

# Specification

Edexcel NVQ/competence-  
based qualifications

## Edexcel Level 2 Diploma in Aviation Ground Security (QCF)

For first registration June 2011

Edexcel, a Pearson company, is the UK's largest awarding organisation offering vocational and academic qualifications and testing, to employers, training providers, colleges, schools, and other places of learning in the UK, and in over 85 countries worldwide.

Our specialist suite of qualifications includes NVQs, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

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## Qualification title covered by this specification

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This specification gives you the information you need to offer the Edexcel Level 2 Diploma in Aviation Ground Security (QCF):

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Operational start date</b>
Edexcel Level 2 Diploma in Aviation Ground Security (QCF)	600/1914/1	01/06/2011

This qualification has been accredited within the Qualifications and Credit Framework (QCF).

For further information on the funding of 14–19 qualifications offered in England, please refer to the DFE Section 96 website. For further information on the funding of 19+ qualifications offered in England, please refer to the SFA website. For further information on funding in Wales, visit the DAQW website. For further information on funding in Northern Ireland, visit the DELNI and DENI website. When undertaking a qualification that does not appear on the governments' lists as eligible for funding for specific age ranges, users must be aware of the legal requirements around activities undertaken by learners of specific ages.

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

The QCF 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 Edexcel.

# Key features of the Edexcel Level 2 Diploma in Aviation Ground Security (QCF)

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This qualification:

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

## What is the purpose of this qualification?

This qualification has been developed by GoSkills following extensive employer consultation and research to address skills gaps and to provide practitioners within the aviation ground security 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 18 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualification should:

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

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

This qualification allows learners to demonstrate competence against the NOS which are based on the needs of the aviation ground security industry as defined by GoSkills. It contributes to the development of skilled employees in the sector.

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

- Aviation Ground Security Operative.

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

The Edexcel Level 2 Diploma in Aviation Ground Security (QCF) allows learners to undertake units relating to their specific job role, encouraging progression in the workplace.

Further information is available in *Annexe A*.

## What is the qualification structure for the Edexcel Level 2 Diploma in Aviation Ground Security (QCF)?

Individual units can be found in the *Units* section.

To achieve the Edexcel Level 2 Diploma in Aviation Ground Security (QCF) learners must achieve a minimum of 46 credits, made up as follows: 45 mandatory credits from Group A, plus a minimum of 1 optional credit from Group B.

Unit	Mandatory units – Group A	Credit	Level
	All 14 units must be taken. Credit value required: minimum 45, maximum 45.		
1	J/503/1625 – Prepare to Undertake Duties in the Aviation Security Environment	2	2
2	L/503/1626 – Obtain and Communicate Information in the Aviation Security Environment	3	2
3	R/503/1627 – Manage Conflict in the Aviation Security Environment	3	2
4	D/503/1632 – Maintain a Safe and Secure Working Environment in the Aviation Security Industry	2	2
5	K/503/1634 – Control Access to the Aviation Security Area	2	2
6	M/503/1635 – Use Aviation Security Screening Equipment	4	2
7	A/503/1637 – Carry Out a Physical Search in the Aviation Security Environment	4	2
8	F/503/1638 – Operate IT Systems and Ancillary Equipment in the Aviation Security Environment	1	2
9	F/503/1641 – Respond to Incidents, Accidents and Emergencies in the Aviation Security Environment	2	2
10	J/503/1642 – Maintain Effective Working Relationships with Colleagues in the Aviation Security Environment	1	2
11	Y/503/1645 – Recognise Diversity when Delivering Customer Service	5	2
12	K/503/1648 – Do Own Job in a Customer Focussed Way	5	1
13	M/503/1649 – Maintain a Positive and Customer Focussed Attitude	5	1
14	H/503/1650 – Deliver Customer Service to Difficult Customers	6	2

<b>Unit</b>	<b>Optional units – Group B</b>	<b>Credit</b>	<b>Level</b>
	Learners must complete a minimum of 1 credit from this group. Credit value required: minimum 1.		
15	Y/503/1628 – Manage Crowd Control in the Aviation Security Environment	1	2
16	D/503/1629 – Direct Customers in the Aviation Security Environment	1	2
17	Y/503/1631 – Direct Vehicles through the Aviation Security Environment	2	2
18	H/503/1633 – Prepare Customers for the Aviation Security Screening Process	2	2
19	J/503/1639 – Carry Out Routine Checks within the Aviation Security Environment	2	2
20	A/503/1640 – Secure the Aircraft	1	2
21	R/503/1644 – Help Customers who have Disabilities and Particular Requirements in the Aviation Security Environment	4	2



# How is the qualification graded and assessed?

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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.

The qualifications are designed to be assessed:

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

## Assessment strategy

The assessment strategy for this qualification has been included in *Annexe D*. It has 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:

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

### **Types of evidence (to be read in conjunction with the assessment strategy in *Annexe D*)**

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 Edexcel standards verifier. A range of recording documents is available on the Edexcel website [www.edexcel.com](http://www.edexcel.com). Alternatively, centres may develop their own.

# Centre recognition and approval

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## Centre recognition

Centres that have not previously offered Edexcel 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 Edexcel 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. Edexcel 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

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Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

## What resources are required?

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This qualification is designed to support learners working in the aviation ground security 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 D: Assessment 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.

<b>Unit title:</b>					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
<b>Unit code:</b>					This is the unit owner's reference number for the specified unit.
<b>Unit reference number:</b>					This code is a unique reference number for the unit.
<b>QCF level:</b>					All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.
<b>Credit value:</b>					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.
<b>Guided learning hours:</b>					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.
<b>Unit summary:</b>					This provides a summary of the purpose of the unit.
<b>Assessment requirements/evidence requirements:</b>					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
<b>Assessment methodology:</b>					This provides a summary of the assessment methodology to be used for the unit.
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>	
			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: Prepare to Undertake Duties in the Aviation Security Environment**

<b>Unit code:</b>	AGS 1
<b>Unit reference number:</b>	J/503/1625
<b>QCF level:</b>	2
<b>Credit value:</b>	2
<b>Guided learning hours:</b>	16

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competence to ensure they are fit for duty.

This unit is directly related to GoSkills National Occupational Standard Unit 1 – Prepare to Undertake Duties in the Aviation Security Environment.

### **Assessment requirements**

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Simulation is not permitted.

The overarching assessment strategy for the Level 2 Diploma in Aviation Ground Security (QCF) must be followed; please see Annexe D.

### **Additional guidance as specified by the sector**

This unit outlines the requirements to ensure that a learner understands how to comply with organisational rules, regulations, instructions and procedures relating to fitness for duty and preparing for work. This unit also ensures that learners know and understand the threat to aviation and how their role contributes to the safety of the aviation industry.

### **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 personal preparation to Undertake Duties	1.1 meet organisational policy and procedures relating to appearance and conduct 1.2 meet organisational policy and procedures relating to fitness for duty 1.3 identify the required documentation and equipment needed to Undertake Duties			
2 Know how to complete personal preparation to Undertake Duties	2.1 explain organisational standards and procedures relating to appearance, conduct and fitness required for duty 2.2 explain the importance of appearance, conduct and fitness in relation to own role 2.3 describe the different types of equipment required for duty 2.4 explain how to access and use the required equipment 2.5 explain the documents required when completing personal preparation 2.6 explain the organisational standards of behaviour which are required for own role			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to prepare for duty	3.1 communicate to the relevant personnel any necessary information relating to own duties 3.2 access and confirm information relating to the work to be undertaken 3.3 ensure organisational procedures are complied with in relation to personal safety 3.4 within the allocated time complete preparations for duty 3.5 complete required documents accurately and process them correctly			
4 Know how to prepare for duty	4.1 explain organisational procedures relating to booking on and booking off duty 4.2 describe the duties to be undertaken and the organisational procedures relating to them 4.3 describe the organisational procedures and legal requirements relevant to own duties 4.4 identify the personnel within the organisation who are relevant to own job role 4.5 explain the documentation completion requirements within own organisation 4.6 describe what constitutes a threat to the aviation industry and how this could impact on own role			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

## **Unit 2: Obtain and Communicate Information in the Aviation Security Environment**

<b>Unit code:</b>	AGS 2
<b>Unit reference number:</b>	L/503/1626
<b>QCF level:</b>	2
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	11

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competency in storing, retrieving and communicating relevant information in an effective and timely manner including information relating to technical content.

