apply a range of technical terms as described in the learning outcome when explaining ground operations. For example, technical terms and abbreviations could be used throughout here.

Delivery and assessment:**Types of ground service operations present during aircraft turnaround**

Learners must describe the types of ground service operations present during aircraft turnaround. There are a variety of ground service operations taking place on the ramp and learners must describe these operations. This could include:

- fuelling
- loading and unloading of baggage/cargo
- de-icing
- ramp/airfield inspections
- aircraft servicing
- catering
- cabin cleaning
- engineering
- provision of steps/air-bridge
- aircraft movement (pushback, towing)
- ambulift
- other special services.

Learners must describe a minimum of 5. These descriptions would be best supported by images.

Types of ground service equipment used during aircraft turnaround

The types of ground service equipment must be identified and their roles explained. These could include:

- flat-bed lorries
- conveyor belt loader
- baggage tractor unit (baggage tug)
- pallet container transporter
- pushback tractors (and towbars)
- high-loader, lower-deck loader and main-deck loader
- passenger boarding steps (towable and motorised)
- ground power unit
- air start unit
- chocks
- air bridge
- de-icing equipment
- toilet service unit
- potable water unit
- air-conditioning unit.

Unit 10 Ground service operations (L/508/6223) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment (cont'd):**

Learners are not expected to provide detailed explanations of how these are used, but are expected to provide a brief explanation of what these are and why/when they would be used. They must cover a minimum of 6 pieces of equipment.

Roles of support service organisations during aircraft turnaround

The learner must explain the roles and operations of support service, including which organisations are present and their role during aircraft turnaround.

The organisations could include:

- ground handling
- passenger coaches/crew coaching
- UK Visas and Immigration
- port health
- police intervention (special branch/anti-terrorist branch).

The learner must also be aware of the role of the airport authority (Airside Safety Authority, emergency services).

The learner must cover a minimum of 4 organisations from those listed above.

Types of evidence:

Evidence could include:

- presentations
- informative posters
- videos
- blogs
- leaflets
- vlogs.

Unit 11 Loading and unloading of aircraft (Y/508/6225)

Unit summary	The aim of this unit is for learners to gain an understanding of loading and unloading methods used on aircraft. They will also understand the impacts of loading and unloading.
Guided learning hours	25
Level	2
Mandatory/optional	Optional
Grading	This unit is not graded

Learning outcome 1

The learner will:

Understand the methods of loading and unloading baggage/cargo

The learner must know about:

- different types of load/cargo and their IATA codes
- loading equipment for particular loads
- the purpose of a load plan/load sheet

Unit 11 Loading and unloading of aircraft (Y/508/6225) (cont'd)**Learning outcome 1 (cont'd)****Grading descriptors:**

Pass: The learner will correctly apply some technical terms and support all points with examples or explanations. They will identify a minimum of 2 contrasting examples of why particular loading equipment would be used for different situations. The examples will be basic.

Delivery and assessment:**Different types of load/cargo and their IATA codes**

Learners must have a basic understanding of the types of cargo and baggage that could be loaded/unloaded. These could include:

- passenger baggage
- dangerous goods
- mail
- cargo
- special loads (perishables, valuable, fragile items, human remains, cars, live animals).

Learners must know about the relevant IATA codes for each of the types of baggage and cargo.

Loading equipment for particular loads

Learners must explain different types of loading/unloading equipment used to load particular items. These could include:

- trailers/dollies/carts
- containers
- pallets
- flat-bed lorries
- conveyor belt loader
- baggage tractor unit (baggage tug)
- pallet container transporter
- high-loader, lower-deck loader and main-deck loader
- hand-held baggage scanner.

Images could support the identification of equipment and learners are expected to give a brief explanation of the role of each piece of equipment and why these are used. The learner must explain a minimum of 5 pieces of equipment.

For example, learners could explain how human remains may be transported and loaded differently from other items that could be loaded.

The purpose of a load plan/load sheet

The purpose of a load plan must be explained. The load plan is a detailed and intricate document and learners are not expected to complete one. However, an understanding of what these are and why these are used must be provided. Completed examples could be shown within the teaching and learning environment.

Unit 11 Loading and unloading of aircraft (Y/508/6225) (cont'd)**Learning outcome 1 (cont'd)****Types of evidence:**

Evidence could include:

- presentations
- leaflets
- reports
- informative posters.

Unit 11 Loading and unloading of aircraft (Y/508/6225) (cont'd)

Learning outcome 2

The learner will:

Understand the impacts of loading and unloading an aircraft

The learner must know about:

- the consequences of incorrect loading/unloading of the aircraft
 - the impacts of weather conditions on loading/unloading
 - the importance of using documents that relate to loading/unloading
-

Unit 11 Loading and unloading of aircraft (Y/508/6225) (cont'd)**Learning outcome 2 (cont'd)****Grading descriptors:**

Pass: The learner will support all points with examples or explanations. They will identify a minimum of 3 impacts when explaining the consequences of poor loading/unloading and the impacts of weather conditions on aircraft loading/unloading. The examples will be basic.

