

Pearson Edexcel Level 2 Diploma in Aviation Operations on the Ground

Specification

Competence-based qualification

First registration August 2010

Issue 3

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Pearson Edexcel Level 2 Diploma in Aviation Operations on the Ground (QCF)

The QN remains the same.

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Summary of Pearson Edexcel Level 2 Diploma in Aviation Operations on the Ground specification Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	2
TQT value added	6
GLH updated to reflect the GLH value for the shortest route through the qualification	6
Guided learning definition updated	12
QCF references removed from unit titles and unit levels in all units	13-251

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Introducing Pearson Edexcel NVQ/Competence-based qualifications

What are NVQ/Competence-based qualifications?

National Vocational Qualifications (NVQs)/Competence-based qualifications are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are based on recognised occupational standards for the appropriate sector. Occupational standards define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. These standards are written in broad terms to enable employers and providers to apply them to a wide range of related occupational areas.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, therefore allowing flexible delivery to meet the individual learner's needs. At Level 2 and above, these qualifications are recognised as approved training and development courses for employees that have been in the workplace for some time or as a way of inducting, training and developing new entrants into the workplace. Qualifications at Level 1 can be used in Traineeships, which enables progression to entry level employment or to Apprenticeship programmes.

Learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements. Colleges, training centres and/or employers can offer these qualifications as long as they have access to appropriate physical and human resources and have the necessary quality assurance systems in place.

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, Pearson specify a total number of hours that is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Qualification title covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 2 Diploma in Aviation Operations on the Ground:

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 2 Diploma in Aviation Operations on the Ground	501/0989/3	01/08/2010

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within the qualification will also have a unique reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Key features of the Pearson Edexcel Level 2 Diploma in Aviation Operations on the Ground

This qualification:

- is nationally recognised
- is based on the GoSkills National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure(s) are owned GoSkills.

The Pearson Edexcel Level 2 Diploma in Aviation Operations on the Ground has been approved as competence component required for the Aviation Operations on the Ground Apprenticeship framework.

What is the purpose of this qualification?

This qualification has been developed by the SSC GoSkills following extensive employer consultation and research to address skills gaps and to provide practitioners within the Aviation Industry with the opportunity to demonstrate evidence of technical competency and the underpinning knowledge relating to their work activities.

Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Pearson's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualifications.

What are the benefits of this qualification to the learner and employer?

This qualification allows learners to demonstrate competence against the National Occupational Standards which are based on the needs of the Aviation Operations on the Ground Industry as defined by the Sector Skills Council, GoSkills. As such it contributes to the development of skilled employees in the sector.

What are the potential job roles for those working towards this qualification?

- Air Traffic Controller
- Airport Baggage Handler
- Load Planning Officer (Aircraft)
- Passenger Check In Officer
- Passenger Services Supervisor.

What progression opportunities are available to learners who achieve this qualification?

The Pearson Edexcel Level 2 Diploma in Aviation Operations on the Ground allows learners to undertake specific units relating to job roles, encouraging progression in the work place. The qualification also makes up the competency element of the Level 2 Aviation Operations on the Ground Apprenticeship Framework. There are also progression opportunities to the Pearson Edexcel Level 3 Diploma in Aviation Operations on the Ground.

What is the qualification structure for the Pearson Edexcel Level 2 Diploma in Aviation Operations on the Ground?

The Total Qualification Time (TQT) for this qualification is 370 hours.

The Guided Learning Hours (GLH) for this qualification is 312.

To achieve the Level 2 Diploma in Aviation Operations on the Ground learners must complete both units from Group A (8 credits) plus units from Groups B and C to total 29 optional credits.

At least 11 credits must be achieved from Group B and a further 18 credits from either Group B or C. A total of 37 credits (minimum).

Unit	Mandatory units – Group A	Credit	Level
	Both units must be taken. Credit value required: minimum 8, maximum 8.		
1	J/600/9313 – Recognise airside hazards and minimise risks	4	2
2	R/600/9315 – Contribute to the maintenance of aviation health, safety and security	4	2
Unit	Specialist Aviation Units Optional units – Group B		
	Learners must complete a minimum of 11 credits from this group. Credit value required: minimum 11.		
3	J/600/9327 – Carry out effective communications and information transfer in an aviation environment	4	2
4	A/600/9342 – Load and unload aircraft	8	2
5	F/600/9343 – Carry out airside maintenance operations	5	2
6	M/600/9323 – Maintain a hazard free airside environment	6	2
7	A/600/9325 – Ensure the safe movement and operation of aircraft, vehicles and personnel on the apron	5	3
8	R/600/9427 – Check in aviation passengers and baggage	8	2
9	D/600/9429 – Receive, call and escort passengers to and from aircraft	6	2
10	Y/600/9431 – Handle reports of lost or damaged baggage	4	2

Unit	Specialist Aviation Units Optional units – Group B	Credit	Level
	Learners must complete a minimum of 11 credits from this group. Credit value required: minimum 11.		
11	D/600/9432 – Maintain the comfort of passengers using the executive lounge	3	2
12	T/600/9436 – Maintain flight control operations and operating conditions	8	3
13	J/600/9425 – Prepare loads for and receive loads from aircraft	5	2
14	J/600/9344 – Operate a vehicle airside	7	2
15	M/600/9421 – Inspect airside pavement surfaces and systems	4	2
16	F/600/9424 – Contribute to wildlife control on an airfield	6	2
17	D/600/9446 – Dispatch aircraft	12	3
18	L/600/9670 – Support aviation operations on the ground	6	2
19	Y/600/9672 – Provide ticket desk services	6	2
20	K/600/9675 – Operate specialist equipment in an airport environment	5	2
21	A/600/9678 – Marshal aircraft (fixed and rotary)	5	2
22	T/600/9680 – Pushback aircraft	5	2
23	L/600/9698 – Escort aircraft	4	2
24	A/600/9700 – Tow aircraft	5	2
25	Y/600/9705 – Plan the loading of helicopters	7	2
26	D/600/9706 – Operate aeronautical ground lighting systems	5	2
27	K/600/9708 – Inspect and maintain ground power units	4	2
28	H/600/9710 – Inspect and maintain aircraft fuelling systems	5	2
29	A/600/9731 – Use radio telephony when driving on the manoeuvring area	5	2
30	F/600/9732 – Communicate with an aircraft operating crew using a headset	5	2

Unit	Specialist Aviation Units Optional units – Group B Learners must complete a minimum of 11 credits from this group. Credit value required: minimum 11.		
31	Y/600/9736 – Respond to fire and rescue incidents at an airport	9	2
32	H/600/4037 – De-ice aircraft on the ground	10	2
33	M/600/4039 – Field test aircraft de-icing fluids	3	2
34	L/600/4033 – Carry out pre and post aircraft de-icing checks	6	2
35	H/600/9741 – Operate an IT system in the aviation industry	2	2
36	H/600/9450 – Plan the loading of aircraft	9	3
Unit	Generic Units Optional units – Group C Credit value required: minimum 0, maximum 18.		
37	T/600/9338 – Identify and resolve aviation problems	3	2
38	F/600/9326 – Maintain effective working practices in the aviation industry	4	2
39	L/601/0933 – Give customers a positive impression of yourself and your organisation	5	2
40	J/601/1210 – Deliver reliable customer service	5	2
41	K/600/9739 – Deal effectively with difficult passengers	5	2

How is the qualification graded and assessed?

The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

This qualification is designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

Assessment requirements/strategy

The assessment requirements/strategy for this qualification has been included in *Annexe C*. They have been developed by GoSkills in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence (to be read in conjunction with the assessment strategy in Annexe C)

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website qualifications.pearson.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Pearson will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

What resources are required?

Each qualification is designed to support learners working in the Aviation sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe C: Assessment requirements/strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:				
This is the formal title of the unit that will appear on the learner's certificate				
Unit reference number:				
This is the unit owner's reference number for the specified unit.				
Level:				
All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.				
Credit value:				
All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.				
Guided learning hours:				
Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.				
Unit summary:				
This provides a summary of the purpose of the unit.				
Assessment requirements/evidence requirements:				
The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.				
Assessment methodology:				
This provides a summary of the assessment methodology to be used for the unit.				
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.	The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: Recognise airside hazards and minimise risks

Unit reference number: J/600/9313

Level: 2

Credit value: 4

Guided learning hours: 26

Unit summary

The purpose of this unit is for learners to demonstrate that they can recognise hazards and minimise risks in an airside environment.

This unit is directly related to GoSkills National Occupational Standard Unit 1 – Ensure the health and safety of air passengers from the Aviation Operations in the Air – Cabin Crew suite.

Assessment requirements/evidence requirements

This unit should be assessed in the workplace using professional discussion.

An airside visit needs to be completed by the learner to ensure they have experience of the airside environment.

The following is a list of items that must be assessed in specific assessment criteria:

In assessment criteria 2.10 the following surface markings should be assessed:

- service roads
- equipment parking areas
- no parking areas
- stand layout markings
- inter stand clearways
- demarcation between aircraft parking stands
- live taxiways
- helicopter landing hotspots
- areas where people are allowed and are not allowed to walk including pedestrian walkway

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to recognise airside hazards and associated risks	1.1 Recognise airside hazards and associated risks 1.2 Identify organisational procedures covering Health and Safety 1.3 Identify the consequences of not operating safely in an airport environment 1.4 Identify the main causes of accidents in an airport 1.5 Describe the possible costs of not following airport and ramp safety procedures 1.6 Report incidents in line with organisational procedures 1.7 Describe organisational procedures to ensure health and safety 1.8 Outline the benefits of safe working practices to include: <ul style="list-style-type: none"> - themselves - passengers and colleagues - equipment - the airport - other companies 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.9 Identify hazardous materials</p> <p>1.10 Outline procedures for using hazardous materials and give examples of dealing with incidents involving them</p> <p>1.11 Describe procedures for reporting incidents airside</p> <p>1.12 Explain the importance of staying alert and following safety procedures</p> <p>1.13 Describe the type of legislation covering the aviation working environment which means that their employer has the duty to provide a safe working environment and they have a duty to follow their employer's safety rules</p> <p>1.14 Describe the effects of adverse weather airside and the precautions to take for the following:</p> <ul style="list-style-type: none"> - wind - snow - heat - sun - ice 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to work safely on the ramp area ensuring their own safety and that of others	2.1 Identify the hazards associated with the ramp 2.2 Identify how to deal with these hazards 2.3 Explain how to work safely to ensure their own and others safety 2.4 Explain how hazards can be avoided 2.5 Identify what to do to deal with any hazards that occur 2.6 Describe where the ramp area is 2.7 Identify dangers from aircraft 2.8 Describe how to approach aircraft safely 2.9 Identify dangers from vehicles on the ramp area other than aircraft 2.10 Identify airport surface markings within the ramp area 2.11 Identify operating areas for aircraft, vehicles and pedestrians on the ramp area			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.12 Identify personal protective equipment and describe when to wear it including: <ul style="list-style-type: none"> - hearing protection - high visibility clothing - other personal protective equipment 2.13 Describe dangers from foreign object debris (FOD) and the importance of keeping areas clean and tidy at all times 2.14 Describe dangers from birds and other wildlife and the importance of making sure that that the area does not attract them 2.15 Identify emergency areas in the ramp area 2.16 Describe how to use equipment and vehicles on the ramp area			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: **Contribute to the maintenance of aviation health, safety and security**

Unit reference number: R/600/9315

Level: 2

Credit value: 4

Guided learning hours: 33

Unit summary

The purpose to this unit is to ensure that a learner is able to consider the health and safety of themselves and others while carrying out their role in an airport environment.

This unit is directly related to GoSkills National Occupational Standard Unit 2 – Contribute to the maintenance of aviation health, safety and security from the Aviation Operations on the Ground suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to follow healthy and safe working practices	1.1 Carry out operations safely and in line with organisational procedures 1.2 Wear the correct protective equipment to carry out duties 1.3 Take action in the event of unsafe working practices and hazards 1.4 Operate equipment safely in line with organisational procedures 1.5 Take remedial action if work equipment is unsafe to use 1.6 Report incidents, accidents and near misses in line with organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to follow healthy and safe working practices	2.1 Describe organisational health and safety standards 2.2 Explain personal responsibility under health and safety law 2.3 Describe safe working practices 2.4 Explain how to identify hazards in the workplace 2.5 Describe organisational procedures for reporting incidents 2.6 Describe incidents and accidents that can relate to: <ul style="list-style-type: none"> - staff - equipment - customers 2.7 Describe correct action to put things right after an incident			
3 Be able to follow emergency procedures	3.1 Raise the emergency alarm in line with organisational procedures and personal authority 3.2 Respond to an emergency alarm in line with organisational procedures and personal authority 3.3 Locate and use emergency equipment in line with organisational procedures 3.4 Carry out personal emergency responsibilities in line with organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to follow emergency procedures	4.1 Identify where the alarms are 4.2 Describe personal responsibility in relation to emergencies 4.3 Describe organisational procedures for <ul style="list-style-type: none"> - raising or responding to alarms - reporting and recording emergencies 			
5 Be able to contribute to the maintenance of security within own area of responsibility	5.1 Secure items and areas in line with personal responsibilities 5.2 Follow organisational procedures for personal identification 5.3 Report suspicious incidents or behaviour to the correct authority 5.4 Take action when irregularities in security are identified in line with organisational procedures 5.5 Report discrepancies in the security of actual or potential access points 5.6 Respond to an actual or suspected security threat within the limits of own personal responsibility			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to contribute to the maintenance of security within own area of responsibility	6.1 Describe signs of suspicious behaviour 6.2 Describe the limits of their personal authority 6.3 List specified, banned, illegal and dangerous items 6.4 Describe threat or risk awareness 6.5 List relevant documents relating to security 6.6 Identify relevant authorities relating to security 6.7 Describe personal responsibility in relation to security 6.8 Describe organisational procedures for restricting access			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Carry out effective communications and information transfer in an aviation environment

Unit reference number: J/600/9327

Level: 2

Credit value: 4

Guided learning hours: 33

Unit summary

The purpose of this unit is for a learner to demonstrate they can carry out communications and information transfer using the most suitable equipment available.

This unit is directly related to GoSkills National Occupational Standards Unit 12 – Carry out effective communications and information transfer in an aviation environment from the Aviation Operations on the Ground suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to carry out effective aviation communications	1.1 Choose and use suitable equipment for the purpose of communicating 1.2 Communicate at a level/volume appropriate to the equipment and receiver 1.3 Use appropriate pace and tone for the purpose of the communication 1.4 Communicate relevant and accurate information 1.5 Use suitable equipment to send information 1.6 Respond to requests for information quickly 1.7 Provide information in the correct format for the activity being carried out 1.8 Provide information that is accurate and relevant to the person receiving it			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to receive, record and follow guidelines for communications	2.1 Record incoming information in line with organisational procedures 2.2 Keep information confidential in line with organisational procedures 2.3 Report any faulty or broken communication equipment in line with organisational procedures 2.4 Use correct codes, procedures and guidelines when communicating 2.5 Operate communications equipment in line with organisational procedures			
3 Know how to carry out effective communications and information transfer	3.1 Describe the available lines and methods of communication 3.2 Describe organisational procedures relating to using communication equipment, including: <ul style="list-style-type: none"> - telephone - electronic - radio - text - public information systems 3.3 Describe aviation industry guidelines, procedures and standard phrases			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.4 Demonstrate the phonetic alphabet 3.5 Describe organisational procedures for passing on messages 3.6 Describe how to record and process information 3.7 Describe types of confidential information and organisational procedures for handling confidential information 3.8 Explain the use of flight information data systems (FIDS) 3.9 Describe different forms of information 3.10 Describe different formats of information including: - aviation specific - organisation specific 3.11 Describe organisational fault reporting procedures 3.12 Identify commonly used aviation codes relevant to own job role			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Load and unload aircraft

Unit reference number: A/600/9342

Level: 2

Credit value: 8

Guided learning hours: 67

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in loading and unloading aircraft.

This unit is directly related to GoSkills National Occupational Standard Unit 17 – Load and unload aircraft from the Aviation Operations on the Ground suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare for the transfer of loads to and from aircraft	1.1 Transfer load to and from aircraft prior to operations to maintain work practices 1.2 Make sure that enough resources are available to transfer the load 1.3 Make sure the vehicle is in an appropriate position for the transfer 1.4 Make sure the vehicle is immobile and stable before the start of the transfer 1.5 Open and close access points in line with organisational procedures			
2 Know how to prepare for the transfer of loads to and from aircraft	2.1 Describe personal responsibilities under appropriate legislation relevant to the load to be transferred 2.2 Explain the authorisation procedures to transfer a load 2.3 Describe the resources that can be used for loading and unloading and equipment relevant to the load being transferred 2.4 Describe the hazards associated with transferring loads and organisational procedures relating to opening and closing access points 2.5 Describe how to label and mark loads			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to transfer loads to and from aircraft	3.1 Maintain work practices to transfer loads in line with local conditions 3.2 Operate equipment for transferring loads in line with organisational procedures 3.3 Store loads after being transferred in line with organisational procedures 3.4 Take remedial action when problems related to transferring the load are identified 3.5 Close access points after the load has been transferred 3.6 Use documents relating to load in line with organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to transfer loads to and from aircraft	4.1 Explain why it is important to know the characteristics of the load being transferred and any special handling or storage considerations including load restraint 4.2 Describe aircraft movement when transferring load 4.3 Describe loading and unloading equipment relevant to the load, including: <ul style="list-style-type: none"> - different types - functions - operational characteristics - safety features - how to use them correctly 4.4 Describe organisational procedures relating to the transferring of loads during poor weather 4.5 Describe organisational reporting procedures relating to transferring loads			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Carry out airside maintenance operations

Unit reference number: F/600/9343

Level: 2

Credit value: 5

Guided learning hours: 43

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in carrying out airside maintenance operations.