This unit is directly related to GoSkills National Occupational Standard Unit 2 – Obtain and Communicate Information in the Aviation Security Environment.

### **Assessment requirements**

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Realistic simulation may be used to assess areas that cover non-routine situations with the agreement of Edexcel.

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

The overarching assessment strategy for the Level 2 Diploma in Aviation Ground Security (QCF) must be followed; please see *Annexe D*.

### **Additional guidance as specified by the sector**

The information may come from within the learner's own organisation or from sources external to the organisation, such as stakeholders, suppliers, customers, clients, contractors, regulators and compliance authorities. Where information is being communicated where the customers first language is different from the learners different ways of communication can be used this may include non-verbal communication such as by hand/arm signals and gestures or by the use of resources such as information cards,

interpreters etc. It can also include adapting the way the learner speaks to the customer with the best opportunity to understand, such as by speaking more slowly.

### **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 obtain and store information	1.1 obtain specified information 1.2 update specified information 1.3 identify the nature of the information 1.4 prioritise the nature of the information and respond to it 1.5 identify where information received is unclear or insufficient 1.6 obtain assistance promptly 1.7 store information so that it can be promptly retrieved when required 1.8 maintain in line with organisational procedures confidentiality of information			
2 Know how to obtain and store information	2.1 describe organisational lines and methods of effective communication 2.2 explain the organisational procedures for storing information 2.3 describe own responsibilities regarding collecting and storing information 2.4 explain organisational procedures relating to confidentiality of information			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to communicate information	3.1 communicate relevant and accurate information clearly using a suitable method 3.2 demonstrate that information communicated is consistent and is in line with organisational procedures			
4 Know how to communicate information	4.1 explain organisational procedures for the provision and communication of information 4.2 describe organisational procedures for presenting information 4.3 explain the different lines and methods of effective communication within own organisation and which are relevant to own role 4.4 explain how to use the relevant communication systems within own organisation			
5 Be able to communicate information across a language barrier	5.1 identify resources to assist with communicating in a variety of languages 5.2 communicate across a language divide using appropriate hand/arm signals and gestures asking for clarification where necessary 5.3 communicate with a customer across a language divide by speaking clearly, slowly and by using a consistent tone and volume			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Know how to communicate information across a language barrier</p>	<p>6.1 identify the languages most likely to be encountered in the work environment</p> <p>6.2 explain how to communicate information using hand/arm signals and gestures</p> <p>6.3 explain how the meaning of words and gestures can vary between people of different countries</p> <p>6.4 explain how to communicate to a customer that an extended conversation in their first language will not be possible</p> <p>6.5 explain the importance of tone, pace and volume when dealing with customers across a language divide</p> <p>6.6 explain when additional language skills may be needed</p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(if sampled)*





## **Unit 3: Manage Conflict in the Aviation Security Environment**

<b>Unit code:</b>	AGS 3
<b>Unit reference number:</b>	R/503/1627
<b>QCF level:</b>	2
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	10

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competency in managing conflict in the aviation security environment.

This unit is directly related to GoSkills National Occupational Standard Unit 3 – Manage Conflict in the Aviation Security Environment.

### **Assessment requirements**

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Replication may be used to assess areas that cover non-routine situations with the agreement of Edexcel.

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

The overarching assessment strategy for the Level 2 Diploma in Aviation Ground Security (QCF) must be followed; please see Annexe D.

### **Additional guidance as specified by the sector**

Learners should be able to recognise when a person's behaviour is inappropriate and be able to deal with this in line with organisational procedures. The learner should be able to maintain their own personal safety, give advice and warnings and call for assistance when required. Communication is a key feature of this unit and learners should be able to communicate effectively both verbally and non-verbally to defuse a situation.

When assessing this unit the following definition should be used:

- Customer – any person who passes through or has the potential to pass through a defined aviation security area, examples could include internal customers such as colleagues, line manager, trainees or external customers such as passengers, suppliers, contractors, visitors, staff, compliance authorities etc.

### **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 assess situations and decide on action needed</p>	<p>1.1 recognise situations promptly that involve inappropriate behaviour by people</p> <p>1.2 assess the personal risks and risks to others in the situation</p> <p>1.3 assess the seriousness of the situation and the behaviour of the people involved</p> <p>1.4 prioritise the action taken, in line with organisational procedures</p> <p>1.5 ensure that any planned action meets organisational procedures and that the needs of others are considered when dealing with the situation</p> <p>1.6 obtain help from the appropriate sources in situations outside own personal authority or ability to deal with</p> <p>1.7 collect and report necessary information about the person(s) involved and the situation</p> <p>1.8 seek advice from other staff as appropriate when assessing conflict situations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to assess situations and decide on action needed</p>	<p>2.1 describe the type of conflict situations that are likely to arise when working in an aviation security environment</p> <p>2.2 describe circumstances that could lead to potential conflict</p> <p>2.3 describe how to assess the risks in conflict situations and the factors that should be kept in mind</p> <p>2.4 describe the actions that can be taken and are within own personal authority</p> <p>2.5 describe when and how to get help when situations are outside own personal authority or ability to deal with</p> <p>2.6 explain why information about the people involved and the situation should be collected and reported and the organisational procedures regarding this</p> <p>2.7 describe how to maintain goodwill in conflict situations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to take action to deal with conflict</p>	<p>3.1 demonstrate how to deal with conflict situations in line with organisational procedures including how to approach a conflict or potential conflict situation in a way that does not make the situation worse</p> <p>3.2 take control of the situation in a way that reduces any conflict or potential conflict whilst considering the needs of others</p> <p>3.3 get help from the appropriate sources in situations that are outside own personal authority or ability</p> <p>3.4 maintain personal safety and security, and that of others in the workplace, while taking action</p> <p>3.5 report the details of any conflict situation in line with organisational procedures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to deal with conflict	<p>4.1 describe the action which can be taken with regard to resolving conflict between people within personal authority</p> <p>4.2 describe organisational procedures and relevant legal requirements for dealing with conflict situations</p> <p>4.3 describe how to carry out positive responsive action to deal with conflict situations</p> <p>4.4 describe how and at what point help and advice should be sought</p> <p>4.5 describe how to maintain own personal safety and security, and that of others and organisational property</p> <p>4.6 describe organisational procedures for dealing with and reporting conflict situations</p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

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(if sampled)

## **Unit 4: Maintain a Safe and Secure Working Environment in the Aviation Security Industry**

<b>Unit code:</b>	AGS 7
<b>Unit reference number:</b>	D/503/1632
<b>QCF level:</b>	2
<b>Credit value:</b>	2
<b>Guided learning hours:</b>	13

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competency in maintaining a safe and secure working environment in the aviation security industry.

This unit is directly related to GoSkills National Occupational Standard Unit 7 – Maintain a Safe and Secure Working Environment in the Aviation Security Industry.

### **Assessment requirements**

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Realistic simulation may be used to assess areas that cover non-routine situations with the agreement of Edexcel.

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

The overarching assessment strategy for the Level 2 Diploma in Aviation Ground Security (QCF) must be followed; please see *Annexe D*.

### **Additional guidance as specified by the sector**

Learners must ensure that they comply with health and safety working practices and that they understand the importance of maintaining the security of the work environment.

When assessing this unit the following definitions should be used:

- hazard – something with the potential to cause harm (this can include articles, substances, plant or machines, methods of work, the working environment and other aspects of the work organisation)
- emergency – a sudden unforeseen occurrence needing immediate action.