Unit 11 Loading and unloading of aircraft (Y/508/6225) (cont'd)**Learning outcome 2 (cont'd)****Delivery and assessment:**

Case studies could be used to support this learning outcome. All of the assessment points could be covered in 1 or more case studies.

The consequences of incorrect loading/unloading of the aircraft

The consequences of incorrect loading/unloading of the aircraft must be explained. These must include an explanation of the safety and the commercial consequences.

The immediate safety impacts of poor loading methods could include:

- injury
- delay
- aircraft/airfield damage
- damage to equipment
- unsafe loads
- aircraft out of trim.

The commercial consequences could include:

- loss of contracts
- legal action
- loss of passenger confidence
- loss of profits
- loss of compensation.

The impacts of weather conditions on loading/unloading

The learner must explain the impacts of weather conditions on loading and unloading. The impacts must describe a range of points such as delays and injury and include weather conditions such as snow, ice, rain, thunder/lightning and extreme cold/extreme heat - eg not leaving dangerous goods in direct sunlight and keeping animals at comfortable temperatures.

The importance of using documents that relate to loading/unloading

Documentation is crucial when loading and unloading an aircraft. Learners must explain the relevance of at least 2 of the following:

- the Notification to Captain (NOTOC)
- Dangerous Good Regulations (DGR)
- Baggage Reconciliation
- bingo sheets and baggage manifests
- cargo documentation
- load plan
- departure control systems
- inbound load message (Container Pallet Message (CPM)/Load Distribution Message (LDM)).

Unit 11 Loading and unloading of aircraft (Y/508/6225) (cont'd)**Learning outcome 2 (cont'd)****Types of evidence:**

Evidence could include:

- presentations
- informative posters
- leaflets
- websites
- reports.

Unit 12 Aircraft marshalling (H/508/6227)

Unit summary	This unit aims to equip learners with an understanding of the purpose of aircraft marshalling, alongside knowledge of the dangers, equipment and checks when aircraft marshalling. Learners will have the opportunity to demonstrate and review their skills.
Guided learning hours	30
Level	2
Mandatory/optional	Optional
Grading	This unit is not graded

Learning outcome 1

The learner will:

Understand aircraft marshalling

The learner must know:

- the purpose of aircraft marshalling
- the potential dangers when marshalling aircraft
- equipment used when marshalling
- the checks that should be carried out when marshalling an aircraft

Unit 12 Aircraft marshalling (H/508/6227) (cont'd)**Learning outcome 1 (cont'd)**

Grading descriptors:
Pass: The learner will support all points with examples or explanations. The examples/explanations will be basic.
Delivery and assessment:
<p>The purpose of aircraft marshalling Learners must explain the purpose of marshalling in terms of safety and provide an example of when an aircraft would be marshalled onto stand.</p> <p>The potential dangers when marshalling aircraft Marshalling an aircraft can be a dangerous procedure. Learners must explain the dangers of marshalling. This could be a brief explanation and could be supported by images. The dangers could include:</p> <ul style="list-style-type: none"> • noise • other apron users (vehicles, pedestrians etc) • other moving aircraft • Foreign Object Debris (FOD) • collisions • weather. <p>Equipment used when marshalling The learner must explain different pieces of equipment used. These could include:</p> <ul style="list-style-type: none"> • illuminated torch lights/wands • high-vis jacket • high-vis gloves • hearing protection • safety glasses. <p>The checks that should be carried out when marshalling an aircraft The checks that are carried out when marshalling an aircraft must be explained. Checks that must be included are:</p> <ul style="list-style-type: none"> • that own equipment is operational and free from defects • the stand is unoccupied and appropriate for the aircraft type • clear of obstructions (staff, passengers, vehicles, equipment) • foreign object debris checks.
Types of evidence:
<p>Evidence could include:</p> <ul style="list-style-type: none"> • presentations • illustrated guides • informative posters • vlogs • blogs.