This unit is directly related to GoSkills National Occupational Standard Unit 18 – Carry out airside maintenance operations from the Aviation Operations on the Ground suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to prepare for airside maintenance operations</p>	<p>1.1 Identify materials and equipment required to carry out airside maintenance operations</p> <p>1.2 Take action where materials/equipment are faulty or unavailable</p> <p>1.3 Find out whether any other activities are taking place where the airside maintenance is being carried out</p> <p>1.4 Take action where there is a conflict between airside maintenance operations and other activities in the area</p>			
<p>2 Know how to prepare for airside maintenance operations</p>	<p>2.1 Describe what is meant by airside maintenance operations, including:</p> <ul style="list-style-type: none"> - cleaning and sweeping - surface repairs - inspections - systems repairs - marking operations - putting up and maintaining signs <p>2.2 Identify sources of information about maintenance operations</p> <p>2.3 Describe the equipment used to carry out airside maintenance operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.4 Describe the materials used to carry out airside maintenance operations</p> <p>2.5 Describe how to:</p> <ul style="list-style-type: none"> - section off areas - postpone maintenance - rearrange maintenance - use warning signs - stop other activities <p>2.6 Describe ways of resolving conflict between airside maintenance operations and other activities</p>			
<p>3 Be able to carry out airside maintenance operations</p>	<p>3.1 Follow organisational procedures to carry out airside maintenance operations</p> <p>3.2 Maintain a clean and orderly work area when carrying out airside maintenance operations</p> <p>3.3 Complete work to agreed timescales</p> <p>3.4 Take action when work cannot be completed within agreed timescales</p> <p>3.5 Complete records to show the work carried out</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to carry out airside maintenance operations	4.1 Describe organisational procedures for: <ul style="list-style-type: none"> - carrying out routine maintenance - recording airside operations 4.2 Describe standard safety and working practices in relation to airside operations			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Maintain a hazard free airside environment

Unit reference number: M/600/9323

Level: 2

Credit value: 6

Guided learning hours: 53

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in maintaining a hazard free airside environment.

This unit is directly related to GoSkills National Occupational Standard Unit 9 – Maintain a hazard free airside environment from the Aviation Operations on the Ground suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to minimise risks from airside hazards	1.1 Identify airside hazards 1.2 Take action in response to identified airside hazards 1.3 Make sure that work practices do not increase the risk from airside hazards 1.4 Report accidents, incidents and near misses in line with organisational procedures 1.5 Report training needs to an appropriate authority			
2 Know how to minimise risks from airside hazards	2.1 Describe organisational and regulatory requirements relating to airfield safety 2.2 Identify possible threats to aircraft 2.3 Describe the standard of lighting which should be provided on aprons 2.4 Describe how to maintain the separation of people and aircraft 2.5 Describe how to reduce the risk of manual handling injuries during baggage handling 2.6 Describe correct manual handling techniques 2.7 Describe how to reduce risks to people and aircraft from: <ul style="list-style-type: none"> - moving vehicles - high-risk tasks 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.8 Describe how to reduce risks from the use of aircraft access equipment including:</p> <ul style="list-style-type: none"> - how to safely open aircraft doors - how to safely open aircraft holds - uncovered aircraft access points <p>2.9 Describe how to reduce risks from:</p> <ul style="list-style-type: none"> - moving aircraft - live aircraft engines <p>2.10 Describe how to reduce the risk of noise exposure</p> <p>2.11 Identify hazardous substances which may be found on an airfield</p> <p>2.12 Describe how to assess risk from these hazardous substances, including:</p> <ul style="list-style-type: none"> - those used in a work activity - those arising from a work activity <p>2.13 Describe how to wear and the effectiveness of Personal Protective Equipment (PPE)</p> <p>2.14 Describe the procedures for the standard operation of air bridges and how risks can be reduced</p> <p>2.15 Describe safety practices for parking aircraft</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.16 Describe hazards arising from:</p> <ul style="list-style-type: none"> - aircraft engines - propellers - rotors and downdraft <p>2.17 Describe hazards to aircraft engines, propellers and rotors arising from Foreign Object Debris (FOD)</p> <p>2.18 Describe how to identify and dispose of Foreign Object Debris (FOD)</p> <p>2.19 Describe hazards arising from:</p> <ul style="list-style-type: none"> - departure of aircraft - arrival of aircraft <p>2.20 Describe hazards arising from</p> <ul style="list-style-type: none"> - adverse weather conditions - low visibility 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to take action in the event of an airside emergency	3.1 Take action when problems are identified in airside emergency equipment 3.2 Raise the alarm in response to airside emergencies in line with organisational procedures 3.3 Carry out designated airside emergency responsibilities in line with organisational procedures 3.4 Wear appropriate Personal Protective Equipment (PPE) when responding to airside emergencies 3.5 Operate airside emergency equipment in line with organisational procedures 3.6 Maintain communication with designated people throughout the airside emergency 3.7 Take action to reduce risks from airside hazards throughout the emergency			
4 Know how to take action in the event of an airside emergency	4.1 Describe organisational and regulatory requirements relating to airfield emergency procedures 4.2 Describe personal responsibilities in an emergency 4.3 Describe how to operate airside emergency equipment			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: Ensure the safe movement and operation of aircraft, vehicles and personnel on the apron

Unit reference number: A/600/9325

Level: 3

Credit value: 5

Guided learning hours: 37

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in ensuring the safe movement and operations of aircraft, vehicles and personnel on the apron.

This unit is directly related to GoSkills National Occupational Standard Unit 10 – Ensure the safe movement and operation of aircraft, vehicles and personnel on the apron from the Aviation Operations on the Ground suite.

The most up to date Civil Aviation Authority (CAA) regulations can be found on the CAA website at www.caa.co.uk

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to ensure vehicles and personnel operating airside comply with airport safety requirements	1.1 Deal with an unsafe act or practice in line with organisational procedures 1.2 Monitor the operation of airside vehicles to ensure: <ul style="list-style-type: none"> - vehicles are in correct operational condition - compliance with airport requirements 1.3 Monitor how safety equipment is worn/used to ensure compliance with airport requirements 1.4 Monitor the behaviour of staff operating airside to ensure compliance with airport requirements in line with organisational procedures 1.5 Monitor aircraft fuelling practices to make sure they meet airport safety requirements in line with organisational procedures 1.6 Complete relevant documentation relating to 1.2 ,1.3, 1.4 and 1.5 in line with organisational procedures 1.7 Investigate an airside accident in line with organisational procedures and within personal responsibility 1.8 Record the outcome of the investigation on appropriate documents 1.9 Distribute information related to the investigation to staff in line with organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to ensure vehicles and personnel operating airside comply with airport safety requirements	2.1 Identify and explain Airport Byelaws relevant to the movement and operation of aircraft, vehicles and personnel on the apron 2.2 Describe the requirements of: <ul style="list-style-type: none"> - Civil Aviation Publication (CAP) 393 Section 2 - relevant sub-sections of Rules of the Air - CAP637 Visual Aids Handbook Chapter 6 2.3 Explain Operational Safety Instructions related to ensuring the safety of vehicles and personnel operating airside 2.4 Identify Personal Protective Equipment (PPE) for personnel working on the apron 2.5 Explain the apron discipline and vehicle management procedures for managing vehicles 2.6 Explain aircraft escort procedures 2.7 Explain aircraft marshalling procedures 2.8 Explain aircraft refuelling procedures 2.9 Explain organisational procedures for reporting unsafe activity on the apron			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.10 Explain organisational procedures for investigating and reporting accidents 2.11 Explain organisational adverse weather procedures for: <ul style="list-style-type: none"> - low visibility - high winds - snow - ice 			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 8: Check in aviation passengers and baggage

Unit reference number: R/600/9427

Level: 2

Credit value: 8

Guided learning hours: 57

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in checking in aviation passengers and dealing with their baggage.

This unit is directly related to GoSkills National Occupational Standard Unit 23 – Check in aviation passengers and baggage from the Aviation Operations on the Ground suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to check in aviation passengers</p>	<p>1.1 Deal with passengers in a polite and friendly way at all times in line with organisational guidelines</p> <p>1.2 Check passenger documents for validity and applicability before processing</p> <p>1.3 Deal with documentary discrepancies in line with organisational procedures</p> <p>1.4 Process documents in line with organisational procedures</p> <p>1.5 Allocate seats, services and facilities to passengers according to their requests, needs and status</p> <p>1.6 Provide ticket and boarding information to passengers according to their needs</p> <p>1.7 Give information to passengers that is complete, accurate, relevant and meets organisational requirements</p> <p>1.8 Process information relating to passengers in line with organisational procedures</p> <p>1.9 Deal with passengers who are unfit or incapable of air travel</p> <p>1.10 Refer passenger requests which are outside personal knowledge or experience to the correct person as soon as possible</p> <p>1.11 Refer any safety or security concerns about passengers to an appropriate authority</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to check in aviation passengers	2.1 Describe customs and immigration information in relation to airline destinations and necessary documents 2.2 Describe organisational procedures for dealing with documentary discrepancies including: <ul style="list-style-type: none"> - invalid tickets - lost tickets - incorrect tickets - visa discrepancies - passport discrepancies 2.3 Describe organisational procedures for domestic and international flights 2.4 Identify documents needed by passengers in order to travel 2.5 Describe organisational security procedures 2.6 Describe special status passengers 2.7 Describe how to identify passengers who are unfit or incapable of air travel			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.8 Describe organisational procedures for: <ul style="list-style-type: none"> - dealing with passengers who are unfit or incapable of air travel - dealing with passengers travelling on domestic or international flights - dealing with passengers who do not speak English - dealing with abusive or aggressive passengers 			
3 Be able to receive and process passenger baggage	3.1 Ask passengers security questions about baggage in line with organisational procedures 3.2 Inform passengers about regulations relating to carrying dangerous goods in line with organisational procedures 3.3 Deal with unacceptable baggage in line with organisational procedures 3.4 Weigh, label and despatch passenger baggage in line with organisational procedures 3.5 Calculate excess baggage charges in line with organisational procedures 3.6 Report security concerns relating to baggage to the appropriate authority			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to receive and process passenger baggage	4.1 Describe organisational procedures in relation to dangerous goods 4.2 Describe organisational standards for acceptable luggage 4.3 Explain how to calculate excess baggage charges 4.4 Describe how to trace baggage 4.5 Explain what constitutes unacceptable baggage 4.6 Describe organisational security procedures in relation to baggage and the identification of security risks			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 9: Receive, call and escort passengers to and from aircraft

Unit reference number: D/600/9429

Level: 2

Credit value: 6

Guided learning hours: 48

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in receiving, calling and escorting passengers to and from aircraft. It is essential to ensure that only genuine passengers board the aircraft.

This unit is directly related to GoSkills National Occupational Standard Unit 24 – Receive, call and escort passengers to and from aircraft from the Aviation Operations on the Ground suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to receive and call passengers for their flight	1.1 Identify unacceptable cabin baggage or equipment not in accordance with airline procedures 1.2 Deal with passengers with unacceptable baggage or equipment in line with organisational procedures 1.3 Process surrendered items in line with organisational procedures and ensure they are suitably and safely placed in preparation for loading in the aircraft 1.4 Allow only passengers with correct boarding documents onto the aircraft 1.5 Call passengers forward for the flight using the operator's/client's protocols and procedures 1.6 Deal with passengers incapable of air travel 1.7 Confirm total on board (TOB) 1.8 Take action to deal with missing passengers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to receive and call passengers for their flight	2.1 Describe airline/operator's/client's restrictions on size and weight of permitted baggage or equipment used by passengers 2.2 Identify types of special needs and describe the help that people with special needs may need 2.3 Describe how to deal with unacceptable baggage and equipment 2.4 Describe organisational procedures for boarding aircraft 2.5 Describe how to deal with passengers who are unfit or incapable of air travel 2.6 Describe how to report security concerns 2.7 List types of passengers who may be travelling and describe any help they may need when boarding			
3 Be able to escort passengers to and from the aircraft	3.1 Wear correct Personal Protective Equipment to escort passengers 3.2 Direct passengers to or from the aircraft to or from the appropriate safe entry point 3.3 Direct passengers away from hazardous areas on the aircraft 3.4 Safely escort passengers across ramp areas according to local procedures 3.5 Deal with safety or security concerns about passengers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to escort passengers to and from the aircraft	4.1 Describe which items of Personal Protective Equipment need to be worn airside when carrying out escort duties and why 4.2 Describe the layout of airport roadways and walkways from the terminal to the aircraft 4.3 Describe why it is important to have an awareness of activity on other adjacent stands 4.4 Describe how to use relevant equipment (for example, busses/bollards/cones/tape) to ensure passengers are safe 4.5 Describe dangers on the ramp and local procedures for escorting passengers across ramp areas 4.6 Describe the ratio of passengers allowed on the ramp at any time 4.7 Describe local procedures for transferring passengers to the aircraft 4.8 Describe hazardous areas to be aware of when escorting passengers 4.9 Describe how to report safety concerns about passengers			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 10: Handle reports of lost or damaged baggage

Unit reference number: Y/600/9431

Level: 2

Credit value: 4

Guided learning hours: 32

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in dealing with passengers who have problems with their baggage following a flight.

This unit is directly related to GoSkills National Occupational Standard Unit 25 – Handle reports of lost or damage baggage from the Aviation Operations on the Ground suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to deal with passengers who report that their baggage has not appeared following a flight</p>	<p>1.1 Examine passengers' tickets and baggage tag identification to identify appropriate reference numbers</p> <p>1.2 Enter baggage reference numbers into tracking equipment to find out where the lost baggage is</p> <p>1.3 Explain the lost baggage procedure to passengers in a clear and concise manner in line with organisational guidelines</p> <p>1.4 Look at the passengers' completed forms to make sure they are completed accurately</p> <p>1.5 Issue documents or 'temporary packs' to help passengers as appropriate</p> <p>1.6 Communicate with others to retrieve baggage</p> <p>1.7 Arrange to send the baggage to the passengers</p> <p>1.8 Process internal paperwork about the loss in line with organisational procedures</p> <p>1.9 Refer safety or security concerns about passengers' baggage to the correct person</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to deal with passengers who report that their baggage has not appeared following a flight	2.1 Describe guidelines used in communicating with others at other locations 2.2 Describe how to contact others to find out where baggage is 2.3 Describe processes for claiming compensation 2.4 Describe how to process internal paperwork which may include HM Customs and Passenger Irregularity Reports 2.5 Describe how to handle conflict 2.6 Describe how to report security concerns 2.7 Describe organisational procedures for dealing with abusive or aggressive passengers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to deal with passengers who report theft from, or damage to, their baggage	3.1 Find out who owns baggage by using the baggage tag identification 3.2 Inspect baggage for alleged theft or damage and make judgments as to how recently the damage happened 3.3 Explain the claims procedure to passengers in a clear and concise manner in line with organisational guidelines 3.4 Inspect passengers' completed claim forms to ensure they are fully completed 3.5 Issue appropriate documents to passengers 3.6 Process internal paperwork relating to damage in line with organisational procedures 3.7 Refer safety or security concerns about passengers' baggage to the correct person			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to deal with passengers who report theft from, or damage to, their baggage	4.1 Describe types of airline equipment used to handle baggage and possible damage that may occur from the use of the equipment 4.2 Describe the process for claiming compensation 4.3 Describe how to process internal paperwork 4.4 Describe how to handle conflict 4.5 Describe how to report security concerns 4.6 Describe how to report theft 4.7 Describe organisational procedures for dealing with abusive or aggressive passengers			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 11: Maintain the comfort of passengers using the executive lounge

Unit reference number: D/600/9432

Level: 2

Credit value: 3

Guided learning hours: 22

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in maintaining the comfort of passengers using the executive lounge. Achieving this unit requires a learner to communicate effectively with passengers including special status passengers.