### **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 safe working practices	<p>1.1 demonstrate how to use and store equipment and materials correctly</p> <p>1.2 ensure that the work environment is, as far as possible, free from hazards</p> <p>1.3 identify and rectify hazardous situations within limits of own personal authority</p> <p>1.4 warn others when hazardous situations arise or may arise</p> <p>1.5 deal with emergencies in accordance with organisational procedures</p> <p>1.6 comply with organisational procedures in relation to personal work practices</p> <p>1.7 report any hazardous or potentially hazardous situations or emergencies to the relevant person(s) in line with organisational procedures</p> <p>1.8 complete required documents accurately and process them correctly</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to maintain safe working practices</p>	<p>2.1 describe the limits of the working environment</p> <p>2.2 describe the types of equipment and materials available</p> <p>2.3 describe organisational safety and emergency related procedures</p> <p>2.4 list warning signs and describe their meanings</p> <p>2.5 describe the limits of own personal authority in relation to safe working</p> <p>2.6 describe organisational reporting procedures</p> <p>2.7 describe the different types of hazardous and emergency situations that may occur</p> <p>2.8 describe organisational procedures for dealing with hazardous and emergency situations</p> <p>2.9 list the personnel within the organisation who are relevant to own work role in regard to hazardous and emergency situations</p> <p>2.10 describe organisational procedures for recommending improvements to safety</p> <p>2.11 describe the relevant documentation completion requirements within the organisation for hazardous and emergency situations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to contribute to the security of the work environment	3.1 comply with security systems and processes in line with organisational procedures 3.2 obtain confirmation of visitor credentials 3.3 take the correct action promptly in response to breaches in security within limits of own authority 3.4 report any action taken to the relevant personnel in line with organisational procedures			
4 Know how to contribute to the security of the work environment	4.1 describe how to maintain a secure work environment 4.2 describe organisational security procedures 4.3 describe the different types of security breaches that may occur 4.4 describe the organisational procedures for emergency situations in relation to aviation security 4.5 describe the security systems and procedures in the local facilities and work areas 4.6 describe the organisational procedures for receiving visitors 4.7 describe the limits of own personal authority in relation to aviation security			

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## **Unit 5: Control Access to the Aviation Security Area**

<b>Unit code:</b>	AGS 9
<b>Unit reference number:</b>	K/503/1634
<b>QCF level:</b>	2
<b>Credit value:</b>	2
<b>Guided learning hours:</b>	9

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competency in controlling access to the aviation security area.

This unit is directly related to GoSkills National Occupational Standard Unit 9 – Control Access to the Aviation Security Area.

### **Assessment requirements**

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Simulation is not allowed.

The overarching assessment strategy for the Level 2 Diploma in Aviation Ground Security (QCF) must be followed; please see *Annexe D*.

### **Additional guidance as specified by the sector**

When assessing this unit the following definition should be used:

- customer(s) – this includes any person who passes through or has the potential to pass through a defined aviation security area, examples could include internal customers such as colleagues, line manager, trainees or external customers such as passengers, suppliers, contractors, visitors, staff, compliance authorities etc.

### **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 control access to the aviation security area</p>	<p>1.1 identify and confirm the validity of documents required to access the aviation security area</p> <p>1.2 take action to resolve any discrepancies in information and seek help for those which cannot be resolved within limits of own authority</p> <p>1.3 take action to monitor the flow of customers through the access point, restricting customers where necessary to avoid congestion in the aviation security area</p> <p>1.4 record details of any discrepancies in information and report them in line with organisational procedures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to control access to the aviation security area</p>	<p>2.1 describe the limits of the aviation security area</p> <p>2.2 describe the different types of documents required to gain access to the aviation security area</p> <p>2.3 explain how to confirm the validity of the documents and why this is important</p> <p>2.4 explain how and when documents and information may be invalid</p> <p>2.5 describe the organisational procedures for dealing with discrepancies in information</p> <p>2.6 describe how and when to restrict the flow of customers</p> <p>2.7 describe the limits of own authority and that of others involved</p> <p>2.8 describe organisational reporting lines and procedures relevant to their job role</p>			

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## **Unit 6: Use Aviation Security Screening Equipment**

<b>Unit code:</b>	AGS 10
<b>Unit reference number:</b>	M/503/1635
<b>QCF level:</b>	2
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	38

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competency in using aviation security screening equipment.

This unit is directly related to GoSkills National Occupational Standard Unit 10 – Use Aviation Security Screening Equipment.

### **Assessment requirements**

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Simulation is not allowed.

The overarching assessment strategy for the Level 2 Diploma in Aviation Ground Security (QCF) must be followed; please see *Annexe D*.

### **Additional guidance as specified by the sector**

When assessing this unit the following definition should be used:

- customer(s) – this includes any person who passes through or has the potential to pass through a defined aviation security area, examples could include internal customers such as colleagues, line manager, trainees or external customers such as passengers, suppliers, contractors, visitors, staff, compliance authorities etc.

### **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 use aviation security screening equipment</p>	<p>1.1 identify the security screening equipment            1.2 take action to ensure that the security screening equipment is functioning correctly and record this            1.3 take action when faults are identified in line with organisational procedures            1.4 use the security screening equipment in line with organisational procedures            1.5 identify prohibited or suspect items and take action in line with organisational procedures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to use aviation security screening equipment</p>	<p>2.1 describe the organisational procedures for aviation security screening</p> <p>2.2 describe the different types of security screening equipment</p> <p>2.3 explain how the security screening equipment should function</p> <p>2.4 describe the types of faults that could occur in the equipment and the organisational procedures for dealing with this</p> <p>2.5 explain the purpose of aviation security screening and the different types of prohibited and suspect items that could be detected</p> <p>2.6 explain organisational procedures following an aviation security equipment alarm or activation</p> <p>2.7 explain when security screening equipment should not be used</p> <p>2.8 describe the methods and techniques used for routine testing and checking of the security screening equipment and why this is important</p> <p>2.9 describe how and when the security screening process may be tested and checked and why this is important</p>			

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## **Unit 7: Carry Out a Physical Search in the Aviation Security Environment**

<b>Unit code:</b>	AGS 11
<b>Unit reference number:</b>	A/503/1637
<b>QCF level:</b>	2
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	36

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competency in carrying out a manual search in the aviation security environment.

This unit is directly related to GoSkills National Occupational Standard Unit 11 – Carry Out a Physical Search in the Aviation Security Environment.

### **Assessment requirements**

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Realistic simulation may be used to assess areas that cover non-routine situations with the agreement of Edexcel.

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

The overarching assessment strategy for the Level 2 Diploma in Aviation Ground Security (QCF) must be followed; please see Annexe D.

### **Additional guidance as specified by the sector**

This unit is about carrying out a manual search in the aviation security environment, which may include a physical search of a bag or other item, a person, vehicle, aircraft or facility.

When assessing this unit the following definition should be used:

- customer(s) – this includes any person who passes through or has the potential to pass through a defined aviation security area, examples could include internal customers such as colleagues, line manager, trainees or external customers such as passengers, suppliers, contractors, visitors, staff, compliance authorities etc.

### **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 a physical search	<ul style="list-style-type: none"> <li>1.1 work safely at all times, complying with organisational procedures for health and safety</li> <li>1.2 identify when a search is required and the equipment required to undertake the search</li> <li>1.3 ensure that the correct permission to carry out the search is obtained</li> <li>1.4 carry out the search in line with organisational procedures</li> <li>1.5 identify prohibited and suspect items and take action in line with organisational procedures</li> <li>1.6 within the limits of own authority resolve any situations arising during the search process</li> <li>1.7 confirm completion of the search activities</li> <li>1.8 record the results of the search activities in line with organisational procedures</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to carry out a physical search</p>	<p>2.1 describe the organisational procedures for safe working relevant to the activity which must include the use of Personal Protective Equipment (PPE)</p> <p>2.2 explain when a physical search is required</p> <p>2.3 explain what different types of equipment may be required to undertake the search</p> <p>2.4 describe the organisational procedures for obtaining permission to carry out a search</p> <p>2.5 explain why permission to carry out a search must be obtained</p> <p>2.6 explain organisational procedures for when permission to carry out a search is denied</p> <p>2.7 describe the different types of searches that may be required</p> <p>2.8 explain why and when searches are undertaken</p> <p>2.9 describe the different types of prohibited and suspect items that could be detected</p> <p>2.10 describe how and where a prohibited and suspect item could be concealed</p> <p>2.11 describe the organisational procedures that need to be implemented following the discovery of a prohibited or suspect item</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.12 explain the importance of confirming completion of a search activity 2.13 describe the relevant organisational recording and reporting lines and procedures			

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## **Unit 8: Operate IT Systems and Ancillary Equipment in the Aviation Security Environment**

<b>Unit code:</b>	AGS 12
<b>Unit reference number:</b>	F/503/1638
<b>QCF level:</b>	2
<b>Credit value:</b>	1
<b>Guided learning hours:</b>	9

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competency in operating an IT system in an aviation security environment safely and effectively.