Unit 12 Aircraft marshalling (H/508/6227) (cont'd)

Learning outcome 2

The learner will:

Demonstrate the knowledge gained and marshal an 'aircraft' onto stand

The learner must demonstrate:

- hand signals used to marshal
 - use of marshalling aids
-

Unit 12 Aircraft marshalling (H/508/6227) (cont'd)**Learning outcome 2 (cont'd)**

Grading descriptors:
Pass: Learners will select and use technical skills or equipment to safely marshal an 'aircraft' onto stand.
Delivery and assessment:
<p>Learners must apply the knowledge gained and demonstrate how to marshal an 'aircraft'. It is fully understood that learners will not be able to gain access to an aircraft to marshal. However, this could be completed in simulated environments in local areas/classrooms.</p> <p>Hand signals used to marshal Learners must demonstrate the hand signals used when marshalling an aircraft onto stand. Hand signals to be used are:</p> <ul style="list-style-type: none"> • Aircraft Marshal to flight deck • standard signals • emergency signals. <p>All marshalling signals used must be those stated within the IATA ground operations manual. Learners must demonstrate a minimum of 5 signals to get the aircraft safely onto stand.</p> <p>Use of marshalling aids When marshalling an aircraft, learners must use one of the marshalling aids below:</p> <ul style="list-style-type: none"> • illuminated torch lights/wands • high-vis gloves.
Types of evidence:
<p>Evidence could include:</p> <ul style="list-style-type: none"> • detailed observation records • photographic/video evidence.

Unit 12 Aircraft marshalling (H/508/6227) (cont'd)

Learning outcome 3

The learner will:

Review the marshalling activity

The learner must evaluate:

- their performance in the marshalling activity
-

Unit 12 Aircraft marshalling (H/508/6227) (cont'd)**Learning outcome 3 (cont'd)**

Grading descriptors:
Pass: Learners will identify a range of strengths and areas for improvement with supporting evidence. They will suggest how they could improve their marshalling procedures in their recommendations for improvement.
Delivery and assessment:
Learners must evaluate their ability to marshal an aircraft. Their evaluation must cover: <ul style="list-style-type: none">• strengths• areas for improvement• recommendations for improvement of their marshalling procedures.
Types of evidence:
Evidence could include: <ul style="list-style-type: none">• written self-evaluation by learner• a verbal debrief in which they are directed to evaluate their own performance, ensuring coverage of the required points. Supporting evidence could include: <ul style="list-style-type: none">• observation feedback from learning outcome 2• witness statement from learning outcome 2• peer feedback from learning outcome 2.

Unit 13 Manual handling (M/508/6229)

Unit summary	In this unit the learner will develop an understanding of the safe moving and handling of loads. Learners will have the opportunity to demonstrate their skills.
Guided learning hours	30
Level	2
Mandatory/optional	Optional
Grading	This unit is not graded

Learning outcome 1

The learner will:

Understand the safe moving and handling of loads

The learner must know about:

- current legislation
- roles and responsibilities
- manual handling techniques
- mechanical aids
- injuries

Unit 13 Manual handling (M/508/6229) (cont'd)**Learning outcome 1 (cont'd)****Grading descriptors:**

Pass: The learner will support all points with examples/explanations. Definitions will be mostly correct. The learner will give at least 4 types of injury with examples/explanations. Content will be in accordance with current legislation and advice.

Delivery and assessment:**Current legislation**

The learner must summarise the purpose of the legislation (Manual Handling Operations Regulations 1992 (MHOR)), or any further updated legislation, and must include a definition of manual handling.

Roles and responsibilities

The learner must explain the roles and responsibilities of both the employer and the employee. This could include:

- legal and health perspective
- training
- supervision
- provision of equipment.

Manual handling techniques

The learner must explain different manual handling techniques. These could include:

- correct techniques – stop and think, position feet, assess load, good posture, firm grip, keep load close, put down slowly
- incorrect techniques – reaching, stretching, bending, stooping, twisting
- assess the load – maximum weights (UK law max for baggage = 32kg).

Mechanical aids

The learner must explain how to reduce risk through the use of mechanical aids. Mechanical aids that the learner must be aware of could include:

- baggage belts at the check-in desk
- belt loaders
- forklift
- trailer
- trolley.

Injuries

The learner must explain different types of injury. These could include:

- back
- spine
- hand
- fingers
- upper limbs
- lower limbs.

Unit 13 Manual handling (M/508/6229) (cont'd)**Learning outcome 1 (cont'd)****Types of evidence:**

Evidence could include:

- illustrated guides or posters
- work books
- written reports
- case studies
- blogs
- leaflets
- presentations.

Here the learner could produce a written report that highlights at least 4 issues that can occur from incorrect manual handling. They could explain how these issues can be resolved and why it is important that training is given within the workplace.

