Internal assessment sample tasks

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

Contents

Introduction

We have created some sample tasks for the internally assessed mandatory units which you can contextualise to suit the needs of your learners to help them complete their portfolio of evidence. The tasks have been designed to cover all the learning outcomes (LO) for each unit and provide opportunities for stretch and challenge. These tasks are not mandatory.

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

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the knowledge LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

A centre may choose to create their own internal assessment tasks. There are four essential elements in the production of successful centre-based assessment tasks.

These are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs, or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Please see the guidance document for creation of internal assessment tasks on our website.

The units can be found in section 2 of the Qualification Specification.

Supervision of learners

Tutors should offer support and guide learners when carrying out work that is internally assessed.

Tutors should supervise the work carried out by learners to:

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

Any work submitted for assessment must be authenticated and attributable to the learner.

The tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

Supporting learners

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

Tutors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
- help the learner to understand the performance expectations for each of the grades (both within and between units) and how their work will be assessed
- help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
- motivate the learner to work consistently through the qualification, 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

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

Assessment task – Unit 01
Task 1: Risk assessment Carry out a risk assessment of an airport (airside) to demonstrate your understanding of risks and hazards airside and how to prevent/minimise these. You could include the following elements in your risk assessment: • ingestion • propellers • jet blast/propeller wash (debris picked up from moving propellers) • noise (aircraft and equipment) • Foreign Object Debris (FOD) • straying passengers • aircraft refuelling hazards • weather related (high winds/lightning) • how risks can be prevented or minimised (control measures) The risk assessment must include the risk of injury to employees and others specific to each hazard. The risk assessment should include a section which includes the procedure for reporting safety breaches including the chain of command (own supervisor, airport personnel, health and safety section) and relevant documentation. Learning outcome (LO) 1 The learner will: • understand how to prevent and minimise risks and hazards airside The learner must know about: • hazards and risks • how risks can be prevented or minimised (measures) • risk assessments • on the ground aircraft damage (collisions) • surface markings • reporting safety breaches
Task 2: On the ground aircraft damage (collisions) Explore examples of on the ground aircraft damage. Learners should also consider the spiralling consequences (for example, cost, reputation, injuries, repercussions). You should include: • aircraft with aircraft • aircraft with vehicle

- aircraft with terminal
- aircraft with equipment

Learning outcome (LO) 1

The learner will:

- understand how to prevent and minimise risks and hazards airside

The learner must know about:

- on the ground aircraft damage (collisions)

Task 3: Poster

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

Types of evidence could include:

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

Learning outcome (LO) 1

The learner will:

- understand how to prevent and minimise risks and hazards airside

The learner must know about:

- surface markings

Grading descriptors:

Pass: The learner will cover all points, correctly apply some technical terms and support three points with examples. The risk assessment will be basic. It may only include the risks and hazards.

Merit: The learner will correctly apply a range of technical terms and support all points with examples. The risk assessment will be detailed and must include control measures.

Distinction: The learner will correctly apply a wide range of technical terms and support all points with well thought out examples. The risk assessment must include recommendations and could refer to standard operation procedures.

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

Assessment task – Unit 01

Task 1: Staff Handbook
 	
Create a staff handbook that can be used as a health and safety guide for staff members as part of their induction process.
 	
This should include the following sections:
 	
• UK aviation rules and regulations
• identify and summarise a range of aviation regulations
• procedures for fire reporting:
   ○ general procedure for reporting in the event of a fire (flow chart or mind map could be used)
• processes for reporting incidents and damage:
   ○ general procedure for reporting accidents and near misses (flow chart or mind map could be used)
• personal protective equipment (PPE) used airside:
   ○ a range of pictures of PPE and what they are used for could be used here
• personal responsibility for own safety, and that of others:
   ○ reference must be made to the Health and Safety at Work Act etc 1974
• consequences of not following the rules and regulations:
   ○ must include the impact to the organisation, staff, passengers and others
 	
Types of evidence could include:
 	
• presentations
• posters
• leaflets
• scenario role plays
• written reports
• work sheets
• screenshots of own web page
 	
Learning outcome (LO) 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

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

Unit 02 Aviation security (K/508/6214)

Assessment task – unit 02

Task 1: Emergency Plan

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

You should include:

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

Types of evidence could include:

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

Learning outcome (LO) 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

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

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

Assessment task – unit 02

Task 1: Table diagram

Create a table diagram to demonstrate your understanding of how legislation is related to the aviation environment. You should include a summary of the legislation and an explanation on how it relates to the aviation environment.

You must include:

- Department for Transport (DfT)
- Civil Aviation Authority (CAA)

Task 2: Mind map poster

Create a mind map poster that details the security procedures and associated protocols. You can focus on one airport or produce a poster showing the general security procedures that are commonly used across all airports.

You must include:

- suspicious activity
- access
- confidentiality

Task 3: Flow chart

Create a flow chart diagram that could be used to explain baggage reconciliation and what the process involves. Attached to the flow chart should be a summary that explains what baggage reconciliation is, why this exists and who brought it into effect.

You must include:

- the International Civil Aviation Organisation (ICAO)

Types of evidence could include:

- written report/assignment
- worksheet/workbook

Learning outcome (LO) 2

The learner will:

- understand security procedures

The learner must know about:

- legislation

Assessment task – unit 02
• security procedures and protocols • baggage reconciliation

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

Unit 03 Aviation communication (M/508/6215)

Assessment task – unit 03

Task 1: Communication factsheets

Create two factsheets.

Factsheet 1 – explain the 'terminology' used within aviation.

You must include:

- International Air Transport Association (IATA) codes (airline, airport and aircraft codes)
- abbreviations
- the phonetic alphabet
- the 24-hour clock
- time-related codes

Factsheet 2 – create a factsheet for 'methods of communication' used within aviation.