This unit is directly related to GoSkills National Occupational Standard Unit 12 – Operate IT Systems and Ancillary Equipment in the Aviation Security Environment.

### **Assessment requirements**

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Replication may be used to assess areas that cover non-routine situations with the agreement of Edexcel.

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

The overarching assessment strategy for the Level 2 Diploma in Aviation Ground Security (QCF) must be followed; please see *Annexe D*.

### **Additional guidance as specified by the sector**

Learners must be able to carry out the initial steps in using an IT system. Learners will need to demonstrate that they are fully aware of their responsibilities in using the system correctly to obtain maximum benefit from it. Learners must be able to recognise system faults and correct common errors and when to obtain specialist help and advice. Learners will be able to maintain work activity as far as possible during system failure and be able to update the system when it is restored. At all times learners will operate the IT system and ancillary equipment to protect security of

data and ensure organisational health and safety procedures are followed. 'Close down' in this unit could mean log off or close down.

### **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 operate an IT system</p>	<p>1.1 identify the IT systems and hardware used within the workplace</p> <p>1.2 start up the IT hardware in a way that conforms to good health and safety practice</p> <p>1.3 use the IT hardware in a way that conforms to good health and safety practice</p> <p>1.4 identify common errors on the IT systems and hardware used</p> <p>1.5 correct common errors on the IT systems and seek immediate assistance when difficulties occur</p> <p>1.6 take action to maintain work during systems failures in line with organisational procedures</p> <p>1.7 close down the IT system safely maintaining the security of data</p> <p>1.8 take action to ensure computer hardware is correctly and securely stored</p> <p>1.9 identify the relevant legal regulations in operating IT systems and communicate these effectively to colleagues</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to operate an IT system</p>	<p>2.1 explain what IT hardware is available within own organisation which is relevant to own role</p> <p>2.2 explain the health and safety requirements for operating IT hardware</p> <p>2.3 explain the limits of own IT technical competence and where to go to get advice on the use of IT systems</p> <p>2.4 explain the remedial action to be taken in the event of a system failure</p> <p>2.5 explain the effect of a systems failure relevant to own role</p> <p>2.6 explain the importance of updating data in the IT system when the failure has been rectified</p> <p>2.7 explain the IT systems' closing down procedures</p> <p>2.8 explain the organisational procedures for storing and securing data</p> <p>2.9 explain the relevant security and legal regulations including data protection legislation and copyright legislation</p>			

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## **Unit 9: Respond to Incidents, Accidents and Emergencies in the Aviation Security Environment**

<b>Unit code:</b>	AGS 15
<b>Unit reference number:</b>	F/503/1641
<b>QCF level:</b>	2
<b>Credit value:</b>	2
<b>Guided learning hours:</b>	15

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competency in dealing with incidents, accidents and emergencies which can include fire evacuation, suspect packages and security alerts.

This unit is directly related to GoSkills National Occupational Standard Unit 15 – Take Action to Deal with Incidents, Accidents and Emergencies in the Aviation Security Environment.

### **Assessment requirements**

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Realistic simulation may be used to assess areas that cover non-routine situations with the agreement of Edexcel.

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

The overarching assessment strategy for the Level 2 Diploma in Aviation Ground Security (QCF) must be followed; please see *Annexe D*.

### **Additional guidance as specified by the sector**

This unit is about ensuring health and safety in the work environment when dealing with incidents and emergencies. The learner should be able to identify hazards, assess the risks and limit danger to themselves and others and also damage to property. Learners must know and understand what the risks are, how to record them and what action they are authorised to take to limit danger.

## **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 respond to incidents, accidents and emergencies</p>	<p>1.1 respond to emergencies, incidents or accidents in line with organisational procedures</p> <p>1.2 assess the risk or threat to self and other persons against any action planned</p> <p>1.3 provide information to all relevant person(s) in line with organisational procedures</p> <p>1.4 get help from the relevant sources for situations outside of own authority</p> <p>1.5 maintain and process accurate records of emergencies or incidents in line with organisational procedures</p>			
<p>2 Know how to respond to incidents, accidents and emergencies</p>	<p>2.1 describe the different types of emergencies, incidents and accidents that might have to be dealt with in the aviation security environment</p> <p>2.2 explain what action might need to be taken to deal with emergencies, incidents or accidents</p> <p>2.3 explain at what point help should be sought</p> <p>2.4 explain how risks related to emergencies, incidents or accidents might be reduced</p> <p>2.5 describe the organisational procedures for dealing with and reporting emergencies, incidents or accidents</p> <p>2.6 explain own organisational and legal responsibilities when dealing with emergencies, incidents and accidents</p>			

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## **Unit 10: Maintain Effective Working Relationships with Colleagues in the Aviation Security Environment**

<b>Unit code:</b>	AGS 16
<b>Unit reference number:</b>	J/503/1642
<b>QCF level:</b>	2
<b>Credit value:</b>	1
<b>Guided learning hours:</b>	3

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competency in maintaining effective working relationships with colleagues.

This unit is directly related to GoSkills National Occupational Standard Unit 16 – Maintain Effective Working Relationships with Colleagues in the Aviation Security Environment.

### **Assessment requirements**

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Realistic simulation may be used to assess areas that cover non-routine situations with the agreement of Edexcel.

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

The overarching assessment strategy for the Level 2 Diploma in Aviation Ground Security (QCF) must be followed; please see *Annexe D*.

### **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 maintain effective working relationships with colleagues</p>	<p>1.1 maintain an atmosphere of professionalism and mutual support towards colleagues</p> <p>1.2 behave in a way that promotes equality and diversity in the workplace</p> <p>1.3 deal with requests from colleagues promptly without disrupting own work</p> <p>1.4 provide colleagues with the information requested in the agreed way and within the agreed timescales confirming it is clear and accurate</p> <p>1.5 obtain help where necessary where there is difficulty with working relationships</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to maintain effective working relationships with colleagues</p>	<p>2.1 explain the need for effective working relationships and goodwill in the workplace</p> <p>2.2 describe organisational standards and guidelines relating to behaviour in the workplace</p> <p>2.3 describe how to balance own work load whilst giving help to colleagues</p> <p>2.4 describe organisational procedures for dealing with, and discussing difficulties, in working relationships and dealing with conflict in the workplace</p> <p>2.5 describe the different skills that could be used to sort out conflicts and deal with aggressive behaviour in the workplace</p> <p>2.6 explain why equality and diversity is important in the workplace and</p> <p>2.7 explain the relevant legislation and codes of conduct aimed at achieving this</p> <p>2.8 describe organisational policy on equality and diversity and own responsibility regarding this</p> <p>2.9 describe factors that can cause prejudice and discrimination in the workplace</p>			

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## **Unit 11: Recognise Diversity when Delivering Customer Service**

<b>Unit code:</b>	AGS 18
<b>Unit reference number:</b>	Y/503/1645
<b>QCF level:</b>	2
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	33

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competency in providing customer service to diverse groups of customers each of which has different needs and expectations.

This unit is directly related to GoSkills National Occupational Standard Unit 18 – Recognise Diversity when Delivering Customer Service.

### **Assessment requirements**

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Simulation is not allowed.

The overarching assessment strategy for the Level 2 Diploma in Aviation Ground Security (QCF) must be followed; please see *Annexe D*.