Unit 13 Manual handling (M/508/6229) (cont'd)

Learning outcome 2

The learner will:

Use correct manual handling techniques

The learner must demonstrate:

- how to assess a load
 - correct lifting techniques
 - consideration of mechanical aids
-

Unit 13 Manual handling (M/508/6229) (cont'd)**Learning outcome 2 (cont'd)**

Grading descriptors:
Pass: The learner will select and use appropriate lifting techniques when assessing a minimum of 2 loads and using manual handling techniques. At least 1 load should have consideration towards the use of a mechanical aid.
Delivery and assessment:
<p>The learner must participate in a practical demonstration of correct manual handling techniques.</p> <p>How to assess a load The learner must be observed assessing a load and demonstrating correct lifting techniques.</p> <p>Correct lifting techniques</p> <ul style="list-style-type: none"> • stop and think • position feet • assess load • good posture • firm grip • keep load close • put down slowly. <p>The learner may decide to identify the incorrect lifting technique for that situation. However, they must not demonstrate an incorrect lifting technique.</p> <p>When demonstrating correct lifting techniques, the size and weight of the load and the ability of the learner must be taken into consideration.</p> <p>Consideration of mechanical aids Use of actual aids is not required but the learner must demonstrate an understanding of the relevant options.</p>
Types of evidence:
<p>Evidence could include:</p> <ul style="list-style-type: none"> • scenario-based role plays • video diaries • presentations • Assessor observations. <p>The learner could be set a presentation task that requires them to physically demonstrate manual handling techniques to their Tutor or their peers.</p>

Unit 14 Dangerous goods in aviation (K/508/6231)

Unit summary	The aim of this unit is to provide learners with an understanding of the safe carriage of dangerous goods within the aviation industry. The learner will also review the impact of unsafe carriage of dangerous goods.
Guided learning hours	25
Level	2
Mandatory/optional	Optional
Grading	This unit is not graded

Learning outcome 1

The learner will:

Understand the importance of the safe carriage of dangerous goods

The learner must know:

- what a dangerous good is
- dangerous goods symbols
- reasons why dangerous goods may be transported
- common dangerous goods transported
- the importance of correct packaging for dangerous goods

Unit 14 Dangerous goods in aviation (K/508/6231) (cont'd)**Learning outcome 1 (cont'd)**

Grading descriptors:
Pass: The learner will correctly apply some technical terms and will support all assessment points with explanations/examples.
Delivery and assessment:
<p>What a dangerous good is Learners must explain what defines a dangerous good.</p> <p>Dangerous goods symbols Learners must be able to identify at least one symbol from the following categories:</p> <ul style="list-style-type: none"> • flammable liquids • flammable gases • flammable solids • explosives • infectious substance • corrosive • oxidiser • toxic • radioactive. <p>Reasons why dangerous goods may be transported Learners must identify reasons why dangerous goods may be transported and provide examples. Reasons can include:</p> <ul style="list-style-type: none"> • remote location • medical demand • speed of air transport • commercial demand • Aircraft On the Ground (AOG) items • cabin service (duty free, alcohol etc). <p>Common dangerous goods transported Learners must identify common dangerous goods that passengers and crew come into contact with. They must also know about the IATA Provision for Passengers and Crew Table 2.3.A.</p> <p>Learners must explain why the goods are dangerous. These may not be obscure items that are often transported, but common items including the following:</p> <ul style="list-style-type: none"> • medical equipment (eg nebulizers etc) • lithium batteries (found in laptops/phones) • ammunition • camping stoves • electronic cigarettes • heat-producing articles (eg diving torches) • mobility aids (eg battery-operated wheelchairs).

Unit 14 Dangerous goods in aviation (K/508/6231) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment (cont'd):****The importance of correct packaging for dangerous goods.**

The learner must explain the importance of correct packaging for the transportation of dangerous goods. Learners are not expected to explain all the different types of packaging available. However, the importance of the correct packaging must be explained. Learners could support this with images/examples to demonstrate knowledge further.

Types of evidence:

Evidence could include:

- reports
- presentations
- training sessions
- leaflets
- informative posters
- websites.

Dangerous Goods Regulation symbols could be identified by a controlled assessment task or question paper.

Unit 14 Dangerous goods in aviation (K/508/6231) (cont'd)

Learning outcome 2

The learner will:

Review the impacts of the unsafe carriage of dangerous goods

The learner must evaluate:

- the impacts of the unsafe carriage of dangerous goods
-

Unit 14 Dangerous goods in aviation (K/508/6231) (cont'd)**Learning outcome 2 (cont'd)**

Grading descriptors:
Pass: The learner will make detailed conclusions related to the task(s)/case study.
Delivery and assessment:
This learning outcome must be assessed through a case study. The case study could be provided by the Tutor.
The learner must interpret the case study, explain what happened and evaluate the impacts of the unsafe carriage of dangerous goods.
Types of evidence:
Evidence could include: <ul style="list-style-type: none">• reports• presentations• table-top exercises.