This unit is directly related to GoSkills National Occupational standard Unit 26 – Maintain the comfort of passengers using the executive lounge from the Aviation Operations on the Ground suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to maintain access to the executive lounge	1.1 Open the executive lounge for passengers' use 1.2 Identify which groups of passengers have automatic entry to the executive lounge 1.3 Identify the type of ticket passengers hold 1.4 Tell passengers about the services that are offered in the executive lounge 1.5 Tell passengers about any restrictions that may apply to them in the executive lounge 1.6 Recognise special status passengers and deal with them appropriately 1.7 Make sure that passenger details are recorded correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to maintain access to the executive lounge	2.1 Describe organisational procedures for dealing with documentary discrepancies including: <ul style="list-style-type: none"> - non qualifying airline cards/invitations - passengers arriving without documentation 2.2 Describe the types of documents needed by passengers			
	2.3 Describe the security standards for the executive lounge			
	2.4 Identify special status passengers and describe how to deal with them			
	2.5 Describe organisational procedures for: <ul style="list-style-type: none"> - dealing with passengers departing/arriving on domestic or international flights - dealing with passengers who do not speak English 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to maintain high customer service standards in the executive lounge	3.1 Provide passengers with newspapers, food and drink, if they ask 3.2 Operate equipment in the executive lounge 3.3 Keep food and drink stock levels at the organisation's preferred levels 3.4 Dress appropriately at all times 3.5 Maintain high levels of hygiene 3.6 Make announcements to make sure that passengers board their flights in a timely manner 3.7 Deal effectively and politely with passengers during flight delays in line with organisational guidelines 3.8 Close the executive lounge when all passengers have departed			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to maintain high customer service standards in the executive lounge	4.1 Describe organisational procedures for: <ul style="list-style-type: none"> - dealing with passengers who are unfit or not capable of air travel - dealing with passengers who do not speak English 4.2 Describe the security standards for the executive lounge 4.3 Describe requirements and standards for food handling 4.4 Describe how to operate the machinery in the executive lounge 4.5 Describe how to order and rotate stock 4.6 Describe how to carry out a stock take 4.7 Describe how to deal with difficult passengers 4.8 Describe organisational expected standards of dress and personal hygiene			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 12: Maintain flight control operations and operating conditions

Unit reference number: T/600/9436

Level: 3

Credit value: 8

Guided learning hours: 68

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in maintaining flight control operations and operating conditions.

This unit is directly related to GoSkills National Occupational Standard Unit 28 – Maintain flight control operations and operating conditions from the Aviation Operations on the Ground suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to maintain flight control operations and operating conditions	1.1 Collect operational information on aircraft movements and operating conditions from all available sources 1.2 Give operational information to all relevant parties in line with organisational procedures 1.3 Maintain visual displays of aircraft movements in line with organisational procedures 1.4 Record aircraft progress and operational information accurately and clearly 1.5 Process aircraft progress and operational information in line with organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to maintain flight control operations and operating conditions	2.1 Describe operational information relating to: <ul style="list-style-type: none"> - flight schedules - routes - flight destinations - aircraft availability - equipment carried - aircraft maintenance - crew roster - weather conditions - station activities or status - airspace restrictions 2.2 Identify operational information which could be accessed by: <ul style="list-style-type: none"> - verifying - clarifying - analysing - interpreting 2.3 Identify relevant parties to maintain flight operations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.4 Identify available information sources and services including:</p> <ul style="list-style-type: none"> - notice to airmen (NOTAMS) - snow notice to airmen (SNOTAMS) <p>2.5 Explain visibility and decision heights</p> <p>2.6 Describe runway visual range</p> <p>2.7 Explain the legal requirements in relation to fuel</p> <p>2.8 Explain the role and function of government and international agencies including:</p> <ul style="list-style-type: none"> - International Civil Aviation Organisation (ICAO) - International Air Transport Association (IATA) - Civil Aviation Authority (CAA) <p>2.9 Explain relevant legislation including the Air Navigation Order and Air Navigation Regulations (or their military equivalents) in relation to flight operations control</p> <p>2.10 Identify reference sources for compliance with national and international rules and regulations, and aeronautical facilities</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.11 Explain the organisational operations manual 2.12 Explain organisational communications and recording systems and procedures 2.13 Describe vertical block and linear flight watch visual-display systems 2.14 Explain maintenance planning systems including: <ul style="list-style-type: none"> - block or progressive - not exceed or opportunity - equalised 2.15 Describe minimum equipment list and procedures to be implemented in the event of Aircraft on Ground 2.16 Explain flight servicing operations 2.17 Explain the use of diversions and selection of alternates			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.18 Describe organisational requirements including: regulations and terminology relating to flight time limitations including:</p> <ul style="list-style-type: none"> - acclimatised - flying duty period - local night - positioning - dispatch crew - reporting time - rest period - roster duty - scheduled duty - sector duty - split duty <p>2.19 Explain diplomatic clearance procedures</p> <p>2.20 Describe weather conditions in relation to:</p> <ul style="list-style-type: none"> - aircraft landing minima - decoding of formatted weather information - calculation of cross-wind components 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.21 Describe factors relevant to landing minima including:</p> <ul style="list-style-type: none"> - airport equipment - airport ground procedures - aircraft equipment - crew qualifications - currency <p>2.22 Describe navigation and landing aids including:</p> <ul style="list-style-type: none"> - distance measuring equipment (DME) - very high frequency omni range (VOR) - global positioning system (GPS) - instrument landing system (ILS) <p>2.23 Explain route planning including:</p> <ul style="list-style-type: none"> - critical points - fuel planning - point of no return 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to devise and implement contingency plans to maintain flight operations	3.1 Use all available information sources and contingency plans in case of flight irregularities 3.2 Get approval for contingency plans 3.3 Implement contingency plans according to own level of responsibility 3.4 Review and revise contingency plans in response to changing circumstances 3.5 Record contingency plans in line with organisational requirements 3.6 Tell all relevant parties about new and revised contingency plans in line with organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to devise and implement contingency plans to maintain flight operations	4.1 Explain what flight irregularities may relate to 4.2 Explain how contingency plans need to be appropriate to the needs of: <ul style="list-style-type: none"> - all relevant parties - regulatory requirements - safety requirements - cost control requirements - the need to maintain customer service - the need for punctuality 4.3 Explain who relevant parties are in relation to contingency plans 4.4 Explain the organisational structure and reporting procedures			

Learner name: _____

Date: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 13: Prepare loads for and receive loads from aircraft

Unit reference number: J/600/9425

Level: 2

Credit value: 5

Guided learning hours: 43

Unit summary

The purpose of this unit is for learners to demonstrate that they can prepare loads to be transported to an aircraft and receive loads from an aircraft.

This unit is directly related to GoSkills National Occupational Standard Unit 22 – Prepare loads for and receive loads from aircraft from the Aviation Operations on the Ground suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare loads for transportation to aircraft	1.1 Obtain appropriate authority before preparing the load 1.2 Obtain correct equipment and check it is in working order 1.3 Interpret baggage tags or load labelling correctly 1.4 Use correct handling equipment and lifting techniques to lift a load 1.5 Load items carefully onto the correct transit equipment for the flight 1.6 Secure load for transit 1.7 Load items within the allocated time frame 1.8 Protect loads from weather conditions 1.9 Deal with damaged loads in line with organisational procedures 1.10 Report load discrepancies to appropriate staff			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to prepare loads for transportation to aircraft	2.1 Describe the information contained on baggage tags and load labelling information 2.2 Describe organisational procedures for reconciling baggage 2.3 List approved airport codes 2.4 Describe organisational procedures for dealing with different types of load 2.5 Describe types of loading conveyances and containers 2.6 Explain how to use the loading equipment in a safe manner and the complementary safe manual handling procedures 2.7 Describe the consequences of inappropriate manual handling of loads 2.8 Identify organisational reporting processes 2.9 Describe protection available for loads in different weather conditions 2.10 Describe the importance of an awareness of possible hidden dangerous goods items			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.11 Describe how to deal with different types of load including: <ul style="list-style-type: none"> - regular baggage - overweight or heavy baggage - oversize baggage - irregular items 			
3 Be able to receive loads from aircraft	3.1 Obtain appropriate authority before handling load 3.2 Check appropriate conveyance equipment is working properly 3.3 Inform appropriate member of staff about damaged or malfunctioning equipment 3.4 Interpret baggage tags/load labelling information correctly 3.5 Sort loads according to onward destination 3.6 Off-load items onto the appropriate conveyance equipment for the incoming flight without causing damage 3.7 Use appropriate handling equipment and lifting techniques to lift the load 3.8 Deal with damaged loads in line with organisational procedures 3.9 Complete documents for the load 3.10 Deal with incorrectly received loads in line with organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to receive loads from aircraft	4.1 Describe the information contained on baggage tags and load labelling information 4.2 Identify approved airport codes 4.3 Describe procedures for dealing with different types of load 4.4 Describe types of loading conveyances and containers 4.5 Explain how to use the loading equipment in a safe manner and the complementary safe manual handling procedures 4.6 Describe the consequences of inappropriate handling of loads 4.7 Identify appropriate reporting processes 4.8 Describe how to deal with different types of load including: <ul style="list-style-type: none"> - regular baggage - overweight or heavy baggage - oversize baggage - irregular items 			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 14: Operate a vehicle airside

Unit reference number: J/600/9344

Level: 2

Credit value: 7

Guided learning hours: 58

Unit summary

The purpose of this unit is for a learner to demonstrate occupational competence in operating a vehicle as part of their job role at an airport.

This unit is directly related to GoSkills National Occupational Standard Unit 19 – Operate a vehicle airside from the Aviation Operations on the Ground suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare a vehicle for airside use	1.1 Make sure that personal driving authorisation is appropriate and current for the vehicle 1.2 Inspect the vehicle before it is used to establish operational condition 1.3 Take remedial action in response to any vehicle faults 1.4 Confirm that the vehicle is lit and marked according to airside requirements 1.5 Complete documents relating to using the vehicle in line with organisational procedures			
2 Know how to prepare a vehicle for airside use	2.1 Describe organisational and regulatory standards for the operational condition of the vehicle 2.2 Describe the types of faults that affect operational condition 2.3 Explain why airside vehicle permits are required 2.4 Describe types of authorisation, permits and licences needed to drive various vehicles 2.5 Describe organisational procedures for reporting and recording vehicle faults 2.6 Explain why routine vehicle maintenance is important			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to manoeuvre a vehicle airside	3.1 Manoeuvre the vehicle in a controlled manner in all conditions 3.2 Park the vehicle safely in correct areas in line with organisational procedures 3.3 Follow airside road signs, markings, and traffic lights at all times 3.4 Drive in a way that recognises other vehicle movements on the airfield 3.5 Demonstrate how to give priority to moving aircraft 3.6 Demonstrate how to maintain a safe distance between the vehicle and aircraft 3.7 Make sure that all doors and shutters are closed when driving the vehicle 3.8 Reverse the vehicle in line with aviation and organisational procedures 3.9 Demonstrate vigilance when driving			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to manoeuvre a vehicle airside	4.1 Describe organisational procedures as they apply to airside traffic 4.2 Explain the importance of airside safety instructions 4.3 Describe airside areas including: <ul style="list-style-type: none"> - roads - apron areas - movement areas - runways - manoeuvring areas - in relation to airside driving permit/licence categories 4.4 Identify airside road signs, markings, airfield lighting and traffic lights 4.5 Identify aircraft runway and taxiway crossing points 4.6 Describe the airport and stand layout 4.7 Identify speed limits and explain why it is important to keep within the speed limit 4.8 Describe airside parking regulations 4.9 Explain types of aircraft servicing operations and the related vehicles, procedures and hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.10 Describe the characteristics of the vehicle being operated including:</p> <ul style="list-style-type: none"> - height - length - width - handling/steering - specific hazards <p>4.11 Identify vehicle reversing signals</p> <p>4.12 Describe regulations concerning reversing</p> <p>4.13 Describe low visibility notification and operating procedures</p> <p>4.14 Describe the effect that weather conditions have on driving airside including:</p> <ul style="list-style-type: none"> - snow and ice - high winds - rain/surface water 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to maintain procedures and practices which contribute to the safety of airside traffic and apron operations	5.1 Wear correct Personal Protective Equipment when driving 5.2 Secure vehicle loads in line with organisational procedures 5.3 Carry an airside driving permit, pass or licence in line with organisational procedures 5.4 Take remedial action when foreign objects or spillages are seen on the airfield 5.5 Report dangerous or unsafe practices to the correct person 5.6 Get rid of all waste products in line with organisational procedures 5.7 Take the most direct route between places on the airfield whenever possible 5.8 Avoid obstructing other airside workers or operations whenever possible 5.9 Keep access free for emergency services at all times			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Know how to maintain procedures and practices which contribute to the safety of airside traffic and apron operations</p>	<p>6.1 Explain why personal protective equipment needs to be appropriate to the task, the weather, visibility and noise level</p> <p>6.2 Identify the types of Personal Protective Equipment and describe the conditions in which they must be used, including:</p> <ul style="list-style-type: none"> - high-visibility clothing - hearing protection - safety footwear - those specific to the job <p>6.3 Describe types of airside vehicles and the related hazards</p> <p>6.4 Describe hazards that could occur when driving airside</p> <p>6.5 Describe how to recognise whether aircraft are moving or about to move</p> <p>6.6 Describe how and when to use seatbelts on the airfield</p> <p>6.7 Describe identification and security procedures and regulations</p> <p>6.8 Describe types of and sources of foreign object debris (FOD) and spillages, and organisational procedures for reporting them</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to comply with airside accident, hazard and emergency procedures	7.1 Report all airside accidents and emergencies in line with organisational procedures 7.2 Respond to airside accidents and emergencies in line with organisational procedures 7.3 Deploy any fitted vehicle emergency equipment in line with organisational procedures 7.4 Operate any fitted vehicle emergency equipment in line with organisational procedures			
8 Know how to comply with airside accident, hazard and emergency procedures	8.1 Describe where the emergency cut-off switches, phones and alarms are and explain how to use them 8.2 Describe organisational procedures for operating emergency cut-off switches, phones and alarms 8.3 Describe where the first-aid equipment is 8.4 Describe organisational procedures for dealing with airside hazards including: <ul style="list-style-type: none"> - spillages - dangerous goods - livestock - foreign object debris (FOD) - disabled vehicles/equipment - disabled aircraft 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	8.5 Describe the types of accidents and emergencies and organisational procedures for dealing with them including those involving: <ul style="list-style-type: none"> - aircraft - vehicles other than aircraft - staff - fire - fuel spillage 			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 15: Inspect airside pavement surfaces and systems

Unit reference number: M/600/9421

Level: 2

Credit value: 4

Guided learning hours: 33

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in inspecting airside pavement surfaces and systems.