You must include:

- verbal
- written
- electronic
- hand signals
- PA system and radio

This could also include communication protocols for example, basic phraseology.

You must also include the importance of delivery techniques. This could include:

- eye contact
- pitch
- body language
- volume
- tone and pace

Explain the UK General Data Protection Regulation (UK GDPR) in relation to the information you can and cannot share with passengers.

Task 1: Case study review

Review a case study or a range of case studies from aviation that demonstrate the impacts of both effective and poor communication. Ensure that the studies cover a variety of issues.

You could include:

- incorrect documentation
- missing or incorrect passengers or baggage

Assessment task – unit 03

- delays
- incorrect loading
- risks of safety breaches or accidents
- confusion
- costs

Think about the outcome – what was the end result?

Types of evidence could include:

- worksheets
- posters
- case studies

Learning outcome (LO) 1

The learner will:

- understand communication in the aviation environment

The learner must know about:

- terminology
- methods of communication
- impacts of communication

Grading descriptors:

Pass: The learner will apply some technical terms and support all points with examples or explanations. The examples will be basic.

Merit: The learner will apply a range of technical terms and support all points with examples or explanations. The examples will be more detailed. They will identify the impacts of communication from either a negative or positive perspective.

Distinction: The learner will consistently and correctly apply a wide range of technical terms and support all points. Most of the supporting examples will be well thought-out. The learner will show examples of impacts and consequences of communication from both a negative and positive perspective.

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

Assessment task – unit 03

Task 1: Role play scenarios

To achieve these criteria, you will need to participate in three of the following practical simulation/observation scenarios.

You must include:

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

During the scenarios you will be observed on:

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

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

Types of evidence could include:

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

Learning outcome (LO) 2

The learner will:

- understand communication skills

The learner must demonstrate:

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

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

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

Assessment task – unit 03

Task 1: Reflective blog

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

You must:

- review the method you choose to communicate
- review delivery techniques used
- review the effectiveness of the communication

Types of evidence could include:

- written report
- personal development report
- SWOT analysis

Learning outcome (LO) 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

Grading descriptors:

Pass: The learner will identify a range of strengths and areas for development with supporting evidence.

Merit: The learner will identify a range of strengths and areas for development with supporting evidence and describe the impact on the overall outcome. They will make relevant comments about the choices they made and the impact of their communication skills.

Distinction: The learner will describe a range of strengths and areas for development with supporting evidence, recognising different levels of importance of methods and techniques. They will make suggestions about improvements they can make.

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

Assessment task – unit 04

Task 1: Poster

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

Task 2: Job factsheet

Select a job role in aviation that deals with customer service and create a factsheet for 'roles and responsibilities of that chosen job role'.

You must explain:

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

Task 3: Report

Write a report that describes the importance of:

- customer service
- social media in a customer service setting
- personal presentation
- positive communication skills in customer service

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

Types of evidence could include:

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

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

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

Learning outcome (LO) 1

The learner will:

Assessment task – unit 04
 • 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

Grading descriptors:
Pass: All assessment points will be explained, and the learner will support four 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 three different examples from two organisations.
Distinction: The learner will support all points with well thought-out examples/explanations, making links/references to real life situations. The learner will describe the importance from a personal and organisational perspective.

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

Assessment task – unit 04

Task 1: Role play scenario

To achieve these criteria, you will need to participate in two role play scenarios that demonstrate your verbal skills.

You could include:

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

During the scenarios you will be observed on:

- customer service skills and your ability to communicate positively
- customer service skills when dealing with challenging situations and your ability to demonstrate appropriate body language, eye contact and composure
- use of written documents to support customer service within one of the scenarios

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

Types of evidence could include:

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

Learning outcome (LO) 2

The learner will:

- demonstrate customer service in the aviation industry

The learner must know about:

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

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

Assessment task – unit 04

Task 1: Reflective blog

You must review your individual performance on completion of all role play scenarios and assess your ability to deliver effective customer service skills.

You must:

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

You could participate in a group discussion initially to review the scenario, which will allow you to collect feedback from peers on your performance.

Types of evidence could include:

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

Learning outcome (LO) 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

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

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

Assessment task – unit 05
Task 1: Flowchart Create a poster flowchart diagram for 'problem solving in aviation'. The flowchart should include a range of problems that exist in aviation, followed by solutions to manage those problems and the impact those solutions would have. Types of evidence could include: • written reports • case studies • posters • leaflets • presentations • screenshots Learning outcome (LO) 1 The learner will: • understand problem solving in the aviation industry The learner must know: • common problems in aviation • solutions to manage the problems • impacts

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

Unit 05 Customer service in aviation (A/508/6217) cont'd

Assessment task – unit 05

Task 1: Desktop or role play scenarios

Participate in desktop or role play scenarios, from the perspective of your chosen job role / pathway, in which you are presented with a range of problems that may exist within the aviation environment.

You could include:

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

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

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

Types of evidence could include:

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

Learning outcome (LO) 2

The learner will:

- use problem solving skills in the aviation industry

The learner must demonstrate:

Assessment task – unit 05
• problem solving skills

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

Unit 05 Customer service in aviation (A/508/6217) cont'd

Assessment task – unit 05
Task 1: Reflective blog You must review your individual performance on completion of all desktop or role play scenarios. You must: • evaluate your problem solving skills You could participate in a group discussion initially to review the scenario, which will allow you to collect feedback from peers on your performance. Types of evidence could include: • written reports • personal development reports • SWOT analysis Learning outcome (LO) 3 The learner will: • review their problem solving skills The learner must evaluate: • problem solving skills

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.

Contact us

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*
Fax: 0191 239 8001
Email: customersupport@ncfe.org.uk
Websites: www.ncfe.org.uk

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