Unit 15 Aircraft turnaround (M/508/6232)

Unit summary	The aim of this unit is for learners to understand the role of the dispatch agent. They will know about the aircraft turnaround process and the impacts and hazards faced.
Guided learning hours	25
Level	2
Mandatory/optional	Optional
Grading	This unit is not graded

Learning outcome 1

The learner will:

Understand the role of the dispatch agent in the turnaround of an aircraft

The learner must know about:

- the role of the dispatch agent
- the duties of the dispatch agent including pre-arrival, during turnaround, and after departure

Unit 15 Aircraft turnaround (M/508/6232) (cont'd)**Learning outcome 1 (cont'd)**

Grading descriptors:
Pass: Learners will explain the role and duties of the dispatch agent, supporting their points with examples/explanations.
Delivery and assessment:
<p>Role of the dispatch agent</p> <p>The learner must describe the role of the dispatch agent. Learners could look at job descriptions or guest speakers could help learners to understand the role.</p> <p>Duties of the dispatch agent including pre-arrival, during turnaround, and after departure</p> <p>The learner must explain a minimum of 3 duties of the dispatch agent from each section of the turnaround: pre-arrival, during turnaround and after departure.</p> <p>Pre-arrival</p> <p>Learners are expected to explain the duties that would be carried out from the point of flight allocation to the time the aircraft comes onto stand. The duties include:</p> <ul style="list-style-type: none"> • collection of relevant paperwork • stand checks (Foreign Object Debris (FOD) checks, visual checks, aircraft stand guidance is available) • checks for any passengers with reduced mobility (PRM) or any other special service requests • checks for inbound flight number, airline, aircraft type and registration. <p>During turnaround</p> <p>The role of the dispatch agent will involve liaising with many different service providers and ground handling agents.</p> <p>The explanation of these duties could include:</p> <ul style="list-style-type: none"> • liaising with the flight deck and cabin crew • compiling passenger and baggage manifests • overseeing the on-time boarding of passengers • liaising and co-ordinating with other service providers • communication with other service providers • completing flight documentation • appropriate decision making. <p>After departure</p> <p>The after-departure duties of the dispatch agent could include:</p> <ul style="list-style-type: none"> • finalising paperwork • completing flight reports • forwarding any information onto other service providers with regards to their role in the turnaround.

Unit 15 Aircraft turnaround (M/508/6232) (cont'd)**Learning outcome 1 (cont'd)****Types of evidence:**

Evidence could include:

- reports
- presentations
- leaflets
- informative posters.

Unit 15 Aircraft turnaround (M/508/6232) (cont'd)

Learning outcome 2

The learner will:

Understand the aircraft turnaround process

The learner must know about:

- the role of service providers involved in the aircraft turnaround process
 - how service providers work together to ensure a safe and efficient turnaround
 - the impact of adverse weather on the turnaround
 - hazards and human factor risks during the turnaround
-

Unit 15 Aircraft turnaround (M/508/6232) (cont'd)**Learning outcome 2 (cont'd)**

Grading descriptors:
Pass: The learner will support all assessment points with examples/explanations.
Delivery and assessment:
<p>The role of service providers involved in the aircraft turnaround process</p> <p>The learner must explain the role of service providers involved in the aircraft turnaround. This can be brief and could include the following service providers:</p> <ul style="list-style-type: none"> • passenger service agents • fuellers • catering • ramp agents • crewing • UK Visas and Immigration • emergency services. <p>How service providers work together to ensure a safe and efficient turnaround</p> <p>Learners must explain how service providers work together to ensure a safe and efficient turnaround. They must include the timescale/time management for all turnaround duties and the impacts delays in duties can have. They must also explain the different timescales for short-haul and long-haul turnarounds.</p> <p>Impact of adverse weather on the turnaround</p> <p>The learner must explain the impact of adverse weather including snow, rain, ice, extreme heat and extreme cold. The impacts must focus on the turnaround efficiency and health and safety impacts.</p> <p>Hazards and human factor risks during the turnaround</p> <p>The learner must explain hazards and human factors. The explanation must include:</p> <ul style="list-style-type: none"> • the hazard and the potential risk • how human factors can cause hazards.
Types of evidence:
<p>Evidence could include:</p> <ul style="list-style-type: none"> • presentations • websites • reports • training sessions • leaflets.

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 Level 2 Award, Certificate and Diploma in Aviation are internally assessed and externally quality assured.

Internal assessment

NCFE has created some sample tasks for the internally assessed units. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Quality Assurance team on 0191 239 8000.

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. On completion of each unit learners must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2 (page 17).

Internally assessed work should be completed by the learner in accordance with the timetable of the course and should be supervised and assessed by the Tutor. Assessment activities can be integrated with the teaching of the unit.

Work to be completed outside of the classroom may be set where applicable, such as where learners are required to research a topic. 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.

In practice, this means that the majority of the portfolio should be completed in normal class time.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade. Each graded unit in these qualifications is internally assessed and will be equally weighted and aggregated to give an overall qualification grade.

There is compensation within the internally assessed units as the grading descriptors are now based on learning outcomes rather than specific assessment criteria. This allows for increased professional judgement on the part of the Assessor in terms of the learners' overall level of performance against the learning outcomes.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid and reliable and maintain the integrity of the assessment and of the standards required of these qualifications.