This unit is directly related to GoSkills National Occupational Standard Unit 20 – Inspect airside pavement surfaces and systems from the Aviation Operations on the Ground suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to inspect pavement surfaces	1.1 Inspect airside surfaces systematically 1.2 Take action when there are problems with the airside surfaces 1.3 Maintain constant communication with relevant people while on duty 1.4 Complete records relating to inspection 1.5 Use cleaning equipment in line with organisational procedures			
2 Know how to inspect pavement surfaces	2.1 Describe organisational inspection processes 2.2 Identify and describe the importance of the operational log book 2.3 Identify airside surfaces, including: <ul style="list-style-type: none"> - concrete - asphalt - sealing compounds - apron markings - drains and access cover surrounds - foreign object debris 2.4 Describe organisational communication channels and procedures relating to inspecting pavement surfaces			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.5 Describe how to use cleaning equipment, including:</p> <ul style="list-style-type: none"> - sweepers - equipment for clearing snow <p>2.6 Describe procedures for issuing security passes in relation to inspecting pavement surfaces</p> <p>2.7 Describe how to identify surface damage and deterioration including:</p> <ul style="list-style-type: none"> - different types of surface damage - surface damage requiring immediate action <p>2.8 Describe the relevant bodies relating to airside services</p> <p>2.9 Describe how to report any problems related to pavement surfaces</p> <p>2.10 Describe organisational processes for ensuring faults are rectified and signed off</p> <p>2.11 Describe the relevant bodies relating to airside services</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to inspect airside systems	3.1 Inspect airside systems and fixed apron services systematically 3.2 Take action when there are problems with airside systems and fixed apron services 3.3 Complete records relating to inspection 3.4 Use cleaning equipment in line with organisational procedures			
4 Know how to inspect airside systems	4.1 Describe how fixed apron services work including: <ul style="list-style-type: none"> - air bridge - fixed electrical ground power - pre-conditioned air - other fixed apron services not listed above 4.2 Describe how to identify damaged or missing apron services 4.3 Describe how to report any problems with airside systems			

Learner name: _____

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Learner signature: _____

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(if sampled)

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to maintain an environment which is unattractive to birds and other wildlife which may be hazardous to aircraft</p>	<p>1.1 Assess the areas around the airfield where bird strike could be a danger to aircraft, using all available information sources</p> <p>1.2 Take action to make relevant areas unattractive to bird populations and other wildlife</p> <p>1.3 Give all parties involved information about bird and wildlife hazards that may be a danger to aircraft</p>			
<p>2 Know how to maintain an environment which is unattractive to birds and other wildlife which may be hazardous to aircraft</p>	<p>2.1 Identify and describe areas where wildlife control is required</p> <p>2.2 Describe why dangers caused by birds and wildlife are assessed and reassessed in relation to:</p> <ul style="list-style-type: none"> - when, where and how often they occur - wildlife behaviour patterns - the nature and vulnerability of the aircraft involved - the nature of the aerodrome - relevant bird migration, feeding, breeding and roosting patterns - problem bird and wildlife species <p>2.3 Describe what actions to take to move birds away from areas of the airport and when to do so</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.4 Identify birds most associated with:</p> <ul style="list-style-type: none"> - coastal aerodromes - inland aerodromes - grass aerodromes - tarmac aerodromes <p>2.5 Describe systems and procedures for reporting any hazards associated with birds and wildlife</p> <p>2.6 Describe how wildlife attractants can be monitored and controlled</p> <p>2.7 Identify the relevant people involved in wildlife control</p> <p>2.8 Describe what is involved in a habitat management scheme</p> <p>2.9 Describe how a robust habitat management regime can assist in managing bird strike risk</p> <p>2.10 Describe the equipment and tools available to a wildlife control operative</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to disperse birds and other wildlife in the vicinity of the airfield	3.1 Select appropriate action to disperse birds according to local circumstances and aerodrome characteristics 3.2 Vary the action taken to disperse birds and wildlife according to local circumstances and aerodrome characteristics 3.3 Disperse birds and wildlife at appropriate times with regard to period of day and night 3.4 Use equipment to disperse birds and wildlife in line with the operating procedures 3.5 Record how birds and wildlife respond to dispersal, and patrol activity regardless of wildlife activity			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know how to disperse birds and other wildlife in the vicinity of the airfield</p>	<p>4.1 Describe the characteristics of aerodromes including:</p> <ul style="list-style-type: none"> - coastal aerodromes - inland aerodromes - grass aerodromes - tarmac aero <p>4.2 Describe what bird/wildlife response could be to dispersal</p> <p>4.3 Explain health and safety aspects relating to all equipment and methods used</p> <p>4.4 Explain local by-laws affecting the way bird-scaring equipment is operated</p> <p>4.5 Describe how to use the following:</p> <ul style="list-style-type: none"> - bird distress call - visual scare/arm waving - dispersing pyrotechnic - lures - an automatic gas cannon - shooting/culling - use of falcons and model predators 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.6 Describe static and mobile methods for dispersing birds and wildlife 4.7 Identify the relevant people involved in the bird/wildlife scaring/control processes 4.8 Describe organisational recording and reporting procedures 4.9 Describe the importance of persistent dispersal in deterring birds and other wildlife from settling in the vicinity of the airfield 4.10 Describe firearm and safety procedures			

Learner name: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 17: Dispatch aircraft

Unit reference number: D/600/9446

Level: 3

Credit value: 12

Guided learning hours: 89

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in dispatching aircraft.

This unit is directly related to GoSkills National Occupational Standard Unit 31 – Dispatch aircraft from the Aviation Operations on the Ground suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to complete the departure preparation for the dispatch of an aircraft	1.1 Receive a standard movement message, decode and record on correct paperwork in line with organisational procedures for arriving aircraft 1.2 Receive latest edition of load instruction report and pass to the person responsible for actual aircraft loading 1.3 Receive load sheet from load planning and pass to the aircraft commander 1.4 Receive and pass fuel figures in line with airline and organisational procedures, confirm fuel figures with the aircraft commander 1.5 Collate and compile paperwork for the crew as appropriate to the airline 1.6 Identify correct stand and carry out pre-dispatch checks in line with organisational procedures 1.7 Record deficiencies in the departure process in line with organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.8 Give organisational and other service providers' staff relevant information before and during the aircraft preparation for departure in line with organisational procedures</p> <p>1.9 Collate and complete all relevant documents fully and accurately in line with organisational procedures</p> <p>1.10 Wear Personal Protective Equipment in line with organisational procedures</p> <p>1.11 Act on and report unsafe practices on the ramp in line with organisational procedures</p> <p>1.12 Act on and report breaches or potential breaches of security and security access points</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to complete the departure preparation for the dispatch of an aircraft	2.1 Outline the basics of theory of flight and the limitations that apply 2.2 Identify aviation terminology relating to arrival and departure times of aircraft 2.3 Describe the 24 hour clock and time variations including: - Universal Time Constant - British Summer Time 2.4 Give examples of: - standard ground times - minimum ground times - airline precision time schedules 2.5 Identify standard movement messages and explain how to interpret them including: - movement messages - load messages 2.6 Describe organisational communication systems, channels and procedures 2.7 Describe ground handling equipment (Ground Service Equipment) requirements for the aircraft 2.8 Describe how to interpret and communicate information relating to an aircraft departure			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.9 Describe who provides ground support services for aircraft and how to contact them</p> <p>2.10 Describe organisational aircraft mass and balance procedures and the potential dangers of incorrect calculations</p> <p>2.11 Describe organisational or airline baggage, load and mail handling procedures</p> <p>2.12 Describe organisational procedures for preparing the departure stand/gate</p> <p>2.13 Describe how to work safely on the ramp</p> <p>2.14 Describe airline or airport procedures to adopt whilst fuelling is taking place</p> <p>2.15 Describe the importance of aircraft fuelling safety awareness</p> <p>2.16 Identify personal protective equipment required when working on the ramp</p> <p>2.17 Describe the impact of adverse weather including:</p> <ul style="list-style-type: none"> - high winds - icing conditions - lightning <p>and actions to take for safe working</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to complete the dispatch of an aircraft and complete all paperwork	3.1 Monitor the progress of all service providers to ensure the scheduled departure time is met safely and efficiently 3.2 Record deficiencies in the departure process in line with organisational and airline procedures 3.3 Complete a departure briefing with ramp and passenger staff in line with organisational/airline procedures 3.4 Complete a departure briefing with aircraft operating flight crew and cabin crew in line with organisational/airline procedures 3.5 Complete all relevant documents accurately in line with organisational/airline procedures and timelines 3.6 Check and verify the loading in line with organisational/airline procedures 3.7 Check and verify the passengers boarded in line with organisational/airline procedures 3.8 Check and verify all relevant aircraft departure documents in line with organisational procedures 3.9 Update information relating to the final aircraft load to all necessary parties in line with organisational/airline procedures 3.10 Confirm and communicate that the aircraft is ready for departure in line with organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.11 Record aircraft departure time and communicate to all necessary parties in line with organisational procedures</p> <p>3.12 Analyse any departure delay and allocate/recommend responsibility in line with organisational or customers' procedures</p> <p>3.13 Process all relevant documents relating to aircraft dispatch in line with organisational/airline procedures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to complete the dispatch of an aircraft and complete all paperwork	4.1 Describe the airline critical time line/precision time schedule and other service provider requirements 4.2 Identify the subjects needed to brief both ramp and passenger handling staff with relevant information 4.3 Identify the subjects required to brief the aircraft operating flight crew and cabin crew with relevant information 4.4 Describe aircraft documents as appropriate to the airline, including: <ul style="list-style-type: none"> - load plan - load sheet - cargo manifest - passenger manifest - Special load – Notification to Captain (NOTOC) - AAA (Accounting and Authorisation of hold baggage for transportation by air) - specials list - passenger list - meal list - weather pack 4.5 Describe organisational and/or airline passenger boarding procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.6 Describe organisational procedures for loading bulk and containers and the potential effects of incorrect loading</p> <p>4.7 Describe organisational procedures for checking the aircraft mass and balance documents to ensure that the aircraft limitations are not exceeded</p> <p>4.8 Describe types of dangerous goods, restricted articles and special cargo, including:</p> <ul style="list-style-type: none"> - passenger mobility aids - live domestic animals - in accordance with the International Air Transport Association (IATA) Dangerous Goods Regulations Workbook 2 – Flight Crew and Load Planners <p>4.9 Describe organisational procedures for checking the packing and loading of dangerous goods, restricted articles and special cargo, including:</p> <ul style="list-style-type: none"> - passenger mobility aids - live domestic animals 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.10 Describe organisational procedures for maintaining communication with other service providers 4.11 Describe organisational procedures for identifying, allocating and communicating departure delays 4.12 Describe the impact of adverse weather, including: <ul style="list-style-type: none"> - high winds - icing conditions - lightning and actions to take for safe working and departure of aircraft			

Learner name: _____

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Internal verifier signature: _____

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(if sampled)

Unit 18: Support aviation operations on the ground

Unit reference number: L/600/9670

Level: 2

Credit value: 6

Guided learning hours: 51

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in supporting aviation operations on the ground.

This unit is directly related to GoSkills National Occupational Standard Unit 45 – Support aviation operations on the ground from the Aviation Operations on the Ground suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to collect and collate relevant aviation information	1.1 Assist in the collection and collation of operational information on aircraft movements 1.2 Record information on aircraft movement in line with organisational procedures 1.3 Operate equipment in order to process information in line with organisational procedures			
2 Know how to collect and collate relevant aviation information	2.1 Identify operational information relating to: <ul style="list-style-type: none"> - routes - flight destinations - weather conditions - station or airport status - slot times/approved departure times 2.2 Identify sources of aviation information 2.3 Identify different forms of aviation information, aviation codes and protocols in use 2.4 Identify the final recipients of aviation information 2.5 Describe the purpose of airline ground operations manuals and the contents 2.6 Describe the flight information display/system 2.7 Identify reference sources for unknown or unrecognised codes and abbreviations 2.8 Describe organisational procedures relating to recording and processing aviation information			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to communicate relevant aviation information	3.1 Pass relevant aviation information on to others 3.2 Operate the ground to air radio in line with organisational procedures 3.3 Respond to and initiate operational signals relating to inbound and outbound aircraft 3.4 Use the information from standard International Air Transport Association (IATA) messages to disseminate information in line with organisational procedures			
4 Know how to communicate relevant aviation information	4.1 Describe the legal requirements existing for licensing of aerodrome radios (ground to air) 4.2 Describe organisational procedures for using ground to air radios 4.3 Describe IATA standard message formats including: <ul style="list-style-type: none"> - load distribution message (LDM) - unit load device control message (UCM) - unit load device stock check message (SCM) - container/pallet distribution message (CPM) - aircraft movement message (MVT) 4.4 Describe the types of information which need to be distributed 4.5 Identify who information should be passed to 4.6 Describe organisational procedures relating to the use of aviation information			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to respond to aviation emergencies	5.1 Initiate an emergency alarm under correct circumstances in line with organisational procedures 5.2 Respond to an emergency alarm in line with organisational procedures			
6 Know how to respond to aviation emergencies	6.1 Describe what constitutes an aviation emergency 6.2 Describe the local airport emergency plan 6.3 Describe levels of personal responsibility within the emergency plan 6.4 Describe levels of personal authority within any emergency plan 6.5 Identify the location of emergency manuals including <ul style="list-style-type: none"> - organisational emergency manuals - airline emergency manuals 6.6 Describe the purpose of emergency exercises 6.7 Describe personal role in any airport or organisation emergency exercise 6.8 Describe how to respond to a telephone bomb threat in line with organisational procedures 6.9 Describe how to respond to a fire evacuation alarm			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.10 Describe personal role in an emergency including:</p> <ul style="list-style-type: none"> - aircraft - fire - medical - bomb warning <p>6.11 List emergency classifications including:</p> <ul style="list-style-type: none"> - local standby - full emergency - aircraft accident <p>6.12 Describe organisational procedures for raising or responding to emergency alarms</p> <p>6.13 Describe organisational emergency reporting and recording procedures</p> <p>6.14 Describe personal duties as per the Cascade procedures and explain when these would be activated</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 19: Provide ticket desk services

Unit reference number: Y/600/9672

Level: 2

Credit value: 6

Guided learning hours: 51

Unit summary

The purpose of the unit is for the learner to demonstrate that they can take travel booking requests from customers and process them using the appropriate system.

This unit is directly related to GoSkills National Occupational Standard Unit 46 – Provide ticket desk services from the Aviation Operations on the Ground suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to provide correct travel booking information	1.1 Greet customers to the ticket desk in line with organisational guidelines 1.2 Clarify customer requirements using suitable questioning techniques and listening skills 1.3 Use airline ticketing IT to calculate the total cost of passengers travel requirements, giving accurate information to the passenger 1.4 Respond promptly and positively to customer's questions and comments in line with organisational guidelines 1.5 Offer additional services in line with organisational procedures and airline policies 1.6 Refer any matters outside personal area of responsibility to the correct person			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to provide correct travel booking information	2.1 Describe the different types of tickets currently available from customer airlines 2.2 Describe the levels of tickets and services available from airlines handled 2.3 Identify check-in open or closure times and onward connection times 2.4 Identify baggage allowances 2.5 Describe organisational security procedures 2.6 Describe where to find accurate and up-to-date information to support the travel booking in accordance with customer airline requirements and organisational procedures 2.7 Describe the booking conditions and restrictions that apply			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to process travel requirements and other services	3.1 Check and confirm the booking matches the customer's travel request 3.2 Produce travel documentation correctly 3.3 Complete a computer booking using relevant computer systems correctly 3.4 Check the information shown on the travel document is correct prior to issue in line with organisational procedures 3.5 Issue travel documents to the customer in line with organisational and airline procedures 3.6 Handle the rebooking of passenger's travel requirements in the event of a flight disruption or cancellation in line with airline procedure 3.7 Handle payments from customers in line with organisational and airline procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to process travel requirements and other services	4.1 Describe the types of travel documentation that can be issued 4.2 Describe the meanings of basic terms and abbreviations used on travel documentation 4.3 Identify three letter airport codes and where to find de-code information 4.4 Describe the consequences of errors made in bookings 4.5 Describe a single/return ticket, interline ticket, online ticket 4.6 Explain the need for confidentiality and the implications of the Data Protection Act 4.7 Describe how to issue travel documents in line with organisational procedures 4.8 Describe the various methods of payments acceptable 4.9 Describe how to record payment details in line with organisational procedures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 20: Operate specialist equipment in an airport environment

Unit reference number: K/600/9675

Level: 2

Credit value: 5

Guided learning hours: 42

Unit summary

The purpose of this unit is for learners to show that they are occupational competence in operating specialist equipment in an aviation environment.

This unit is directly related to GoSkills National Occupational Standard Unit 47 – Operate specialist equipment in an airport environment from the Aviation Operations on the Ground suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to select and check specialist equipment prior to use	1.1 Select the correct piece of specialist equipment to match the task 1.2 Carry out a pre-use inspection to check the equipment is serviceable in line with organisational procedures 1.3 Carry out a function check of the specialist equipment to ensure all operational functions are serviceable 1.4 Check the operation of any safety devices fitted to the specialist equipment 1.5 Refuel/recharge the equipment 1.6 Report defects discovered in line with organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to select and check specialist equipment prior to use	2.1 Describe the different types of specialist equipment available at the airport location 2.2 Describe which pieces of specialist equipment are suitable for which tasks/aircraft types 2.3 Describe the types of defects which would make a piece of specialist equipment unsafe to use 2.4 Describe the types of defect which need attention but do not impact on safety or operational performance 2.5 Explain how to confirm the equipment has sufficient fuel/battery power for the task (if motorised equipment) 2.6 Describe how to report and record defects in line with organisational procedures 2.7 Describe how the regulations in place (Provision and use of work equipment regulations(PUWER)) are met by the organisation and personal training 2.8 Explain who has responsibility for ensuring equipment is safe to operate 2.9 Describe the penalties in place at the airport for operating equipment unsafely or in an unsafe condition			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to use specialist equipment safely	3.1 Identify all the operator controls and state the purpose 3.2 Operate the specialist equipment in line with the specific training for the equipment 3.3 Identify a number of hazards which may be associated with the equipment and explain the measures in place to safeguard these 3.4 Manoeuvre the equipment into position safely with regard to other operators and service providers 3.5 Seek guidance when manoeuvring the equipment around any obstructions or near an aircraft 3.6 Operate the equipment safely and in line with organisational procedures 3.7 Operate any safety features on the equipment to minimise hazards to themselves and others			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to use specialist equipment safely	<p>4.1 Describe the correct method of operation of the specialist equipment in line with organisational policies and safe working procedures</p> <p>4.2 Describe the sequence and priority of access to the aircraft for equipment and service providers</p> <p>4.3 Describe what to do in the event of mechanical breakdown on the way to the aircraft and at the aircraft</p> <p>4.4 Describe what types of support may be needed in the event of a breakdown</p> <p>4.5 Identify who to advise in the event of breakdown of equipment</p> <p>4.6 Describe the correct vehicle guidance signals in line with International Air Transport Association (IATA) Airport Handling Manual (AHM)</p> <p>4.7 Describe any special conditions of use for specialist equipment at the airport</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to shut down and secure equipment	5.1 Confirm the equipment is no longer required at the aircraft and that the operation is complete 5.2 Brief any parties who may be affected by the removal of the equipment from the aircraft 5.3 Seek guidance when manoeuvring the equipment around any obstructions or near an aircraft 5.4 Manoeuvre the equipment to the correct parking area provided 5.5 Shut down the equipment and make it safe prior to leaving it			
6 Know how to shut down and secure equipment	6.1 Describe the time at which it is appropriate to remove the equipment from the aircraft 6.2 Describe the correct area for parking equipment as defined by the airport 6.3 Describe how weather and severe winds may affect the safe parking of equipment and what additional measures need to be taken 6.4 Describe what to do in the event of mechanical breakdown when removing equipment from the aircraft side 6.5 Describe the specific airport rules relating to leaving equipment in a safe and secure mode 6.6 Describe the penalties that apply to illegal parking of equipment on the airport			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 21: Marshal aircraft (fixed and rotary)

Unit reference number: A/600/9678

Level: 2

Credit value: 5

Guided learning hours: 45

Unit summary

The purpose of this unit is for learners to show that they are occupationally competent in marshalling aircraft.