### **Additional guidance as specified by the sector**

This unit covers customer service behaviours and processes that have most effect on the customer experience during customer service deliver. Customers may be external to the organisation or they may be internal customers.

### **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 respect customers and promote equality in customer service and adapt customer service to recognise different needs</p>	<p>1.1 identify verbal and non-verbal clues that provide information about customers' expectations and needs</p> <p>1.2 follow organisational procedures that seek to make customer service inclusive for diverse groups of customers</p> <p>1.3 give help in a way that promotes good customer service</p> <p>1.4 use special equipment, systems or working practices as needed in line with approved methods</p> <p>1.5 vary the approach to the customer to take account of their beliefs, expectations and needs</p> <p>1.6 confirm that the customers' needs are met after giving help</p> <p>1.7 get appropriate advice or help when the customers' needs cannot be met</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to respect customers and promote equality in customer service and adapt customer service to recognise different needs</p>	<p>2.1 explain the importance of providing help to customers to ensure reassurance and safety</p> <p>2.2 describe potential needs of customers who require help</p> <p>2.3 describe the requirements of the relevant legislation and codes of practice when providing help</p> <p>2.4 describe the limits of own responsibility when providing help to customers</p> <p>2.5 explain how to use special equipment, systems and working practices for giving help to customers</p> <p>2.6 describe how to communicate with customers who need help</p>			

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## **Unit 12: Do Own Job in a Customer Focussed Way**

<b>Unit code:</b>	AGS 19
<b>Unit reference number:</b>	K/503/1648
<b>QCF level:</b>	1
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	33

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competency in doing their job in a customer focussed way.

This unit is directly related to GoSkills National Occupational Standard Unit 19 – Do Your Job in a Customer Focussed Way.

### **Assessment requirements**

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Simulation is not allowed.

The overarching assessment strategy for the Level 2 Diploma in Aviation Ground Security (QCF) must be followed; please see Annexe D.

### **Additional guidance as specified by the sector**

This unit covers how the learner does their job with their customer in mind in a way that the organisation and supervisors find acceptable. It will help the learner to understand the part of their job that are most important to good customer service.

### **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 do own job in a customer focussed way	<p>1.1 make a good first impression to the customer</p> <p>1.2 present the correct dress code of the organisation</p> <p>1.3 carry out the tasks that make up the job in a way that shows an understanding of what the customer expects and what the organisation offers</p> <p>1.4 respond willingly to routine requests and questions from customers and recognise when to pass a request onto the appropriate colleague</p> <p>1.5 share information with customers about how delivery of the process or service is going</p> <p>1.6 work flexibly to help individual customers without reducing the level of service given to others</p> <p>1.7 share information with colleagues when they need it to provide good customer service</p>			
2 Know how to do own job in a customer focussed way	<p>2.1 describe the organisation's dress code</p> <p>2.2 describe how to do tasks that make up own job</p> <p>2.3 explain how long parts of the job take to do and how this may affect customers</p> <p>2.4 describe how to do own work in an organised way</p> <p>2.5 describe the organisation's service offer and how this affects how things are carried out</p> <p>2.6 explain the value of good customer service and own role in it</p>			

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## **Unit 13: Maintain a Positive and Customer Focussed Attitude**

<b>Unit code:</b>	AGS 20
<b>Unit reference number:</b>	M/503/1649
<b>QCF level:</b>	1
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	33

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competency in maintaining a positive and customer focussed attitude when dealing with customers.

This unit is directly related to GoSkills National Occupational Standard Unit 20 – Maintain a Positive and Customer Focussed Attitude.

### **Assessment requirements**

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Simulation is not allowed.

The overarching assessment strategy for the Level 2 Diploma in Aviation Ground Security (QCF) must be followed; please see *Annexe D*.

### **Additional guidance as specified by the sector**

This unit is about the learner's attitude and the understanding that the way a learner behaves towards customers affects customer satisfaction. Following procedures may not be enough to provide good customer service. Customers like to deal with organisations whose staff show that they are willing and keen. Customers like to think that staff want to help and they can show this by being friendly and positive and giving customers complete personal attention.

### **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 show a positive and customer focussed attitude</p>	<p>1.1 speak to customers clearly in a way that will put them at their ease</p> <p>1.2 recognise how customers are feeling</p> <p>1.3 establish a rapport with the customer</p> <p>1.4 recognise that each customer is different</p> <p>1.5 show colleagues respect at all times</p> <p>1.6 recognise when a customer wants or needs attention</p> <p>1.7 respond to a customer greeting them positively and politely</p> <p>1.8 react to situations that are important enough to interrupt working with a customer</p> <p>1.9 complete interaction with the customer</p> <p>1.10 take action to help colleagues to provide good customer service</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to maintain a positive and customer focussed attitude	2.1 describe the signs that a customer gives when seeking attention 2.2 explain why it is important to have a good rapport with the customer 2.3 describe unimportant distractions that can occur when dealing with customers 2.4 describe what is important enough to interrupt work with a customer 2.5 describe positive and negative body language and facial expressions 2.6 describe why people are different and have different expectations			

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## **Unit 14: Deliver Customer Service to Difficult Customers**

<b>Unit code:</b>	AGS 21
<b>Unit reference number:</b>	H/503/1650
<b>QCF level:</b>	2
<b>Credit value:</b>	6
<b>Guided learning hours:</b>	40

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competency in recognising and dealing with customer who may be difficult.

This unit is directly related to GoSkills National Occupational Standard Unit 21 – Deliver Customer Service to Difficult Customers.

### **Assessment requirements**

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Realistic simulation may be used to assess areas that cover non-routine situations with the agreement of Edexcel.

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

The overarching assessment strategy for the Level 2 Diploma in Aviation Ground Security (QCF) must be followed; please see *Annexe D*.

### **Additional guidance as specified by the sector**

This unit is about the learner dealing directly with difficult customers and trying to reach a resolution that satisfies everybody or at least reduces the risk of dissatisfaction.

### **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 recognise when customers may be difficult and deal with them</p>	<p>1.1 recognise types of customer behaviour that may be difficult to deal with</p> <p>1.2 identify aspects of regulatory or organisational services or processes that may make it difficult to deal with customers</p> <p>1.3 identify the signs and signals that indicate a customer may be difficult to deal with</p> <p>1.4 identify reasons why customers may be behaving in a way that is difficult to deal with</p> <p>1.5 recognise the limits of difficult customer behaviour that will be tolerated by the organisation</p> <p>1.6 listen patiently to what customer want</p> <p>1.7 express empathy with the customer without admitting fault on the part of the organisation</p> <p>1.8 use direct and factual questioning about the customer's feelings and identify what might satisfy them</p> <p>1.9 check own understanding of the customer's concerns by describing own view of the situation and options that might be available</p> <p>1.10 give clear statements or explanations on the organisational position</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.11 agree a way forward that balances customer satisfaction with the needs of the organisation asking for help from colleagues if options for action are outside own authority</p> <p>1.12 summarise clearly actions to be taken and the reasons why in order to complete the customer interaction</p> <p>1.13 advise manager or appropriate colleagues if the customer is likely to re-open the matter with them</p> <p>1.14 take action to protect own safety or that of other customers or colleagues from a difficult customer</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to recognise when customers may be difficult and deal with them</p>	<p>2.1 describe the different types of customer behaviour that can be difficult to deal with</p> <p>2.2 describe reasons why some aspect of the regulatory and organisational services or processes may provoke difficult behaviour from customers</p> <p>2.3 describe the reasons why a customer's own actions may cause them to behave in a way that is difficult to deal with</p> <p>2.4 explain the meaning of empathy for a customer's feelings</p> <p>2.5 explain the difference between assertive, aggressive and passive behaviour</p> <p>2.6 describe the importance of not quoting organisation's rules and procedures to counter a customer's difficult behaviour</p> <p>2.7 describe the organisation's limits of what will be tolerated from difficult customers before the interaction or relationship is closed</p> <p>2.8 explain how important it is to give colleagues notice of any further approaches from a difficult customer</p> <p>2.9 describe when it might be necessary to take action to protect own safety or that of other customers or colleagues from a difficult customer</p>			



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## **Unit 15: Manage Crowd Control in the Aviation Security Environment**

<b>Unit code:</b>	AGS 4
<b>Unit reference number:</b>	Y/503/1628
<b>QCF level:</b>	2
<b>Credit value:</b>	1
<b>Guided learning hours:</b>	6

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competency in dealing with crowds during very busy periods within an aviation security environment.