Supervision of learners

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

Tutors/Assessors should supervise the work carried out by learners to:

- monitor their progression
 - 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.
-

Supporting learners

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

Tutors/Assessors 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 Tutor feedback is an essential part of the process.

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

Tutors 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 general 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.

Tutors must not:

- provide templates or model answers
- give feedback on specific elements of tasks (unless required by the learning outcome)
- give specific feedback on how to achieve a higher grade
- list negative points for correction.

Validity and reliability of assessment

All assessments should be valid, reliable, fair and fit for purpose.

The assessment activities should be comparable (eg between Tutors in different classes, or from one week to the next within a class).

Tutors should explain the purpose of the assessment and give the learner the opportunity to prepare for it.

Tutors must encourage independent working and development of responsibility, including providing scope for achieving Merit and Distinction grades.

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

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the Internal Assessment Tasks: Guidance for Centres 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).

Late submissions

Tutors and Assessors should encourage learners to understand the importance of deadlines and when they need to submit their internal assessments. Assessors do not have to accept late work and may refuse it.

Learners may only be given extra time for legitimate reasons such as illness. If you accept a late submission, you should follow the usual assessment process.

Grades should not be reduced as a result of late submission.

Submitting unit grades

Each internally assessed unit within the portfolio of evidence must be assessed and graded by Assessors in the centre.

A reasonable sample of portfolios must then be checked by an Internal Quality Assurer to ensure consistency with national standards. See the NCFE website for further information on sampling.

Learners may revise and redraft work up until it's submitted to the Assessor for end-of-unit assessment and grading. Once the work has been assessed, graded and internally quality assured, the grades should be submitted to NCFE. This will be classed as the first attempt. Submitted grades for the first unit(s) of the qualification will trigger your first external quality assurance visit.

Following the external quality assurance visit, the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If the grades are rejected, the work cannot be given back to the learner. If a grade is rejected, centres must reassess, re-grade and internally quality assure the work, and resubmit the new unit grade.

Once the grades for the internally assessed units of the qualification have been accepted and banked by your External Quality Assurer, learners are permitted one opportunity to revise and redraft their work. The additional work will need to be assessed, graded and internally quality assured again, and the centre will be required to resubmit the updated grade to NCFE for further external quality assurance. Learners are only permitted one resubmission of internally assessed work.

Why would the unit grades be rejected by an External Quality Assurer?

This would occur if the External Quality Assurer did not agree with the grades the centre had submitted. It may be that the centre had been grading too harshly, too leniently, or inconsistently from one learner to the next. In this situation, the centre would be required to assess, grade and internally quality assure all learners' work again.

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 twice 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.

External Quality Assurance (CACHE and NCFE graded qualifications)

Summatively assessed and internally quality assured grades for at least one completed unit must be submitted via the Portal, prior to an EQA review taking place. Following the EQA review, the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If a grade is rejected, centres must reassess, regrade, internally quality assure and resubmit the new unit grade in line with EQA actions.

Section 4

Grading information

Grading information

Grading has been introduced to make sure that these qualifications reward learners with a suitable grade to reflect their achievement in this subject. NCFE has developed a robust grading structure that can be applied to all its graded qualifications fairly and consistently.

The mandatory units in these qualifications are graded using a structure of Not Yet Achieved, Pass, Merit, and Distinction. The optional units in the certificate and diploma use a structure of Not Yet Achieved or Pass.

Grading internally assessed units

The grading descriptors for each mandatory unit have been included in this qualification specification. Grading descriptors have been written for each learning outcome in a unit. Assessors must be confident that, as a minimum, all learning outcomes have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit. We've provided a grading criteria glossary of terms to help you to make this judgement – see Section 5 (page 117).

Once Assessors are confident that all the Pass descriptors have been met, they can move on to decide if the Merit descriptors have been met. If the Assessor is confident that all the Merit descriptors have been met, they can decide if the Distinction descriptors have been met. As the grading descriptors build up from the previous grade's criteria, the evidence must meet 100% of the grade's descriptors to be awarded that grade for the unit.

If a learner meets a combination of grades for the learning outcomes, the lowest grade will be awarded for the overall unit. Learners are only required to meet the merit/distinction descriptors where they are specified in the qualification specification. For example, if a learning outcome/assessment criteria is only achievable at a pass level, then this grading criteria can be discounted when calculating the overall unit grade.

If the learner has insufficient evidence to meet the Pass criteria, a grade of Not Yet Achieved must be awarded for the unit.

Centres must then submit each unit grade to NCFE. The grades submitted to NCFE will be checked and confirmed through the external quality assurance process. This is known as 'banking' units.

Awarding the final grade

The final grade for these qualifications will be aggregated by combining the grades achieved for each mandatory unit. The final grade will be issued to the centre by NCFE.