This unit is directly related to GoSkills National Occupational Standard Unit 48 – Marshall aircraft (fixed and Rotary) from the Aviation Operations on the Ground suite.

Information on the most up to date Civil Aviation Authority (CAA) regulations can be found on the CAA website at www.caa.co.uk

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare to marshal aircraft	1.1 Interpret signals from the flight deck crew of an aircraft correctly 1.2 Prepare the aircraft stand/ramp area for activity 1.3 State the stand capabilities 1.4 Wear the correct Personal Protective Equipment (PPE) for marshalling 1.5 Select the correct marshalling equipment 1.6 Ensure that the stand area is clear of foreign object debris (FOD) 1.7 Coordinate the actions of marshals and other functions 1.8 Recognise when a wing walker is required 1.9 Identify which route the aircraft is to be marshalled			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to prepare to marshal aircraft	2.1 Describe organisational and airport's low visibility procedures 2.2 Describe how to interpret signals from the flight deck crew of an aircraft 2.3 Describe local operators/clients procedures and airport regulations as applicable 2.4 Describe the personal protective equipment required for marshalling 2.5 Describe the health and safety risks to both themselves and others when preparing to marshal aircraft 2.6 Identify what makes up the correct marshalling equipment 2.7 Describe the dimensional characteristics of the aircraft that will be marshalled 2.8 Describe the specific hazards to self and others 2.9 Explain how to activate organisational emergency procedures when preparing to marshal			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to marshal aircraft (Fixed and Rotary)	3.1 Use correct, clear signals in all conditions to allow the flight deck crew to position the aircraft 3.2 Correctly interpret signals from the flight deck crew of the aircraft 3.3 Wear the correct Personal Protective Equipment (PPE) when marshalling 3.4 Use correct marshalling equipment 3.5 Coordinate the actions of additional marshals 3.6 Demonstrate an awareness of adjacent stand activity 3.7 Provide the flight deck crew with guidance to safely position aircraft 3.8 Demonstrate emergency signals			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to marshal aircraft (Fixed and Rotary)	4.1 Describe the relevance of Civil Aviation Publication (CAP) 393, Section 2 rules of the air or military equivalents 4.2 Describe the relevance of Civil Aviation Publication (CAP) 637, Visual aids handbook part 6 or military equivalents 4.3 Describe organisational low visibility procedures 4.4 Describe how to use and understand marshalling signals 4.5 Describe how to marshal the aircraft by day and at night 4.6 Describe the health and safety risks to themselves and others when marshalling aircraft 4.7 Identify signals from the flight deck crew 4.8 Describe local airlines procedures and signals 4.9 Describe the personal protective equipment required for marshalling 4.10 Describe aircraft turning characteristics 4.11 Describe how to activate organisational emergency procedures when marshalling aircraft			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 22: Pushback aircraft

Unit reference number: T/600/9680

Level: 2

Credit value: 5

Guided learning hours: 38

Unit summary

The purpose of this unit is for learners to demonstrate occupational competency in pushing back aircraft.

This unit is directly related to GoSkills National Occupational Standard Unit 49 – Pushback aircraft from the Aviation Operations on the Ground suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

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Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare to pushback aircraft	1.1 Wear the correct Personal Protective Equipment (PPE) 1.2 Ensure aircraft and stand/ramp area are prepared for pushback 1.3 Work to organisational low visibility and adverse weather procedures 1.4 Ensure aircraft tug and other equipment are fit for purpose 1.5 Bypass/isolate aircraft steering 1.6 Connect and disconnect the towing equipment 1.7 Drive the aircraft tug			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to pushback aircraft	2.1 Work to organisational low visibility and adverse weather procedures when required 2.2 Use correct equipment for aircraft pushback 2.3 Recognise when a wing walker is required during pushback 2.4 Pushback and position aircraft safely ensuring that safety clearances are adhered to 2.5 Connect and disconnect equipment to aircraft following organisational procedures 2.6 Recognise and react to hand signals from ground crew 2.7 Recognise and react to signals from air crew 2.8 Return vehicle using safe working practices 2.9 Park equipment correctly after pushback			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to prepare to and pushback aircraft	3.1 Describe the different types of aircraft and equipment 3.2 Describe different aircraft towing equipment 3.3 Describe different types of towing equipment 3.4 Describe the capabilities and characteristics of aircraft 3.5 Describe the capabilities and characteristics of pushback and associated equipment 3.6 Describe the critical features of stand layout 3.7 Describe the key features of airfield layout that affect pushback operations 3.8 Describe airport and airline pushback procedures 3.9 Describe how to complete an aircraft walk round 3.10 Describe organisational emergency procedures, including: <ul style="list-style-type: none"> - fire - tow bar separation - adverse weather conditions 3.11 Describe vehicle warning systems			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 23: Escort aircraft

Unit reference number: L/600/9698

Level: 2

Credit value: 4

Guided learning hours: 33

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in escorting aircraft using a follow me vehicle.

This unit is directly related to GoSkills National Occupational Standard Unit 50 – Escort aircraft from the Aviation Operations on the Ground suite.

The most up to date Civil Aviation Authority (CAA) regulations can be found on the CAA website at www.caa.co.uk

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare to escort aircraft	1.1 Provide the correct documentation to drive airside 1.2 Obtain the correct vehicle and equipment to escort the aircraft 1.3 Ensure the equipment and vehicle is fit for purpose and clear of foreign object debris (FOD) 1.4 Prepare the route for escorting the aircraft			
2 Be able to escort aircraft	2.1 Use correct signs and signals in all conditions including: <ul style="list-style-type: none"> - day - night - low visibility - heat - to allow the flight deck crew to follow the escorting vehicle 2.2 Use the correct vehicle and equipment to escort the aircraft 2.3 Safely escort aircraft in aerodrome movement area 2.4 Safely escort aircraft in line with the airport's regulations 2.5 Work to organisational low visibility procedures and adverse weather procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to prepare to escort and escort aircraft	3.1 Describe organisational low visibility procedures 3.2 Outline the relevance of Civil Aviation Publication (CAP) 393, Section 2 Rules of the air, or CAP 637, Visual Aids handbook part 6 3.3 Describe how to use hand signals when escorting aircraft 3.4 Describe organisational emergency procedures 3.5 Describe organisational procedures for reverting to marshalling in an emergency 3.6 Describe organisational procedures for radiotelephony 3.7 Describe organisational requirements for driving airside 3.8 Describe the airport procedures for free-ranging 3.9 Identify signals from the flight deck crew including: <ul style="list-style-type: none"> - brakes engaged - brakes released 3.10 Describe how to escort aircraft by day and at night			

Learner name: _____

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(if sampled)

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare to tow an aircraft	1.1 Wear the correct Personal Protective Equipment (PPE) 1.2 Ensure the aircraft tug and other equipment are fit for purpose 1.3 Drive the aircraft tug 1.4 Connect and disconnect the tow bar, if used 1.5 Communicate with other members of the tow team utilising radio and hand signals 1.6 Contribute to the briefing about the tow and challenge/question any areas of doubt or lack of understanding 1.7 Assess weather conditions that may impact on the tow 1.8 Communicate with the relevant Air Traffic Services 1.9 Ensure the aircraft is prepared for towing 1.10 Ensure the tow route and destination is understood by the tow team and that the start area is prepared for the tow 1.11 Activate an emergency stop procedure and/or react to given emergency stop signals 1.12 Work to organisational low visibility and adverse weather procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to tow aircraft	2.1 Use correct equipment for towing an aircraft 2.2 Recognise when to request additional assistance due to space restrictions 2.3 Recognise and follow airport markings, signs and ground movement vehicles 2.4 Tow and position aircraft safely ensuring that safety clearances are adhered to 2.5 Connect and disconnect equipment to aircraft in line with organisational procedures 2.6 Recognise and react to hand signals from ground crew 2.7 Recognise and react to signals from the aircraft brake operator 2.8 Interpret and initiate radio messages 2.9 Park equipment correctly after towing 2.10 Work to organisational low visibility and adverse weather procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to prepare to and tow aircraft	3.1 Describe different types of ground equipment and their suitability for the aircraft to be towed 3.2 Describe the limitations and characteristics of aircraft during towing 3.3 Describe the capabilities and characteristics of towing equipment 3.4 Describe the implications of the weather, particularly ice, snow and high winds on the tow 3.5 Describe the critical features of stand layout 3.6 Describe the key features of airfield layout that affect towing operations 3.7 Identify airfield signs, markings and speed restrictions 3.8 Describe organisational, airport and airline tow procedures including the minimum personnel requirements 3.9 Describe aircraft walk round procedures 3.10 Describe organisational emergency procedures related to towing aircraft 3.11 Describe the vehicle warning systems			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 25: Plan the loading of helicopters

Unit reference number: Y/600/9705

Level: 2

Credit value: 7

Guided learning hours: 62

Unit summary

The purpose of this unit is for the learner to demonstrate occupational competence in planning the loading of helicopters.

This unit is directly related to GoSkills National Occupational Standard Unit 52 – Plan the loading of helicopters from the Aviation Operations on the Ground suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to specify loads for helicopter and flights	1.1 Make sure specified load distribution will achieve minimum handling at each route station 1.2 Tell all necessary parties about the specified load, weight and distribution 1.3 Complete all documents in line with organisational procedures			
2 Know how to specify loads for helicopter and flights	2.1 Describe aircraft weight limitations including: <ul style="list-style-type: none"> - maximum take-off weight - maximum landing weight - maximum zero fuel weight - aircraft prepared for service weight - wet operating weight - traffic load 2.2 Describe the effects of unbalanced loading 2.3 Identify International Air Transport Association (IATA) destination and standard operational codes and abbreviations 2.4 Describe designators and locations of helicopter compartments 2.5 Identify reference sources for load planning 2.6 Describe the sequence of en route stations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.7 Describe the legal requirements in relation to helicopter load and balance 2.8 Explain the importance of the use of actual weights for passengers and baggage 2.9 Describe how to load baggage, cargo and mail in hold areas			
3 Be able to specify helicopter loading procedures for flights	3.1 Make sure that organisational specified procedures for helicopter loading achieve minimum handling, restraint and cost without compromising safety 3.2 Make sure that specified loading procedures for special cargo and restricted articles meet regulatory requirements 3.3 Advise all necessary parties of organisational specified loading procedures 3.4 Complete and process all documents required by the organisation as required including loadsheets and balance charts relating to helicopter loading accurately and clearly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to specify helicopter loading procedures for flights	4.1 Describe organisational loading procedures such as ground transportation, loading, packing, restraint and unloading 4.2 Describe the types of dangerous goods, restricted articles and special loads 4.3 Describe the sequence of en route stations 4.4 Describe designators and locations of aircraft compartments 4.5 Identify IATA destination and standard operational codes and abbreviations 4.6 Identify destination names 4.7 Describe the procedures for loading bulk and/or containers 4.8 Describe the procedures for packing and loading dangerous goods, restricted articles and special loads 4.9 Describe the safety requirements for ramp handling 4.10 Describe how to load baggage, items and mail in cabin areas 4.11 Explain the use of spreaders (load support) 4.12 Describe safe load restraint methods 4.13 Describe types of loading equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to monitor and approve helicopter loads and loading for flights	5.1 Make sure that load, loading procedures and load restraint methods conform with specifications for helicopter and flight 5.2 Resolve discrepancies in helicopter load, loading procedures and load restraint methods in line with organisational procedures 5.3 Communicate and/or record alterations to load specification in line with organisational procedures 5.4 Take action when shortfalls, irregularities or malpractice are observed during loading in line with organisational procedures			
6 Know how to monitor and approve helicopter loads and loading for flights	6.1 Describe organisational loading procedures including ground transportation, loading, packing, restraint and unloading 6.2 Identify reference sources for load planning 6.3 Describe safety requirements for ramp handling 6.4 Describe organisational procedures for resolving discrepancies with the load 6.5 Describe organisational procedures for remedying and reporting shortfalls, irregularities or malpractice 6.6 Describe how to complete and transmit load messages 6.7 Explain safe load restraint methods 6.8 Describe types of loading equipment			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 26: Operate aeronautical ground lighting systems

Unit reference number: D/600/9706

Level: 2

Credit value: 5

Guided learning hours: 39

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in inspecting and maintaining aeronautical ground lighting systems.

This unit is directly related to GoSkills National Occupational Standard Unit 53 – Inspect and maintain aeronautical ground lighting systems from the Aviation Operations on the Ground suite.

The most up to date Civil Aviation Authority (CAA) regulations can be found on the CAA website at www.caa.co.uk

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to inspect aeronautical ground lighting systems	1.1 Inspect aeronautical ground lighting systems 1.2 Complete records relating to inspection 1.3 Take action when there are any problems with the aeronautical ground lighting systems 1.4 Initiate follow up action in line with organisational maintenance procedures 1.5 Maintain constant communication with relevant people while on duty			
2 Know how to inspect aeronautical ground lighting systems	2.1 Describe the operational performance requirements of the relevant aeronautical ground lighting systems to meet Civil Aviation Publication 168 requirements 2.2 Describe how the relevant aeronautical ground lighting system functions and the necessary actions required to maintain performance standards 2.3 Describe organisational procedures for recording aeronautical ground lighting inspections 2.4 Describe how to report any problems with aeronautical ground lighting systems			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to operate aeronautical ground lighting systems	3.1 Take remedial action when there are problems with aeronautical ground lighting system performance 3.2 Follow organisational procedures to carry out aeronautical ground lighting operations 3.3 Maintain a clean and orderly work area when carrying out aeronautical ground lighting operations 3.4 Constantly monitor for the presence of approaching aircraft or vehicles 3.5 Complete work to agreed timescales 3.6 Take action when work cannot be completed within agreed timescales 3.7 Complete records to show the aeronautical ground lighting system operations carried out			
4	Know how to operate aeronautical ground lighting systems	4.1 Describe organisational operation procedures for aeronautical ground lighting systems 4.2 Describe standard safety and working practices in relation to aeronautical ground lighting operations 4.3 Describe the action to be taken if aircraft or vehicles approach the area of work 4.4 Describe organisational procedures for recording aeronautical ground lighting operations 4.5 Describe organisational communication channels and procedures including how to report any problems			

Learner name: _____

Date: _____

Learner signature: _____

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(if sampled)

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to inspect ground power units</p>	<p>1.1 Inspect all relevant ground power units for satisfactory performance, including:</p> <ul style="list-style-type: none"> - fixed electrical ground power - mobile units <p>1.2 Assess the risks associated with the operation of ground power units</p> <p>1.3 Complete records relating to inspection</p> <p>1.4 Take action when there are any problems with the ground power units</p> <p>1.5 Initiate follow up action in line with organisational maintenance procedures</p> <p>1.6 Maintain constant communication with relevant people while on duty</p>			
<p>2 Know how to inspect ground power units</p>	<p>2.1 Describe the operational performance requirements of the relevant systems to meet specified standards</p> <p>2.2 Describe how the relevant system functions and the necessary measures required to maintain performance standards</p> <p>2.3 Identify the hazards associated with the operation of ground power units</p> <p>2.4 Describe organisational procedures for recording inspections of ground power units</p> <p>2.5 Describe how to report any problems related to ground power units</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to maintain ground power units	3.1 Take action when there are problems with system performance 3.2 Assess the risks associated with the operation of ground power units 3.3 Take action to ensure that the equipment to be worked on is isolated in accordance with the requirements of organisational safe working procedures 3.4 Follow organisational procedures to carry out maintenance operations 3.5 Maintain a clean and orderly work area when carrying out maintenance operations 3.6 Constantly monitor for the presence of approaching aircraft or vehicles 3.7 Complete work to agreed timescales 3.8 Take action when work cannot be completed within agreed timescales 3.9 Complete records to show the work carried out on ground power units			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to maintain ground power units	4.1 Describe organisational safe working procedures for isolation of the ground power units 4.2 Describe organisational routine maintenance procedures for ground power units 4.3 Identify the equipment and materials used to carry out the maintenance on ground power units 4.4 Describe the action to be taken if aircraft or vehicles approach the area of work 4.5 Describe organisational procedures for recording ground power unit maintenance 4.6 Describe organisational communication channels and procedures including how to report any problems			

Learner name: _____

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(if sampled)

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to inspect aircraft fuelling systems	1.1 Ensure basic compliance with Statutory and Mandatory requirements for aviation fuel safety 1.2 Implement the necessary steps to meet the airport's petroleum safety procedures 1.3 Inspect all relevant aircraft fuelling systems 1.4 Complete records relating to inspection 1.5 Take action when there are any problems with the aircraft fuelling systems 1.6 Initiate follow up action in line with organisational maintenance procedures 1.7 Maintain constant communication with relevant people while on duty			
2 Know how to inspect aircraft fuelling systems	2.1 Describe their personal responsibilities for compliance with Air Navigation Order 2000 Article 103 and Civil Aviation Publication (CAP) 748 2.2 Describe the airport's specific petroleum safety procedures to meet CAP 748 requirements 2.3 Describe how the relevant aircraft fuelling system functions and the necessary levels required to maintain performance standards 2.4 Describe organisational procedures for recording inspections of aircraft fuelling systems 2.5 Explain how to report any problems with aircraft fuelling systems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to maintain aircraft fuelling systems	3.1 Take action when there are problems with system performance 3.2 Implement the necessary steps to meet the airport's petroleum safety procedures 3.3 Take action to ensure that the equipment to be worked on is isolated in line with organisational procedures 3.4 Follow organisational procedures to carry out maintenance operations 3.5 Maintain a clean and orderly work area when carrying out maintenance operations 3.6 Constantly monitor for the presence of approaching aircraft or vehicles 3.7 Complete work to agreed timescales 3.8 Take action when work cannot be completed within agreed timescales 3.9 Complete records to show the work that has been carried out on aircraft fuelling systems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to maintain aircraft fuelling systems	4.1 Describe organisational safe working procedures for isolation of the appropriate aircraft fuelling systems 4.2 Describe organisational routine maintenance procedures for aircraft fuelling systems 4.3 Identify the equipment and materials used to carry out the maintenance of aircraft fuelling systems 4.4 Describe the action to be taken if aircraft or vehicles approach the area of work 4.5 Describe organisational procedures for recording aircraft fuelling system maintenance 4.6 Describe organisational communication channels and procedures including how to report any problems			

Learner name: _____

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(if sampled)

Unit 29: Use radio telephony when driving on the manoeuvring area

Unit reference number: A/600/9731

Level: 2

Credit value: 5

Guided learning hours: 36

Unit summary

The purpose of this unit is to ensure a learner is competent in using radio telephony in the aviation environment.