This unit is directly related to GoSkills National Occupational Standard Unit 4 – Maintain Crowd Control in the Aviation Security Environment.

### **Assessment requirements**

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Realistic simulation may be used to assess areas that cover non-routine situations with the agreement of Edexcel.

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

The overarching assessment strategy for the Level 2 Diploma in Aviation Ground Security (QCF) must be followed; please see *Annexe D*.

### **Additional guidance as specified by the sector**

Learners should be able to deal with large numbers of people passing through the security environment and also deal with any emergency situations that arise. Learners should know and understand organisational procedures for dealing with large crowds.

Particular requirements: customers who have particular requirements could include VIP visitors, customers who have disabilities, customers with small children, pushchairs etc.

## **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 control the movement of large numbers of customers within the limits of own responsibility</p>	<p>1.1 make any preparations for the movement of crowds in line with organisational procedures</p> <p>1.2 demonstrate how to deal with customers who have particular requirements</p> <p>1.3 demonstrate how to deal with medical emergencies which have been created by a large number of people within limits of own responsibility</p> <p>1.4 identify the physical resources available to manage the movement of crowds</p> <p>1.5 use and adapt physical resources to maintain the movement of crowds</p> <p>1.6 demonstrate how to consult police and emergency services</p> <p>1.7 obtain help from the appropriate person(s) in situations that are outside own authority or ability to deal with</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to control the movements of large numbers of customers within limits of own responsibility</p>	<p>2.1 describe the circumstances that could lead to large numbers of customers and the organisational procedures for dealing with them</p> <p>2.2 describe organisational procedures for dealing with customers who have particular requirements</p> <p>2.3 describe the different types of medical emergencies that could occur resulting from large numbers of people</p> <p>2.4 describe how to access the available resources and when and when not to use them</p> <p>2.5 explain how and why physical resources need to be adapted</p> <p>2.6 describe how to monitor the movement of customers</p> <p>2.7 describe how large numbers of customers may affect the normal running of the aviation security environment</p> <p>2.8 describe how and when to get help</p>			

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## **Unit 16: Direct Customers in the Aviation Security Environment**

<b>Unit code:</b>	AGS 5
<b>Unit reference number:</b>	D/503/1629
<b>QCF level:</b>	2
<b>Credit value:</b>	1
<b>Guided learning hours:</b>	10

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competency in directing customers in an aviation security environment.

This unit is directly related to GoSkills National Occupational Standard Unit 5 – Direct Customers in the Aviation Security Environment.

### **Assessment requirements**

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Simulation is not allowed.

The overarching assessment strategy for the Level 2 Diploma in Aviation Ground Security (QCF) must be followed; please see *Annexe D*.

### **Additional guidance as specified by the sector**

Learners should be able to direct customers using the appropriate hand and arm movements, and also verbal directions where appropriate. Learners should make efficient use of the waiting areas available whilst ensuring that customer movement can proceed readily.

Customers: in the aviation security environment this includes any person who passes through or has the potential to pass through a defined aviation security area, examples could include internal customers such as colleagues, line manager, trainees or external customers such as passengers, suppliers, contractors, visitors, staff, compliance authorities etc.

Particular requirements: customers who have particular requirements could include VIP visitors, customers who have disabilities, customers with small children, pushchairs etc.

## **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 direct customers</p>	<p>1.1 identify areas that are available to customers, including whether there are any restricted areas</p> <p>1.2 identify the routes to be used to any appropriate facilities</p> <p>1.3 take action to ensure that signage guiding customers is positioned safely and correctly in line with organisational procedures</p> <p>1.4 identify any unsafe, incorrect or ambiguous signage in line with organisational procedures and take the appropriate action</p> <p>1.5 demonstrate how to direct customers using clear, unambiguous and correct directions whilst maintaining customer movement and minimising queuing</p> <p>1.6 take action to make efficient use of the waiting areas available, and ensure that customers can leave and gain entry to the area readily and safely</p> <p>1.7 identify any hazards and take the necessary action to maintain own safety and that of others</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to direct customers</p>	<p>2.1 explain what the limits to customers are of the aviation security environment</p> <p>2.2 describe the range of facilities available to customers and their location</p> <p>2.3 describe organisational procedures regarding signage</p> <p>2.4 explain the importance of providing clear and correct physical directions to customers and how to use arm and hand movements correctly</p> <p>2.5 explain how one should be positioned to ensure they remain visible to customers whilst maintaining own personal safety</p> <p>2.6 explain the importance of ensuring that customers with disabilities affecting their mobility have sufficient space to allow them to follow directions</p> <p>2.7 describe what factors might render a waiting area inappropriate and what actions should be taken where this occurs</p> <p>2.8 explain the importance of being alert to potential hazards that might occur within a waiting site</p>			

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## **Unit 17: Direct Vehicles through the Aviation Security Environment**

<b>Unit code:</b>	AGS 6
<b>Unit reference number:</b>	Y/503/1631
<b>QCF level:</b>	2
<b>Credit value:</b>	2
<b>Guided learning hours:</b>	13

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competency in directing vehicles through an aviation security environment.

This unit is directly related to GoSkills National Occupational Standard Unit 6 – Direct Vehicles through the Aviation Security Environment.

### **Assessment requirements**

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Simulation is not allowed.

The overarching assessment strategy for the Level 2 Diploma in Aviation Ground Security (QCF) must be followed; please see *Annexe D*.

### **Additional guidance as specified by the sector**

Learners should be able to direct vehicles through the aviation security environment this includes directing customers by using the appropriate hand and arm signals to ensure that movement into and out of the environment is as efficient as possible. Safety is a key theme to this unit and includes ensuring that the aviation vehicle security environment is maintained by use of manual and/or electronic barriers. Learners must ensure that any incidents are recorded and reported in line with organisational procedures.

Customers: in the aviation security environment this includes any person who passes through or has the potential to pass through a defined aviation security area, examples could include internal customers such as colleagues, line manager, trainees or external customers such as passengers, suppliers, contractors, visitors, staff, compliance authorities etc.

Particular requirements: customers who have particular requirements could include VIP visitors, customers who have disabilities, customers with small children, customers with large packages etc.

### **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 direct vehicles through the aviation security environment</p>	<p>1.1 identify and wear the appropriate clothing for directing vehicles</p> <p>1.2 check any barriers for damage and defects</p> <p>1.3 operate the barrier by manual or electronic means</p> <p>1.4 direct a vehicle into the aviation security area using the appropriate hand and arm signals</p> <p>1.5 take action to ensure that the vehicle is parked and that there is appropriate space maintained around the vehicle in line with organisational procedures</p> <p>1.6 take action to ensure that all customers have left the vehicle and are directed to the appropriate area</p> <p>1.7 communicate any information which may affect the vehicle checking process or passenger screening</p> <p>1.8 confirm that the vehicle is safe to enter the aviation environment in line with organisational procedures</p> <p>1.9 direct the vehicle into the aviation environment using the appropriate hand and arm signals</p> <p>1.10 accurately record and report actions in line with organisational procedures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to direct vehicles through the aviation security environment</p>	<p>2.1 explain what the limits are of the aviation vehicle security area</p> <p>2.2 explain the importance of the aviation vehicle security area</p> <p>2.3 describe organisational procedures regarding the wearing of appropriate clothing when directing vehicles</p> <p>2.4 describe the types of barrier damage and defects that could occur</p> <p>2.5 describe the different types of barrier that may occur in the aviation vehicle security environment</p> <p>2.6 explain how and when to operate the barriers in an emergency and the reasons for doing this</p> <p>2.7 explain the importance of providing clear and correct physical directions to customers and how to do this using hand/arm movements correctly</p> <p>2.8 explain the correct position that should be adopted to ensure visibility with customers whilst maintaining own personal safety</p> <p>2.9 explain the importance of a correctly parked vehicle to the aviation security process</p> <p>2.10 explain what information is required during the vehicle checking process and the organisational procedures for when this is invalid or missing</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.11 explain how to confirm that the vehicle is safe to enter the aviation environment in line with organisational procedures			
	2.12 describe the relevant recording and reporting line and procedures approved by own organisation			

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## **Unit 18: Prepare Customers for the Aviation Security Screening Process**

<b>Unit code:</b>	AGS 8
<b>Unit reference number:</b>	H/503/1633
<b>QCF level:</b>	2
<b>Credit value:</b>	2
<b>Guided learning hours:</b>	7

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competency in preparing customers for the aviation security screening process.