Whilst NCFE do not anticipate any changes to our aggregation methods or any overall grade thresholds there may be exceptional circumstances in which it is necessary to do so to secure the maintenance of standards over time. Therefore, overall grade thresholds published within this qualification specification may be subject to change.

Award

Learners are required to successfully achieve 3 graded mandatory units. This equates to 3 grades to be aggregated.

The table below shows how the accumulation of each unit grade is aggregated to form the overall qualification grade.

3 units			Final qualification grade
P	P	P	P
M	M	M	M
D	D	D	D*
P	P	M	P
P	P	D	P
P	M	M	M
M	M	D	M
P	D	D	M
M	D	D	D
P	M	D	M

Certificate

Learners are required to successfully achieve 5 graded mandatory units and 2 non-graded optional units. This equates to 5 grades to be aggregated.

The table below shows how the accumulation of each unit grade is aggregated to form the overall qualification grade.

5 units					Final qualification grade
P	P	P	P	P	P
M	M	M	M	M	M
D	D	D	D	D	D*
P	P	P	P	M	P
P	P	P	P	D	P
P	M	M	M	M	M
M	M	M	M	D	M
P	D	D	D	D	D
M	D	D	D	D	D
P	P	P	M	M	P
P	P	P	D	D	M
P	P	M	M	M	M
M	M	M	D	D	M
P	P	D	D	D	M
M	M	D	D	D	D
P	P	P	M	D	M
P	M	M	M	D	M
P	M	D	D	D	M
P	P	M	M	D	M
P	P	M	D	D	M
P	M	M	D	D	M

Diploma

Learners are required to successfully achieve 5 graded mandatory units and 6 non-graded optional units. This equates to 5 grades to be aggregated.

The table below shows how the accumulation of each unit grade is aggregated to form the overall qualification grade.

5 units					Final qualification grade
P	P	P	P	P	P
M	M	M	M	M	M
D	D	D	D	D	D*
P	P	P	P	M	P
P	P	P	P	D	P
P	M	M	M	M	M
M	M	M	M	D	M
P	D	D	D	D	D
M	D	D	D	D	D
P	P	P	M	M	P
P	P	P	D	D	M
P	P	M	M	M	M
M	M	M	D	D	M
P	P	D	D	D	M
M	M	D	D	D	D
P	P	P	M	D	M
P	M	M	M	D	M
P	M	D	D	D	M
P	P	M	M	D	M
P	P	M	D	D	M
P	M	M	D	D	M

Qualification level grading descriptors

Please refer to the Levelling Grading Descriptors document on our website for a table summarising Level 1, 2 and 3 standards.

Overall qualification standard for a Level 2 learner

At Level 2 learners will be given overall direction and guidance but will be able to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. They must be able to understand theories and ideas and be aware of different sources of information that are relevant to the subject.

Tasks

At Level 2 tasks should be well-defined and generally routine, allowing learners to address straightforward problems. They should require a general understanding of the key concepts, processes, resources, techniques and materials relevant to the vocational area and their level of study and need some technical skills or understanding for their completion.

Learners will take responsibility for completing generally routine tasks and procedures. They will exercise autonomy and judgement with overall direction and guidance. They will be able to identify how effective actions have been and take responsibility for analysis and evaluation.

Level 2 overall qualification level grading descriptors

Not Yet Achieved
The learner will not have met all the learning outcomes, either because there is insufficient evidence or because the evidence does not meet the required standards for a Pass.
Level 2 Pass
<p>The learner will have a detailed understanding of the key concepts but may not be able to make links between them. They will demonstrate some application of technical processes, resources, techniques and materials relevant to the vocational area and their level of study. Tasks will be completed to a minimum standard with some errors and learners will select and use some appropriate skills and processes.</p> <p>A range of strengths and weaknesses will be identified with supporting evidence and straightforward ways to improve the outcome or process. Evidence will show planning, organisational and investigatory skills in a clear and logical way.</p>
Level 2 Merit
<p>The learner will have a detailed understanding of the key concepts and will be able to make some links between them. They will demonstrate effective application of technical processes, resources, techniques and materials relevant to the vocational area and their level of study. Tasks will be completed to a level that exceeds the minimum standard with few errors and learners will select and use some appropriate skills and processes, giving some explanation for their choices.</p> <p>The importance of strengths and weaknesses to the overall outcome will be described and the learner will state effective ways to improve the outcome or process.</p> <p>Evidence will show detailed planning, organisation and investigatory skills in a well-structured and thorough format. Learners will demonstrate the ability to work to deadlines.</p>
Level 2 Distinction
<p>The learner will have a detailed understanding of the key concepts and how they interlink. They will demonstrate originality in the consistent, effective application of technical processes, resources, techniques and materials relevant to the vocational area and level of study. Tasks will be completed to a level that far exceeds the minimum standard with few or no errors, and learners will select and use appropriate skills and processes, justifying their choices.</p> <p>Learners will recognise the varying impact of different strengths and weaknesses to overall outcomes and will explain effective ways to improve the outcomes or processes.</p> <p>Evidence will show detailed planning, organisation and investigatory skills in a well-structured and thorough format. Learners will demonstrate the ability to work to deadlines and to review plans.</p>
Level 2 Distinction*
The learner will have achieved a Distinction grade across all required mandatory units.