This unit is directly related to GoSkills National Occupational Standard Unit 59 - Use Radio Telephony in the aviation environment from the Aviation Operations on the Ground suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to check radio equipment prior to use	1.1 Check the radio functions in line with organisational procedures 1.2 Report and/or record faults in line with organisational procedures 1.3 Identify appropriate frequency/channel(s) setting for a task			
2 Know how to check radio equipment prior to use	2.1 Describe the operating functions of the radio including: <ul style="list-style-type: none"> - power - volume control - transmission button - frequency selection - squelch 2.2 Describe organisational procedures for: <ul style="list-style-type: none"> - reporting radio equipment faults - recharging portable radio equipment 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to use radio telephony in aviation	3.1 Operate the radio equipment selected for the task in line with organisational procedures/aerodrome standard 3.2 Use correct terminology when engaged in radio communication in line with organisational procedures/aerodrome standards 3.3 Engage in a sequence of radio communication involving the passing and receipt of information and confirmation using read-back 3.4 Validate unclear communication in line with organisational procedures/aerodrome standards 3.5 Deal with a communication failure in line with organisational procedures/aerodrome standards 3.6 Deal with radio equipment failure in line with organisational procedures 3.7 Carry out 'free-ranging' in accordance with airside driving permit			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to use radio telephony in aviation	4.1 Identify transmission terminology for letters, numbers and time 4.2 Identify standard words and phrases relative to own role, including emergency phraseology 4.3 Identify call signs relative to own role 4.4 Describe phraseology specific to the task being performed 4.5 Describe construction of communication, requests for repetition, corrections and confirmations 4.6 Describe the readability scale 4.7 Identify transmitting technique 4.8 Describe organisational procedures for: <ul style="list-style-type: none"> - radio failure - communication failure - emergencies 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.9 Describe low visibility procedures and the restrictions imposed upon airfield movements & communication procedures 4.10 Describe 'prevention of runway' incursions 4.11 Describe surface markings hold points, runway guard lights and light bars, CAT I, II & III. 4.12 Identify restricted areas			

Learner name: _____

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(if sampled)

Unit 30: Communicate with an aircraft operating crew using a headset

Unit reference number: F/600/9732

Level: 2

Credit value: 5

Guided learning hours: 38

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in communicating with an aircraft operating crew using a headset.

This unit is directly related to GoSkills National Occupational Standard Unit 60 – Communicate with an aircraft operating crew using a headset from the Aviation Operations on the Ground suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare to use a headset	1.1 Select and wear correct personal protection equipment in line with organisational procedures 1.2 Check operational condition of headset in line with organisational procedures 1.3 Locate and open the aircraft headset connection panel in line with organisational procedures 1.4 Connect the headset to the aircraft and instigate communication with the aircraft operating crew in line with organisational procedures 1.5 Report and/or record faults in line with organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to prepare to use a headset	<p>2.1 Explain safety requirements including:</p> <ul style="list-style-type: none"> - personal protection equipment (PPE) - aircraft hazards - adverse weather - walking routes <p>2.2 Describe the correct headset for the aircraft to be connected to</p> <p>2.3 Describe connection and disconnection procedures for the aircraft to be connected to including the opening and closure of any headset connection panel</p> <p>2.4 Describe the operating functions of the headset</p> <p>2.5 Describe how to check the headset and accompanying parts for faults; what faults are identifiable and how to report and document faults in line with organisational procedures</p> <p>2.6 Describe organisational procedures for meeting an aircraft on arrival</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to operate a headset in an airport environment	3.1 Use the correct terminology when communicating with the aircraft operating crew in line with organisational procedures 3.2 Brief all ground crew involved on the planned aircraft movement including non-standard engine start procedures and specific hazards associated with the planned movement in line with organisational procedures 3.3 Use hand signals to communicate with the ground crew in line with organisational procedures 3.4 Use hand signals to communicate with the flight crew in line with organisational procedures 3.5 Complete pre aircraft movement checks in line with organisational procedures 3.6 Insert and remove by-pass pins in line with organisational procedures 3.7 End communication with the aircraft operating crew and disconnect the headset in line with organisational procedures 3.8 Close and secure the panel in line with organisational procedures 3.9 Deal with an emergency situation in line with organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to operate a headset in an airport environment	4.1 Describe the hazards associated with the aircraft about to be connected to 4.2 Describe the hazards associated with walking with an aircraft when operating a headset 4.3 Describe the checks to be performed before the moving of the aircraft in line with organisational procedures, including: <ul style="list-style-type: none"> - a visual inspection to verify that all doors and hatches are closed - that all ground support equipment has been detached and removed to a safe distance - verification that any loading bridge and associated cables/connections have been removed - a visual inspection of all surfaces for contamination and free of new damage - a visual inspection of the landing gears olio extension - a visual inspection for leaks of fuel and/or fluids - a visual inspection of the area of operation to ensure that it is clear of foreign object debris (FOD) and obstructions - a visual inspection that all chocks have been removed 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.4 Describe how to report unacceptable findings from the checks listed above</p> <p>4.5 Describe organisational verification procedure to release the aircraft for departure or ground movement</p> <p>4.6 Describe organisational procedures for any movement process (pushback, towing etc) to be completed</p> <p>4.7 Describe organisational procedures for the use of by-pass pins</p> <p>4.8 Describe the restrictions of the aircraft about to be moved</p> <p>4.9 Demonstrate the standard hand signals required to communicate instructions to other members of the ground crew and/or flight crew</p> <p>4.10 Describe organisational procedures for briefing other ground crew members of the aircraft movement about to be undertaken</p> <p>4.11 Explain phraseology specific to the task being performed</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.12 Describe organisational procedures for communication failure during the aircraft movement process</p> <p>4.13 Describe organisational procedures for non-standard events (including engine start required before movement, ground power unit (GPU), air start unit (ASU), shear-pin failure etc.)</p> <p>4.14 Describe the additional hazards associated with using a headset in adverse weather</p> <p>4.15 Explain the additional hazards associated with an aircraft movement in adverse weather</p> <p>4.16 Describe organisational procedures in the event of an emergency related to the aircraft movement process</p> <p>4.17 Describe organisational procedures for, as a minimum: shear pin failure, engine start fire</p> <p>4.18 Describe organisational procedures for an emergency stop during an aircraft movement process</p>			

Learner name: _____

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Internal verifier signature: _____

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(if sampled)

Unit 31: Respond to fire and rescue incidents at an airport

Unit reference number: Y/600/9736

Level: 2

Credit value: 9

Guided learning hours: 75

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in responding to fire and rescue incidents at an airport.

This unit is directly related to GoSkills National Occupational Standard Unit 61 – Respond to fire and rescue incidents at an airport from the Aviation Operations on the Ground suite.

The most up to date Civil Aviation Authority (CAA) regulations can be found on the CAA website at www.caa.co.uk

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to maintain operational readiness	1.1 Receive and interpret information to pinpoint where an incident has occurred within the airport boundaries 1.2 Give directions for the quickest way to get to an incident location 1.3 Receive and interpret information from relevant sources using relevant systems; communicate this information with internal and external sources using organisational systems 1.4 Assess the requirement/s for personal and operational equipment for use in an incident 1.5 Complete documents and records in line with organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to maintain operational readiness	2.1 Describe the airport's emergency procedures 2.2 Describe the topography of the airport including: <ul style="list-style-type: none"> - runways - taxiways - other operational areas and select the quickest methods of getting to any part of the site 2.3 Explain airport driving regulations 2.4 Describe the airport's Fire and Rescue response structure and their personal role and responsibilities within that structure 2.5 Describe how to treat colleagues and others with respect and consideration, taking account of, and accepting diversity and the stresses that they and others can be under 2.6 Explain what is meant by Initial Emergency Medical Aid (IEMA) and casualty handling 2.7 Describe relevant rescue techniques 2.8 Describe relevant casualty treatment procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to save and preserve endangered life at aircraft incidents	3.1 Receive information and clearly explain the objectives and the associated risks 3.2 Prioritise actions to meet the urgency of the individual's condition or threat to life 3.3 Take action to minimise the risks, actual and potential, to themselves and others 3.4 Select and use equipment according to the risks and the need/s of the rescue 3.5 Ensure that casualties are moved to a place of safety whilst minimising further injury and stress 3.6 Administer treatment to minimise further injury and suffering during the rescue within their level of expertise 3.7 Ensure that treatment outside their area of expertise is communicated to the relevant people 3.8 Reassure casualties in a calm and considerate manner 3.9 Communicate and liaise with other agencies involved in the rescue in a manner that is co-operative and relevant to the rescue			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.10 Apply the principles of risk assessment during the rescue process 3.11 Return personal and operational resources to the correct location 3.12 Report any defects on personal and operational resources in line with organisational procedures 3.13 Complete records and reports in line with organisational procedures			
4 Know how to save and preserve endangered life at aircraft incidents	4.1 Describe the lines of communication within the organisation 4.2 Describe how to identify places of safety at an incident site 4.3 Explain how to recognise and support distressed people 4.4 Describe how to prioritise casualties and when and how to apply immediate casualty handling techniques 4.5 Explain relevant rescue techniques 4.6 Explain relevant casualty treatment procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to control and extinguish fire at aircraft incidents	5.1 Receive information and clearly explain the objectives and the associated risks 5.2 Select and use equipment according to the risks and objectives 5.3 Use the equipment within its limitations and capabilities to meet the needs of the incident and the known and anticipated risks 5.4 Identify the extent, nature and location of the incident and report this in line with organisational procedures 5.5 Apply the principles of risk assessment during their involvement with the incident 5.6 Maintain access and a way out for themselves and others 5.7 Complete records and reports in line with organisational procedures			
6 Know how to control and extinguish fire at aircraft incidents	6.1 Describe the causes, effects and behaviours of fire 6.2 Describe the methods of controlling and extinguishing fire 6.3 Describe the records and reports, requirements and methods relating to fire and rescue			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to test and maintain operational equipment and resources	<p>7.1 Identify items of personal or operational equipment for testing and plan to meet the agreed schedules and operational demands</p> <p>7.2 Risk assess the work area to be used for conducting fit for purpose test</p> <p>7.3 Complete all tests in line with organisational procedures</p> <p>7.4 Take action to report defects or deficiencies in line with organisational procedures</p> <p>7.5 Mark defective items and place them in the correct location in line with organisational procedures</p> <p>7.6 Return item/s that were successfully tested to the correct location ready for immediate operational use</p> <p>7.7 Return test and support equipment used during the test process to the correct location and ready to be used again</p> <p>7.8 Check supplies of consumables against specified levels and action replenishment, if required, in line with organisational procedures</p> <p>7.9 Update test records in line with organisational procedures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Know how to test and maintain operational equipment and resources	8.1 Describe how to maintain personal and operational resources 8.2 Describe how and where to source relevant information relating to the maintenance of personal and operational equipment 8.3 Describe organisational schedule of testing and maintaining personal and operational equipment 8.4 Describe records and reports, requirements and methods in relation to fire and rescue			
9 Know how to respond to fire and rescue incidents at an airport	9.1 Describe the hazards and risks of the workplace 9.2 Describe the roles, responsibilities and limits of authority of people who have emergency roles 9.3 Describe organisational systems and methods of communication 9.4 Describe how to make and apply decisions based on the assessment of risk 9.5 Describe how to apply practices that maximise health and safety 9.6 Describe how to communicate clearly and effectively with a range of people 9.7 Describe the capabilities and limitations of operational and personal equipment 9.8 Describe how to select and use personal and operational equipment			

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(if sampled)

Unit 32: De-ice aircraft on the ground

Unit reference number: H/600/4037

Level: 2

Credit value: 10

Guided learning hours: 71

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in de-icing aircraft on the ground. This unit is aimed at learners who are responsible for spraying aircraft surfaces with de-icing fluid as part of their job role.

This unit is directly related to GoSkills Unit 63 – De-ice aircraft on the ground from the Aviation Operations on the Ground suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare to spray aircraft surfaces with de-icing fluid	1.1 Check safety equipment and wear appropriate Personal Protective Equipment (PPE) 1.2 Check communications link with the vehicle driver 1.3 Check that the aircraft is in a condition suitable for de-icing 1.4 Function test equipment 1.5 Check the fluid mixture strength using a field refractometer 1.6 Carry out a check of the fluid delivery temperature to ensure it meets requirements 1.7 Check that the area is safe to work in			
2 Know how to prepare to spray aircraft surfaces with de-icing fluid	2.1 Describe organisational health and safety standards for operating the de-icer in a safe manner including: <ul style="list-style-type: none"> - the safety features on the vehicles - personal protective equipment required - the safe system of work 2.2 Describe organisational systems, procedures and practices for testing function of communication equipment 2.3 Describe organisational procedures for checking the aircraft is in a suitable condition to be de-iced			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.4 Describe organisational procedures for reporting defects found during operational checks including the correct action to take</p> <p>2.5 Explain what to do if the area is not safe to begin de-icing operations in</p> <p>2.6 Describe common standards, regulations and recommendations for aircraft de-icing</p> <p>2.7 Demonstrate a basic knowledge of aircraft performance</p> <p>2.8 Describe the effects of frost, ice, snow, slush and fluids on aircraft performance</p> <p>2.9 Describe the meteorological considerations on ice formation</p> <p>2.10 Describe the basic characteristics of the de-icing fluid in use, causes and consequences of degraded fluid and fluid residues</p> <p>2.11 Explain refractive index charts for fluid types in use and how to convert refractive index readings to mixture strength</p> <p>2.12 Describe the required fluid delivery temperatures</p> <p>2.13 Describe local rules and restrictions concerning de-icing</p> <p>2.14 Describe airline specific requirements in relation to de-icing</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to apply de-icing fluid to aircraft on the ground</p>	<p>3.1 Carry out a check of the surfaces to confirm the requirement for de-icing</p> <p>3.2 Operate the equipment safely, and maintain a coordinated operation with the vehicle driver following a path around the aircraft to treat the aircraft symmetrically and in a logical sequence</p> <p>3.3 Use appropriate spray techniques to remove deposits of frost, ice, snow and slush from aircraft surfaces</p> <p>3.4 Apply fluid appropriately to minimise environmental impact</p> <p>3.5 Avoid spraying fluid on "Fluid Sensitive" parts of the aircraft e.g. Auxiliary power unit (APU) inlet; aircraft brakes; directly onto cabin windows; flight deck windows; pitot/static systems</p> <p>3.6 Use appropriate fluid spray techniques for different aircraft structure and manufacture types e.g. composite material used in some aircraft wings</p> <p>3.7 Carry out a post de-icing check (if required)</p> <p>3.8 Complete paperwork in line with organisational procedures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to apply de-icing fluid to aircraft on the ground	4.1 Describe the general techniques for removing deposits of frost, ice slush and snow from aircraft surfaces 4.2 Describe de-icing/anti-icing procedures in general and different measures to be performed on different aircraft/airline types. 4.3 Identify aircraft critical areas 4.4 Identify aircraft fluid sensitive areas 4.5 Describe the sequence of de-icing aircraft surfaces and the requirement for symmetrical treatment 4.6 Describe the safety precautions to take when de-icing 4.7 Describe how to use holdover charts appropriate to fluid type in use, mixture strength and prevailing weather conditions to calculate holdover time 4.8 Explain the types of inspection that are required to be carried out in line with their organisation/airline requirements 4.9 Describe the paperwork which must be completed according to organisational and airline procedures 4.10 Describe local rules and restrictions relating to de-icing			

Learner name: _____

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(if sampled)

Unit 33: Field test aircraft de-icing fluids

Unit reference number: M/600/4039

Level: 2

Credit value: 3

Guided learning hours: 24

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in field testing aircraft de-icing fluids. This unit is aimed at learners who are responsible for carrying out aircraft de-icing fluid checks and recording results as part of their job role.