This unit is directly related to GoSkills National Occupational Standard Unit 8 – Prepare Customers for the Aviation Security Screening Process.

### **Assessment requirements**

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Simulation is not allowed.

The overarching assessment strategy for the Level 2 Diploma in Aviation Ground Security (QCF) must be followed; please see *Annexe D*.

### **Additional guidance as specified by the sector**

When assessing this unit the following definition should be used:

- customer(s) – this includes any person who passes through or has the potential to pass through a defined aviation security area, examples could include internal customers such as colleagues, line manager, trainees or external customers such as passengers, suppliers, contractors, visitors, staff, compliance authorities etc.

### **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 customers for the aviation security screening process</p>	<p>1.1 identify the requirements for screening</p> <p>1.2 identify the activities required prior to the screening process</p> <p>1.3 take action to ensure that the customer is informed of the screening process</p> <p>1.4 assist the customer in preparing for the screening process where necessary</p> <p>1.5 deal with any incidents within the limits of own responsibility and promptly report those that cannot be resolved</p> <p>1.6 communicate any information which may affect the screening process such as any particular requirements the customer may have</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to prepare customers for the aviation security screening process</p>	<p>2.1 describe the importance of aviation security screening and the importance of preparing customers for the screening process</p> <p>2.2 describe the activities required prior to screening and how they may vary, including any procedures in place for dealing with customers with disabilities or particular requirements</p> <p>2.3 describe the different ways that the customer can be informed of the screening process</p> <p>2.4 describe the different ways in which the customer can be assisted in preparing for the screening process</p> <p>2.5 describe organisational procedures for dealing with incidents</p> <p>2.6 describe the limits of own authority and that of others involved</p> <p>2.7 describe organisational procedures for communicating information which may affect the screening process</p>			

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## **Unit 19: Carry Out Routine Checks within the Aviation Security Environment**

<b>Unit code:</b>	AGS 13
<b>Unit reference number:</b>	J/503/1639
<b>QCF level:</b>	2
<b>Credit value:</b>	2
<b>Guided learning hours:</b>	16

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competency in carrying out routine checks within the aviation environment.

This unit is directly related to GoSkills National Occupational Standard Unit 13 – Carry Out Routine Checks within the Aviation Environment.

### **Assessment requirements**

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Realistic simulation may be used to assess areas that cover non-routine situations with the agreement of Edexcel.

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

The overarching assessment strategy for the Level 2 Diploma in Aviation Ground Security (QCF) must be followed; please see *Annexe D*.

### **Additional guidance as specified by the sector**

This unit is about carrying out routine checks to pre-defined areas and may also be known as walk-through checks or patrolling. These areas may be within or surround the aviation security 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 carry out routine checks</p>	<p>1.1 comply with health and safety and other relevant regulations and guidelines</p> <p>1.2 identify the equipment required to carry out routine checks</p> <p>1.3 identify the areas to be checked</p> <p>1.4 carry out checks in line with organisational procedures</p> <p>1.5 identify faults and irregularities to the equipment and areas being checked</p> <p>1.6 identify prohibited, suspect and restricted items or activities</p> <p>1.7 deal promptly with problems within own control</p> <p>1.8 rectify any faults or irregularities</p> <p>1.9 report faults or irregularities to the relevant personnel and record the details of the checks undertaken in line with organisational procedures</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to carry out routine checks</p>	<p>2.1 explain the relevant health and safety legislation, regulations and safe working practices and procedures for carrying out routine checks</p> <p>2.2 describe the equipment that may be required and how to use it</p> <p>2.3 describe the areas to be checked</p> <p>2.4 describe the methods and techniques for carrying out checks</p> <p>2.5 explain the importance of carrying out checks within the aviation environment</p> <p>2.6 explain the faults or irregularities that could occur</p> <p>2.7 explain the types of prohibited, suspect or restricted items and activities that could occur and the organisational procedures used following the discovery of these</p> <p>2.8 explain the implications of not reporting faults or irregularities to the relevant personnel</p> <p>2.9 explain the implications of not rectifying faults or irregularities</p> <p>2.10 describe the organisational reporting lines and procedures</p>			

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## **Unit 20: Secure the Aircraft**

<b>Unit code:</b>	AGS 14
<b>Unit reference number:</b>	A/503/1640
<b>QCF level:</b>	2
<b>Credit value:</b>	1
<b>Guided learning hours:</b>	2

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competency in securing the aircraft.

This unit is directly related to GoSkills National Occupational Standard Unit 14 – Secure the Aircraft.

### **Assessment requirements**

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Simulation is not allowed.

The overarching assessment strategy for the Level 2 Diploma in Aviation Ground Security (QCF) must be followed; please see *Annexe D*.

### **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 seal the aircraft	1.1 identify the aircraft to be sealed 1.2 take action to confirm the aircraft has been checked in line with organisational procedures 1.3 take action to confirm the aircraft is sealed 1.4 record the details of the sealing process in line with organisational procedures 1.5 report any discrepancies in information or process in line with organisational procedures			
2 Know how to seal the aircraft	2.1 describe how to confirm the identity of the aircraft 2.2 describe how and when to confirm the aircraft has been checked 2.3 explain what the implications are for not confirming that the aircraft has been checked 2.4 describe the procedures and techniques for sealing the aircraft 2.5 describe the relevant organisational reporting lines and procedures for securing the aircraft 2.6 explain the limits of own authority and responsibility and that of others involved 2.7 explain the limits of others involved in the sealing of the aircraft			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to unseal the aircraft</p>	<p>3.1 identify the aircraft to be unsealed</p> <p>3.2 identify any relevant information relating to the aircraft</p> <p>3.3 interpret the information identified</p> <p>3.4 take action to confirm the seal is in place</p> <p>3.5 take action to confirm that the aircraft is unsealed in line with organisational procedures</p> <p>3.6 hand over the responsibility of the aircraft to the relevant person(s) in line with organisational procedures</p> <p>3.7 record the details of the unsealing process in line with organisational procedures</p> <p>3.8 report any discrepancies</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know how to unseal the aircraft</p>	<p>4.1 explain how to interpret information relating to the aircraft</p> <p>4.2 explain the types of seal that may be used</p> <p>4.3 describe how to determine the condition of the seal</p> <p>4.4 explain the importance of confirming the seal has not been tampered with</p> <p>4.5 explain the organisational procedures for unsealing the aircraft</p> <p>4.6 explain the organisational procedures for the handover of responsibility of the aircraft</p> <p>4.7 explain when the precise moment of handover of responsibility should occur</p> <p>4.8 explain the implications of when transfer of responsibility cannot occur</p>			

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## **Unit 21: Help Customers who have Disabilities and Particular Requirements in the Aviation Security Environment**

<b>Unit code:</b>	AGS 17
<b>Unit reference number:</b>	R/503/1644
<b>QCF level:</b>	2
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	19

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### **Unit summary**

The purpose of this unit is for learners to demonstrate occupational competency in recognising and responding to customers who have disabilities and particular requirements.

This unit is directly related to GoSkills National Occupational Standard Unit 17 – Help Customers who have Disabilities and Particular Requirements in the Aviation Security Environment.