Section 5

Glossary of terms

Glossary of terms

This glossary explains how the terms used in the unit content are applied to this qualification.

Accurately	Learner carries out all stages of a process correctly and without errors (see mostly accurately).
Advanced ways	Solutions may be more complex or more considered. For example – my table was unsteady so I shaved a little bit off some of the legs (see basic ways and considered ways).
Appropriate	Ideas or choices must be realistic and viable to the vocational area and the learner's resources. They must be selected by the learners, as opposed to in Level 1 where learners are directed.
Balanced conclusions	All arguments are considered in making a conclusion (see reasoned conclusions).
Basic ways	Straightforward, mostly obvious ideas or solutions. For example – my table was unsteady so I put a rubber foot on one leg (see advanced ways and considered ways).
Complex task/brief	A task/brief made up of several, interrelated elements.
Complex technical problems	A problem specific to the vocational area that has several interrelated elements (see technical problems).
Considered experimentation	Experimentation is well thought out and fit for purpose. It is comprehensive enough to draw a reliable conclusion from (see limited experimentation and simple experimentation).
Considered ways	Ideas or solutions show some degree of thought (see advanced ways and basic ways).
Directed tasks	Learners are given clear instructions on how to complete the task, which may be broken into stages for them by the Tutor/Assessor.
Effective solutions	Solutions are appropriate to the vocational area. For example - you might solve the problem of an unsteady table by putting some paper under the leg but you could efficiently solve it by shaving some off the other legs (see possible solutions).
Efficiently solves	Solves in a manner appropriate to the vocational area. For example - you might solve the problem of an unsteady table by putting a rubber foot on one leg but you could efficiently solve it by shaving some off the other legs.
Everyday language	The learner's own language and terms, the personal vocabulary the learner uses, non-vocational language and terminology (see specialist terms/language and technical terms/language).
General understanding	A basic understanding of the vocational area that does not require knowledge of technical skills, techniques or rules of implementation (see technical understanding).
Format of source	The style of information — eg a questionnaire, a report, an observation, interview (see type of source).
Limited experimentation	Experimentation shows some degree of planning and thought but may not be thorough enough to draw a reliable conclusion from (see considered experimentation and simple experimentation).

Glossary of terms (cont'd)

Mostly accurately	Learner is able to carry out most stages of a process without errors to achieve an outcome (see accurately and some degree of accuracy).
Possible solutions	The solution may not involve technical skills or understanding and may not be a long-term or effective solution (see effective solutions).
Range	Frequent use of most common words/techniques/materials (see some and wide range).
Reasoned conclusions	Explanations are provided as to why a conclusion was made (see balanced conclusions).
Simple experimentation	Straightforward, most obvious experimentation is carried out (see limited experimentation and considered experimentation).
Some	Occasional use of most common words/techniques/materials (see range and wide range).
Some degree of accuracy	Learner is able to carry out the stages of a process to achieve an outcome, but most stages will contain errors (see accurately and mostly accurately).
Sophisticated examples	Complex or less obvious examples provided with detailed explanation. Clearly related to the point being made (see straightforward examples).
Specialist skill	Advanced technical skills in context (see technical skills).
Specialist terms/language	Advanced technical terms in context (see everyday language and technical terms/language).
Straightforward examples	Direct obvious examples which lack complexity of any kind, but clearly relate to the point being made (see sophisticated examples).
Technical problems	A problem specific to the vocational area. This could include equipment, processes etc. For example - catering – cake not rising; photography – image overexposed (see complex technical problems).
Technical skills	The application of technical understanding. The ability to put subject-specific skills, measures, techniques or rules of implementation into practice to achieve suitable outcomes (see specialist skills).
Technical terms/language	Language relating to the vocational area. May include skills, measures, techniques or rules of implementation etc. Photography – ISO, aperture, lens types. Catering – texture, presentation, flavour components (salt, sweet, umami, spice etc.), knife types and uses, nutritional value. Sports – joint care, nutrition, treatment of sports injuries. Ceramics – kiln temperature settings, glaze mixing, properties of specific clays (see everyday language and specialist terms/language).
Technical understanding	An understanding of the skills, measures, techniques or rules of implementation appropriate to the vocational area. The learner may still be learning how to apply this understanding (see general understanding).
Type of source	The place that the information comes from. For example - the Internet, a museum visit, staff, visitors (see format of source).
Wide range	Uses all relevant words/techniques/materials that could be expected at the level (see range).

Section 6

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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