This unit is directly related to GoSkills Unit 64 – Field test aircraft de-icing fluids from the Aviation Operations on the Ground suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to perform field tests on aircraft de-icing fluids and record results	1.1 Take samples from de-icing equipment for testing 1.2 Carry out a visual check for contamination 1.3 Carry out a refractive index check to confirm mixture strength 1.4 Carry out field viscosity checks (falling ball comparator) 1.5 Carry out field tests for pH 1.6 Take action in the event of fluid failing to meet required performance standards 1.7 Take and prepare samples for transport to laboratories for test purposes 1.8 Complete paperwork and documentation to meet organisational standards for reports and records			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to perform field tests on aircraft de-icing fluids and record results	2.1 Describe where to take samples from 2.2 Describe what to inspect for during a visual check of the fluid 2.3 Describe how to use a field refractometer (Clean prism, temperature of fluid and refractometer) 2.4 Explain how to interpret manufacturers figures for refractive index at 20 degrees Centigrade to calculate mixture strength 2.5 Explain how to use a falling ball comparator (minimum viscosity and maximum viscosity reference samples, clean sample tube, tube filled fully, invert the comparator, check the test sample falls between the speed of the two reference fluids) 2.6 Describe how to use a pH test strip on sample fluid 2.7 Describe how to interpret results from the pH test against manufacturer's figures 2.8 Explain what to do if the fluid fails to meet the required standards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.9 Describe how laboratory samples should be marked, labelled and shipped for transport to laboratories for test in line with organisational requirements 2.10 Describe which documents must be completed in line with organisational requirements 2.11 Explain how frequently documents need to be completed in line with organisational requirements			

Learner name: _____

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(if sampled)

Unit 34: Carry out pre and post aircraft de-icing checks

Unit reference number: L/600/4033

Level: 2

Credit value: 6

Guided learning hours: 51

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in carrying out pre and post aircraft de-icing checks. This unit is aimed at learners who are responsible for carrying out checks on aircraft for the need to be de-iced, and to confirm the aircraft can be released to fly after de-icing has taken place as part of their job role.

This unit is directly related to GoSkills Unit 65 – Carry out pre and post aircraft de-icing checks from the Aviation Operations on the Ground suite.

The unit has been developed in partnership with employers in the Aviation Operations on the Ground sector. The unit is based on National Occupational Standards developed with Sector employers and the Civil Aviation Authority (CAA). The CAA have confirmed that the unit will be a great step forward in helping to improve training and understanding by all involved in de/anti icing aircraft.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations. Realistic workplace simulation may be used to assess areas that cover non routine situations.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to prepare to carry out a de-icing check to identify the need for ground de-icing or confirm all critical surfaces are free from contamination</p>	<p>1.1 Select safe and suitable equipment to use for accessing the aircraft surfaces to be checked including pre-user checks</p> <p>1.2 Use appropriate access equipment including any associated Personal Protective Equipment (PPE)</p> <p>1.3 Position access equipment safely to allow the appropriate aircraft surfaces to be checked</p>			
<p>2 Know how to prepare to carry out a de-icing check to identify the need for ground de-icing or confirm all critical surfaces are free from contamination</p>	<p>2.1 Describe organisational health and safety standards for access equipment, appropriate PPE and safe systems of work</p> <p>2.2 Describe the action to take including defect reporting for defective access equipment and any associated PPE</p> <p>2.3 Explain how to operate equipment correctly and safely</p> <p>2.4 Describe emergency actions (equipment breakdown, fire at the aircraft or in the terminal building or on the access equipment they are using)</p> <p>2.5 Describe aircraft in general and common critical areas to be inspected</p> <p>2.6 Describe safety precautions and human factors</p> <p>2.7 Explain any new requirements from lessons learned during previous winter operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.8 Describe conditions which can lead to the formation of frost or ice on the aircraft 2.9 Describe local rules and restrictions on de-icing 2.10 Describe airline or customer specific checks which may be required in addition to the standard checks			
3 Be able to carry out a de-icing check to confirm the need for ground de-icing and, post de-icing to confirm all critical surfaces are free from contamination	3.1 Carry out a tactile check of the appropriate critical surfaces or representative areas according to their organisational and airline requirements 3.2 Make a decision based on the inspection 3.3 Communicate this decision to the correct parties			
4 Know how to carry out a de-icing check to confirm the need for ground de-icing and, post de-icing to confirm all critical surfaces are free from contamination	4.1 Identify the types of contamination being checked for 4.2 Describe acceptable limits as given by the aircraft manufacturer 4.3 Describe the areas to be inspected by tactile method (where possible, or other acceptable approved method) 4.4 Describe organisational procedures for communicating the decision (based on their inspection) for either confirming the need for ground de-icing, or confirming all critical surfaces are free from contamination			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 35: Operate an IT system in the aviation industry

Unit reference number: H/600/9741

Level: 2

Credit value: 2

Guided learning hours: 19

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in using an IT system available in their organisation which is relevant to their work.

This unit is directly related to GoSkills National Occupational Standard Unit 66 – Operate an IT System in the aviation industry from the Aviation Operations on the Ground suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to use an IT System	1.1 Start up and correctly use the different types of IT systems and hardware used in their work 1.2 Use IT hardware in a way that conforms with good health and safety practice 1.3 Identify and correct common errors on the IT systems and hardware used 1.4 Seek immediate assistance when difficulties occur with the IT system 1.5 Maintain work schedules during system failures and ensure files are updated when the system is restored 1.6 Close down the IT system without damage and maintaining security of data 1.7 Ensure computer hardware is kept securely located 1.8 Have regard for relevant legal regulations when operating IT systems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to use an IT System	2.1 Describe the computer hardware available in the organisation and how to optimise its use 2.2 Describe the health and safety requirements in operating IT hardware 2.3 Describe the limits of own personal IT technical competence and how to get appropriate advice both on the use of IT systems and remedial action in the event of a system failure 2.4 Describe the effect of system failures on own work and the importance of updating data in the IT system when the failure has been rectified 2.5 Describe the IT systems closing down procedure and the organisation's policy for storing and securing data 2.6 Describe the relevant security and legal regulations including data protection legislation, copyright and appropriate health and safety legislation			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 36: Plan the loading of aircraft

Unit reference number: H/600/9450

level: 3

Credit value: 9

Guided learning hours: 71

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in planning the loading of aircraft in the workplace.

This unit is directly related to GoSkills National Occupational Standard Unit 32 – Plan the loading of aircraft from the Aviation Operations on the Ground suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to plan loading the aircraft	1.1 Calculate the total load for an aircraft 1.2 Accept and document a load in line with organisational procedures 1.3 Accept and document a special load using relevant documents in line with organisational procedures ensuring that the aircraft structural limitations are not exceeded 1.4 Communicate load information in line with organisational procedures 1.5 Assess risks associated with the load 1.6 Assess risks associated with loading the load 1.7 Assess the requirements for restraining or spreading the load, and, communicate these requirements in line with organisational procedures 1.8 Complete all records relating to the load fully and within the timescales required by the organisation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to plan loading the aircraft	2.1 Explain the significance of aircraft mass and balance for the safety of the aircraft 2.2 Describe where to find information on aircraft mass and balance limits for relevant aircraft 2.3 Explain legal requirements in relation to aircraft mass and balance 2.4 Describe terminology, International Air Transport Association (IATA) codes and documents related to the aircraft and load including: <ul style="list-style-type: none"> - mass and balance - type of load - aircraft areas - pallets - unit load devices - special loads 2.5 Explain the significance of aircraft structural loading limitations and where to find such information for relevant aircraft			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.6 Explain the potential effects of unbalanced loading 2.7 Explain the potential effects of an unsecured load 2.8 Describe the designators and locations of aircraft compartments 2.9 Identify codes for loads requiring special attention and describe where to find the information 2.10 Explain the use of actual or standard weights for passengers and baggage 2.11 Describe types of dangerous goods, restricted articles and special loads 2.12 Explain organisational procedures for when load volumes exceed the space available			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to plan the load and complete relevant documents	3.1 Calculate the allowed traffic load for a departing aircraft in line with organisational procedures 3.2 Collate and document the load for a departing aircraft and issue a loading instruction report (LIR) in line with organisational procedures 3.3 Plan a special load in line with organisational procedures and relevant regulations 3.4 Calculate the mass and balance for a departing aircraft 3.5 Distribute aircraft loading documents to correct recipients in line with organisational procedures 3.6 Action a last minute change (LMC) to a completed mass and balance calculation and amend the load sheet accordingly in line with organisational procedures 3.7 Construct and send a load message line with organisational procedures 3.8 Collate and file documents relating to aircraft load planning and loading process in line with organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand how to plan the load and complete relevant documents</p>	<p>4.1 Describe the source of load information for:</p> <ul style="list-style-type: none"> - aircraft weights - fuel load and usage - passengers - baggage - cargo - other loads <p>4.2 Identify reference sources for load planning</p> <p>4.3 Explain loading and separation requirements for dangerous goods, restricted articles and special loads</p> <p>4.4 Explain organisational system/s for mass and balance calculations and the method of producing a load sheet</p> <p>4.5 Highlight critical mass and balance information (weights and centre of gravity indicator) on a load sheet</p> <p>4.6 Explain how to calculate an allowed traffic load</p> <p>4.7 Explain how to allocate load to aircraft compartments and maintain the required centre of gravity</p> <p>4.8 Identify the sequence of en route stations, if relevant, and explain the effects on load planning</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.9 Explain organisational loading procedures to account for:</p> <ul style="list-style-type: none"> - sector requirements - priority loads - separation - restraint and special load requirements - to minimise load handling and the requirement for load restraints <p>4.10 Explain organisational loading procedures to ensure that dangerous goods, restricted articles and special loads are load planned in line with relevant regulations</p> <p>4.11 Explain organisational procedures for last minute changes (LMC) to the planned load and the maximum weight allowance for an LMC</p> <p>4.12 Identify destination and standard operational codes and abbreviations</p> <p>4.13 Explain organisational procedures for loading bulk, pallets and unit loading devices (ULD)</p> <p>4.14 Explain how to complete and transmit load messages</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 37: Identify and resolve aviation problems

Unit reference number: T/600/9338

Level: 2

Credit value: 3

Guided learning hours: 26

Unit summary

The purpose of this unit is for learners to demonstrate that they can identify and resolve common aviation problems and review how the problems have been solved.

This unit is directly related to GoSkills National Occupational Standard Unit 15 – Identify and resolve aviation problems from the Aviation Operations on the Ground suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Simulation must not be used to assess this unit.

The degree of difficulty of the problem should not be too complex. The main features of the problem should be easily identifiable.

Problems identified must include:

- People problems (arguments, customers, interpersonal etc)
- Resource problems (lack of resources, system or procedural failures)

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to identify aviation problems and propose options to resolve them	1.1 Understand and interpret problem/s that has/have been identified 1.2 Ask suitable questions to check understanding of the problem/s 1.3 Identify the available solution/s for sorting out the problem/s 1.4 Consult with other people to confirm the solution/s available to resolve the problem/s 1.5 Suggest other ways that problems may be resolved if the learner is not able to help 1.6 Review how the available solution/s to the problem/s were identified			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to identify aviation problems and propose options to resolve them	2.1 Describe how to get help to identify a problem and describe its main features 2.2 Describe how the problem affects them and other people 2.3 Identify how much information is needed about the problem 2.4 Identify how people would like to be informed about the progress and solution of the problem 2.5 Identify problem solving methods 2.6 Describe factors that will affect own way of dealing with the problem 2.7 Identify which people could help them resolve the problem 2.8 Identify any rules and regulations that have to be considered when solving the problem 2.9 Describe how to overcome difficulties when solving problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to implement the solution to aviation problems and check that the problems have been resolved	3.1 Discuss and agree the proposed solution/s to the problem with others 3.2 Take action to follow the agreed solution/s 3.3 Keep commitments related to solving the problem 3.4 Keep others fully informed about what is happening to resolve problem/s 3.5 Check with others to make sure the problem has been resolved to their satisfaction 3.6 Give clear reasons to others when the problem has not been resolved to their satisfaction 3.7 Review performance as to how the problem was resolved			
4 Know how to implement the solution to aviation problems and check that the problems have been resolved	4.1 Describe organisational health and safety procedures 4.2 Explain how to create a plan that takes into account any issues that may arise 4.3 Describe when a problem has been resolved 4.4 Explain how to assess the methods used for solving the problem 4.5 Identify any ways in which they could improve own problem solving skills			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 38: Maintain effective working practices in the aviation industry

Unit reference number: F/600/9326

Level: 2

Credit value: 4

Guided learning hours: 33

Unit summary

The purpose of this unit is to demonstrate that a learner can work effectively following organisational procedures and achieve their work objectives.

This unit is directly related to GoSkills National Occupational Standard Unit 11 – Maintain effective working practices from the Aviation Operations on the Ground suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Simulation must not be used to assess this unit.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare and create opportunities for effective working practices	1.1 Actively listen to the supervisor and/or other team members to understand what work needs to be done 1.2 Check with the supervisor and/or other team members if unsure of what work needs to be done 1.3 Plan each piece of work so that priorities can be met 1.4 Make sure that all necessary resources are available to do the work 1.5 Meet organisational standards for appearance in the workplace			
2 Understand how to prepare and create opportunities for effective working practices	2.1 Describe the factors which improve and the factors which prevent effective working 2.2 Explain lines and methods of effective communication 2.3 Explain organisational aims in relation to personal job role			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to create and maintain effective working relationships	3.1 Carry out all duties in line with organisational procedures and practices to ensure best use of time is made 3.2 Make sure that all duties carried out are within the limits of own personal authority 3.3 Use all equipment and materials in line with organisational procedures 3.4 Report breakdowns in working practices to the correct person 3.5 Tell the supervisor and/or team members if they can not meet a deadline 3.6 Deal with personal differences, or differences of opinion in a way that maintains effective working relations			
4 Understand how to create and maintain effective working relationships	4.1 Explain the limits of own personal authority 4.2 Explain organisational and regulatory standards 4.3 Explain own personal work procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to improve their work	5.1 Ask for feedback on their own performance and accept any potential criticism in a positive manner 5.2 Assess their own work to identify own strengths and weaknesses 5.3 Set realistic targets to improve own work 5.4 Agree an action plan that will help to achieve targets 5.5 Carry out activities to support the action plan 5.6 Take part in reviews and alter the targets and activities as necessary			
6 Understand how to improve their work	6.1 Explain the importance of action plans 6.2 Explain the importance of feedback 6.3 Explain how to identify strengths and weaknesses 6.4 Explain how to set and agree own targets 6.5 Explain why reviewing achievements and learning plans is important			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 39: Give customers a positive impression of yourself and your organisation

Unit reference number: L/601/0933

Level: 2

Credit value: 5

Guided learning hours: 33

Unit summary

Excellent customer service is provided by people who are good with people. The learner's behaviour affects the impression that customers have of the service they are receiving. This Unit is about communicating with the customers and giving a positive impression whenever dealing with a customer. By doing this the learner can create a positive impression of the organisation and the customer service it provides. All of us enjoy the experience of good customer service if we feel that the person serving us really wants to create the right impression, responds to us and gives us good information. Every detail of the learners' behaviour counts when dealing with a customer.

The unit belongs to the Institute of Customer Service.

This unit directly relates to Unit A4 of the Customer Service NOS 2010.

Assessment requirements/evidence requirements

Specified in the Customer Service Assessment Strategy 2010 (www.instituteofcustomerservice.com).

The assessment and quality assurance requirement for this unit provides evidence towards A and V units.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Establish rapport with customers	1.1 Meet their organisation's standards of appearance and behaviour 1.2 Greet their customer respectfully and in a friendly manner 1.3 Communicate with their customer in a way that makes them feel valued and respected 1.4 Identify and confirm their customer's expectations 1.5 Treat their customer courteously and helpfully at all times 1.6 Keep their customer informed and reassured 1.7 Adapt their behaviour to respond to different customer behaviour			
2 Respond appropriately to customers	2.1 Respond promptly to a customer seeking help 2.2 Choose the most appropriate way to communicate with their customer 2.3 Check with their customer that they have fully understood their expectations 2.4 Respond promptly and positively to their customer's questions and comments 2.5 Allow their customer time to consider their response and give further explanation when appropriate			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Communicate information to customers	3.1 Quickly find information that will help their customer 3.2 Give their customer information they need about the services or products offered by their organisation 3.3 Recognise information that their customer might find complicated and check whether they fully understand 3.4 Explain clearly to their customers any reasons why their expectations cannot be met			
4 Understand how to give customers a positive impression of themselves and the organisation	4.1 Describe their organisation's standards for appearance and behaviour 4.2 Explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately 4.3 Identify their organisation's rules and procedures regarding the methods of communication they use 4.4 Explain how to recognise when a customer is angry or confused 4.5 Identify their organisation's standards for timeliness in responding to customer questions and requests for information			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 40:	Deliver reliable customer service
Unit reference number:	J/601/1210
Level:	2
Credit value:	5
Guided learning hours:	33

Unit summary

This unit is about how the learner delivers consistent and reliable service to customers. As well as being good with people, the learner needs to work with their organisation's service systems to meet or exceed customer expectations. In the learners' job there will be many examples of how they combine their approach and behaviour with their organisation's systems. The learner will need to prepare for each transaction with a customer, deal with different types of customers in different circumstances and check that what they have done has met customer expectations. To meet this standard they have to deliver excellent customer service over and over again.

The unit belongs to the Institute of Customer Service.

This unit directly relates to Unit B2 of the Customer Service NOS 2010.

Assessment requirements/evidence requirements

Specified in the Customer Service Assessment Strategy 2010 (www.instituteofcustomerservice.com).

The assessment and quality assurance requirement for this unit provides evidence towards A and V units.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Prepare to deal with customers	<p>1.1 Keep their knowledge of their organisation's services or products up-to-date</p> <p>1.2 Ensure that the area they work in is tidy, safe and organised efficiently</p> <p>1.3 Prepare and arrange everything they need to deal with customers before their shift or period of work commences</p>			
2	Give consistent service to customers	<p>2.1 Make realistic customer service promises to customers</p> <p>2.2 Ensure that their promises balance the needs of their customers and their organisation</p> <p>2.3 Keep their promises to customers</p> <p>2.4 Inform their customers if they cannot keep their promises due to unforeseen circumstances</p> <p>2.5 Recognise when their customers' needs or expectations have changed and adapt their service to meet the new requirements</p> <p>2.6 Keep their customers informed if delivery of the service needs to involve passing them on to another person or organisation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Check customer service delivery	3.1 Check that the service they have given meets their customers' needs and expectations 3.2 Identify when they could have given better service to customers and how their service could have been improved 3.3 Share information with colleagues and service partners to maintain and improve their standards of service delivery			
4 Know how to deliver reliable customer service	4.1 Describe their organisation's services or products 4.2 Explain their organisation's procedures and systems for delivering customer service 4.3 Describe methods or systems for measuring an organisation's effectiveness in delivering customer service 4.4 Explain their organisation's procedures and systems for checking service delivery 4.5 Explain their organisation's requirements for health and safety in their area of work			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 41: Deal effectively with difficult passengers

Unit reference number: K/600/9739

Level: 2

Credit value: 5

Guided learning hours: 33

Unit summary

The purpose of this unit is for learners to demonstrate that they can deal with difficult passengers in the aviation environment.

This unit is directly related to GoSkills National Occupational Standard Unit 62 – Deal effectively with difficult passengers from the Aviation Operations on the Ground suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by Pearson prior to use. The setting up or devising of assessment situations do not need to be approved by Pearson if they take place in the normal workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to assess situations and decide on action needed	1.1 Promptly recognise situations that involve inappropriate behaviour by passengers 1.2 Prioritise the action to be taken, in line with approved organisational guidelines 1.3 Make sure the planned action, wherever possible, meets approved organisational guidelines or procedures 1.4 Consider the needs of other passengers when dealing with the situation 1.5 Get help from the appropriate sources in situations outside own personal authority or ability to deal with 1.6 Maintain the morale of other passengers in line with approved organisational guidelines			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to assess situations and decide on action needed	2.1 Give examples of situations involving passenger behaviour which might have to be dealt with 2.2 Describe the action that can be taken and that they are personally authorised to take 2.3 Describe organisational procedures and guidelines for dealing with and recording incidents involving passenger behaviour 2.4 Describe the organisational and relevant legal responsibilities when dealing with emergencies and incidents 2.5 Describe when and how to get help when needed 2.6 Describe the things that affect passenger morale in emergencies or incidents			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to deal with difficult passengers	3.1 Take action to deal with passengers' inappropriate behaviour in line with organisational procedures and guidelines 3.2 Take control of the situation in a way that reduces any possible conflict 3.3 Get help from the appropriate sources in situations that are outside own personal authority or ability to deal with 3.4 Consider the needs of other passengers when taking action 3.5 Maintain personal safety and security, and that of others, while taking action 3.6 Report the details of any events in line with organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to deal with difficult passengers	4.1 Describe the action that can be taken and that they are authorised to take with regard to inappropriate behaviour 4.2 Describe the organisational and relevant legal responsibilities they have when sorting out passenger-related incidents 4.3 Describe how to carry out positive responsive action to deal with passenger-related incidents 4.4 Describe at what point and how they should get help when dealing with a difficult passenger 4.5 Describe how to maintain personal safety and security, and that of others 4.6 Describe the things that affect customer service in emergencies or incidents, including giving advice to passengers 4.7 Describe organisational procedures and guidelines for dealing with and reporting emergencies and incidents			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

How to obtain National Occupational Standards

Contact:

GoSkills
Concorde House
Trinity Park
Solihull
West Midlands
B37 7UQ

Tel: 0121 635 5520

Fax: 0121 635 5521

General e-mail enquiries to: info@goskills.org

Professional development and training

Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from the Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson recognised centre and must have approval for qualifications that it is offering.
- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore, the specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by a Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe B: Centre certification and registration

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Pearson Edexcel NVQ Qualifications* for further details. qualifications.pearson.com.



Assessment Strategy

for the

Level 2 Diploma in Aviation
Operations on the Ground

Based on

GoSkills

National Occupational Standards

1. Introduction

GoSkills, as the Sector Skills Council for the Passenger Transport Sector, is responsible for developing an assessment strategy for the qualifications based on its national occupational standards.

This responsibility means that *GoSkills* must:

- a Recommend how external quality control of assessment will be achieved;
- b Define which aspects of the national standards must always be assessed through performance in the workplace;
- c Define the extent to which simulated working conditions may be used to assess competence and any characteristics that simulations should have, including definitions (where appropriate) of what would constitute a 'realistic working environment' (RWE) for the qualifications concerned;
- d Define the occupational expertise requirements for assessors and verifiers in consultation with industry and in agreement with awarding bodies.

This Assessment Strategy for the Level 2 Diploma in Aviation Operations on the Ground addresses the four areas indicated above.

In the Pearson BTEC Professional Competence Diplomas, all units are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

Each unit within the qualification has specified assessment criteria which must be used. To achieve a 'pass' a learner must have satisfied **all** the assessment criteria.

2. Review and Evaluation of this Strategy

GoSkills and awarding organisations will continually monitor the effectiveness of this strategy. It will be reviewed annually and revised where necessary every two years. *GoSkills* will therefore establish arrangements for awarding bodies to provide feedback that will assist in the evaluation and review of this strategy. This feedback will also be used to evaluate assessment and verification practices, identify and promulgate good practice and inform any improvements to be made to this strategy.

Awarding organisations and their approved centres will be encouraged to submit comments and suggestions for improvements. This will be through formal dialogue between *GoSkills* and the awarding organisations.

3. External Quality Control of Assessment

The quality of the assessment process is the responsibility of the awarding organisations. The following information is provided by *GoSkills* as guidance to awarding organisations. *GoSkills* encourages flexibility and innovation of approach alongside robust systems to support quality control.

Awarding organisations must detail their approach to each of the following.

3.1 External Verification

External Verifiers (EVs) should verify assessments at approved centres. The normal frequency of external verification visits is two per year (a total of two days per year). However, the exact frequency should be determined by the risk assessment.

The verification should include inspection of the records of evidence and assessment. Awarding organisations should consider rotating their external verifiers in order to encourage standardisation, independence of assessment and the sharing of good practice.

3.2 Risk Assessment

In order to promote appropriate levels of monitoring of centres, *GoSkills* requires awarding organisations to adopt a risk management system. This approach is consistent with the approach taken by the regulatory authorities. Where there is a risk to the quality and consistency of assessment (eg as a result of commercial interests or as a result of relationships between learners and assessors), awarding organisations should ensure that appropriate mechanisms are in place to ensure the reliability of the assessment.

Awarding organisations should show that a risk assessment has been carried out for each approved centre and that a strategy to minimise the risk has been implemented.

3.3 Awarding Organisation Forum

GoSkills will arrange regular awarding organisation meetings. The aim of the meetings will be to promote consistency in the assessment process. All awarding organisations offering the Level 2 Diploma in Aviation Operations on the Ground will be required to attend the awarding organisation forum at least once per year.

4. Evidence

4.1 Evidence

Wherever possible, evidence of occupational competence should be generated and collected through performance under workplace conditions (see section 4.2 below). There may, however, be situations where the actual workplace may not be appropriate, or where waiting for naturally occurring evidence is impractical and therefore simulation may be necessary. Guidance on simulation is provided in section 4.3.

In all cases, the evidence provided should demonstrate that learners:

- have achieved all the stated performance outcomes;
- possess and are capable of applying all the required items of knowledge and understanding.

Additional guidance on evidence requirements will be specified at unit level; this guidance will be developed by GoSkills in partnership with Awarding Organisations.

4.2 Evidence from Workplace Performance

It is accepted that not all employees have identical work place conditions and therefore there cannot be assessment conditions that are identical for all learners. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works. The evidence collected under these conditions should also be as naturally occurring as possible.

Evidence from the workplace includes observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony etc.

4.3 Use of Simulation in Assessments

As stated above, it is intended that learners should be assessed under normal workplace conditions. However, the setting up or devising of assessment situations will be allowed, when it can be demonstrated that circumstances require it in areas related to:

- safety
- legislation/regulation
- security
- infrequent occurrences
- cost
- significant interruption to learner's or employer's business

It is recognised that there may be other assessment situations where simulation may have to be used. In such instances, awarding organisations should give consideration to the reliability and validity of the likely evidence before agreeing to simulation.

Where simulation is used, it should be designed to ensure that:

- the learner is required to use materials, tools and equipment found and used within the workplace environment
- the learner is provided with information, advice and guidance in line with that which would be provided in the workplace environment in the given context
- the learner is required to carry out actions and responsibilities which would normally be delegated to someone competent in the occupational area within the workplace environment
- the physical environment and situation replicates the workplace environment
- other people with whom the learner interacts in performing the activity behave “in character” for the given situation.

In all cases, the centre should agree its plans for simulation with the Awarding Organisation to ensure that it is satisfactory.

5. Competence of Assessment Personnel

GoSkills acknowledges the very important role and responsibility that assessment personnel have in maintaining the quality and integrity of the Level 2 Diploma in Aviation Operations on the Ground. Awarding organisations and other stakeholders therefore have to have confidence in the actions and decisions of assessment personnel.

Awarding Organisation Responsibility

A primary responsibility of the Awarding Organisation is to assure quality and consistency across the centres which deliver the Level 2 Diploma in Aviation Operations on the Ground and to ensure that centres are assessing in line with the requirements of the National Occupational Standards for Aviation Operations on the Ground. It is therefore the responsibility of the Awarding Organisation to have an auditable method of ensuring consistency across organisations. It is expected that external verification staff assuring quality and consistency across centres need to have a thorough understanding of quality assurance and assessment practices as well as technical awareness related to the qualifications that they are externally verifying.

It will be the responsibility of the awarding body to select and appoint external verifiers

Potential external verifiers should:

- hold (or be working towards) an appropriate qualification as specified by the regulatory authorities, confirming their competence to externally verify assessments
- have experience of working within the aviation industry gained through current or prior employment
- have an up to date technical awareness relevant to the S/NVQs they are seeking to externally verify. Technical awareness is defined as a general overview of the subject area sufficient to ensure that assessment and portfolio evidence are reliable and that relevant health and safety requirements have been complied with
- have a sound and in-depth knowledge of the occupational standards
- demonstrate their commitment to maintaining their industry knowledge by ongoing professional development eg through undertaking training courses and/or membership of industry organisations.

Internal verification and standardisation across assessment personnel

It will be the responsibility of the approved centre to select and appoint people to ensure consistency of assessment across a centre's assessment personnel.

Standard Model	Employer Model
<p>The person responsible for internal verification must:</p> <ul style="list-style-type: none"> • hold (or be working towards) an appropriate qualification, as specified by the regulatory authorities, confirming their competence to ensure the internal standardisation of assessments • hold (or be working towards) an appropriate qualification confirming their competence to assess learners. • have a sound and in-depth knowledge of the national occupational standards. • have credible up to date technical understanding, developed through: <ul style="list-style-type: none"> • experience as a practitioner in the roles covered by the Level 2 Diploma in Aviation Operations on the Ground AND/OR • achievement of professional qualifications attesting to their competence in the roles covered by the Level 2 Diploma in Aviation Operations on the Ground AND/OR 	<p>Designated staff, approved by the awarding body, who take on the role of The person responsible for internal standardisation must:</p> <ul style="list-style-type: none"> • Have completed the company’s in-house training scheme which must have been confirmed and mapped by the awarding organisation as providing the equivalent level of rigour and robustness of the regulatory body approved qualifications for ensuring the internal standardisation of assessments • have a sound and in-depth knowledge of the national occupational standards. • have credible up to date technical understanding, developed through: <ul style="list-style-type: none"> • experience as a practitioner in the roles covered by the Level 2 Diploma in Aviation Operations on the Ground AND/OR • achievement of professional qualifications attesting to their competence in the roles covered by the Level 2 Diploma in Aviation Operations on the Ground AND/OR
<ul style="list-style-type: none"> • experience in the supervision of people who perform the roles covered by the Level 2 Diploma in Aviation Operations on the Ground AND/OR • providing training in a workplace context for those who perform the roles covered by the Level 2 Diploma in Aviation Operations on the Ground 	<ul style="list-style-type: none"> • experience in the supervision of people who perform the roles covered by the Level 2 Diploma in Aviation Operations on the Ground AND/OR • providing training in a workplace context for those who perform the roles covered by the Level 2 Diploma in Aviation Operations on the Ground

Competence of Assessors

The primary responsibility of the assessor is to assess learners to the required quality and consistency, against the national occupational standard. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in depth technical competence related to the qualifications for which they are assessing learners.

It will be the responsibility of the approved centre to select and appoint assessors.

Standard Model	Employer Model
<p>Assessors must:</p> <ul style="list-style-type: none"> • hold (or be working towards) an appropriate qualification, as specified by the regulatory authorities, confirming their competence to assess learners working towards the Level 2 Diploma in Aviation Operations on the Ground. • have credible up to date technical competence, developed through: <ul style="list-style-type: none"> • Expertise gained in recent actual experience of working in the occupational area AND/OR • Achievement of qualifications which attest to their competence in the roles covered by the Level 2 Diploma in Aviation Operations on the Ground • AND/OR • Experience in supervising people who perform the roles covered by the Level 2 Diploma in Aviation Operations on the Ground • AND/OR <p>Experience gained in providing training in a workplace context for those who perform the roles covered by the Level 2 Diploma in Aviation Operations on the Ground</p>	<p>Designated staff, approved by the awarding body, who take on the role of assessors must:</p> <ul style="list-style-type: none"> • Have completed the company's in- house training scheme which has been confirmed and mapped by the awarding organisation as providing the equivalent level of rigour and robustness of the regulatory body approved qualifications for assessment • have credible up to date technical competence, developed through: <ul style="list-style-type: none"> • Expertise gained in recent actual experience of working in the occupational area AND/OR • Achievement of qualifications which attest to their competence in the roles covered by the Level 2 Diploma in Aviation Operations on the Ground AND/OR • Experience in supervising people who perform the roles covered by the Level 2 Diploma in Aviation Operations on the Ground AND/OR <p>Experience gained in providing training in a workplace context for those who perform the roles covered by the Level 2 Diploma in Aviation Operations on the Ground</p>

5.3 Continued Personal and Professional Development

It is important that assessment personnel, continue their own development to help them in their respective roles. It is expected that each approved centre will provide development programmes for its assessment personnel to support them in maintaining their technical or occupational expertise.

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