### **Assessment requirements**

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning and professional discussion are all sources of evidence which can be used.

Simulation is not allowed.

The overarching assessment strategy for the Level 2 Diploma in Aviation Ground Security (QCF) must be followed; please see *Annexe D*.

### **Additional guidance as specified by the sector**

Particular requirements may relate to gender, age or culture and could include pregnant women, pushchairs, assistance animals etc. Learners will need to know and follow the requirements of relevant laws and codes of practice, while knowing the limits of own ability and responsibility.

### **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 recognise and respond to customers' disabilities and particular requirements</p>	<p>1.1 recognise when a customer requires help</p> <p>1.2 assess the situation and decide on the help that is required keeping to the relevant legislation and codes of practice</p> <p>1.3 give help in a way that promotes good customer service and is keeping within the limits of own ability and responsibility</p> <p>1.4 use special equipment, systems or working practices as needed in line with approved methods</p> <p>1.5 confirm that the customers' needs are met after giving help</p> <p>1.6 obtain appropriate advice or help when the customers' needs cannot be met</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to recognise and respond to customers' disabilities and particular requirements	2.1 explain the importance of providing help to customers to ensure comfort and safety 2.2 describe potential needs of customers who require help 2.3 describe the requirements of the relevant legislation and codes of practice when providing help 2.4 describe the limits of own responsibility when providing help to customers 2.5 explain how to use special equipment and systems for giving help to customers 2.6 describe how to communicate with customers who need help			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 (if sampled)



## Further information

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Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

## Useful publications

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Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

## How to obtain National Occupational Standards

To obtain the National Occupational Standards please go to [www.ukstandards.org.uk](http://www.ukstandards.org.uk).

## Professional development and training

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Edexcel 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 ([www.edexcel.com/training](http://www.edexcel.com/training)). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel 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: Progression pathways

### The Edexcel qualification framework for the aviation and travel and tourism sector

Level	General qualifications	Diplomas	BTEC vocationally related qualifications	BTEC specialist qualification/professional	NVQ/competence
5			Edexcel BTEC Level 5 HND Diploma in Travel and Tourism Management (QCF)		
4			Edexcel BTEC Level 4 HNC Diploma in Travel and Tourism Management (QCF)		
3		Edexcel BTEC Level 3 Principal Learning in Travel and Tourism	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Travel and Tourism (QCF) Edexcel Level 3 BTEC Nationals in Aviation Operations – extended until December 2012	Edexcel BTEC Level 3 Certificate in Aviation Operations on the Ground (Knowledge) (QCF)	Edexcel Level 3 Certificate for Senior Cabin Crew (QCF) Edexcel Level 3 S/NVQ in Tourism Services Edexcel Level 3 S/NVQ in Travel Services Edexcel Level 3 Diploma in Aviation Operations on the Ground (QCF)

<b>Level</b>	<b>General qualifications</b>	<b>Diplomas</b>	<b>BTEC vocationally related qualifications</b>	<b>BTEC specialist qualification/professional</b>	<b>NVQ/ competence</b>
<b>2</b>	Edexcel GCSE in Leisure and Tourism (Single and Double Award)	Edexcel BTEC Level 2 Principal Learning in Travel and Tourism	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Travel and Tourism (QCF)	Edexcel BTEC Level 2 Certificate in Aviation Operations on the Ground (Knowledge) (QCF) Edexcel BTEC Level 2 Certificate in Introduction to Cabin Crew (QCF)	Edexcel Level 2 Certificate for Cabin Crew (QCF) Edexcel Level 2 S/NVQ in Tourism Services Edexcel Level 2 S/NVQ in Travel Services Edexcel Level 2 Diploma in Aviation Operations on the Ground (QCF) Edexcel Level 2 Diploma in Aviation Ground Security (QCF)
<b>1</b>		Edexcel BTEC Level 1 Principal Learning in Travel and Tourism	Edexcel BTEC Level 1 Certificate, Extended Certificate and Diploma in Travel and Tourism (QCF)		
<b>Entry</b>			Edexcel BTEC Entry Level 3 Award in Travel and Tourism (QCF)		

# Annexe B: Quality assurance

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## Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel 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 relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Edexcel 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 Edexcel 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 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 Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them 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. Edexcel operates a quality-assurance process, 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 Edexcel.

The Edexcel quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel 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 C: Centre certification and registration

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

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

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

### **What are the access arrangements and special considerations for the qualification in this specification?**

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

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be 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 Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details ([www.edexcel.com](http://www.edexcel.com)).





# Assessment Strategy

For the

Level 2 Diploma in  
Aviation Ground  
Security

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 Ground Security addresses the four areas indicated above.

## 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 candidates 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 Ground Security 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 candidates:

- 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 candidates. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the candidate 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.

## 4.4 Replication

Replication may also be used in some units. Replication is where the asset, component or equipment is in its normal operating condition/status (as in the live environment) but any task is carried out purely for the purposes of the assessment.

An alternative is where the assessment is undertaken in the live environment but the asset, component or equipment has been modified to allow for the assessment.

## 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 Ground Security. Awarding organisations and other stakeholders therefore have to have confidence in the actions and decisions of assessment personnel.

### 5.1 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 Ground Security and to ensure that centres are assessing in line with the requirements of the National Occupational Standards for Aviation Ground Security. 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.

## 5.2 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><b>The person responsible for internal verification</b> must:</p> <ul style="list-style-type: none"> <li>• hold (or be working towards) an appropriate qualification, as specified by the regulatory authorities, confirming their competence to ensure the internal standardisation of assessments</li> <li>• hold (or be working towards) an appropriate qualification confirming their competence to assess candidates.</li> <li>• have a sound and in-depth knowledge of the national occupational standards.</li> <li>• have credible up-to-date technical understanding, developed through:               <ul style="list-style-type: none"> <li>○ experience as a practitioner in the roles covered by the Level 2 Diploma in Aviation Ground Security AND/OR</li> <li>○ achievement of professional qualifications attesting to their competence in the roles covered by the Level 2 Diploma in Aviation Ground Security AND/OR</li> <li>○ experience in the supervision of people who perform the roles covered by the Level 2 Diploma in Aviation Ground Security AND/OR</li> <li>○ providing training in a workplace context for those who perform the roles covered by the Level 2 Diploma in Aviation Ground Security</li> </ul> </li> </ul>	<p>Designated staff, approved by the awarding body, who take on the role of <b>The person responsible for internal standardisation</b> must:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• have a sound and in-depth knowledge of the national occupational standards.</li> <li>• have credible up-to-date technical understanding, developed through:               <ul style="list-style-type: none"> <li>○ experience as a practitioner in the roles covered by the Level 2 Diploma in Aviation Ground Security AND/OR</li> <li>○ achievement of professional qualifications attesting to their competence in the roles covered by the Level 2 Diploma in Aviation Ground Security AND/OR</li> <li>○ experience in the supervision of people who perform the roles covered by the Level 2 Diploma in Aviation Ground Security AND/OR</li> <li>○ providing training in a workplace context for those who perform the roles covered by the Level 2 Diploma in Aviation Ground Security</li> </ul> </li> </ul>



## Competence of Assessors

The primary responsibility of the assessor is to assess candidates 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 candidates.

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

<b>Standard Model</b>	<b>Employer Model</b>
<p><b>Assessors</b> must:</p> <ul style="list-style-type: none"> <li>• 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 Ground Security</li> <li>• have credible up-to-date technical competence, developed through:               <ul style="list-style-type: none"> <li>○ Expertise gained in recent actual experience of working in the occupational area AND/OR</li> <li>○ Achievement of qualifications which attest to their competence in the roles covered by the Level 2 Diploma in Aviation Ground Security AND/OR</li> <li>○ Experience in supervising people who perform the roles covered by the Level 2 Diploma in Aviation Ground Security AND/OR</li> <li>○ Experience gained in providing training in a workplace context for those who perform the roles covered by the Level 2 Diploma in Aviation Ground Security</li> </ul> </li> </ul>	<p>Designated staff, approved by the awarding body, who take on the role of <b>assessors</b> must:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• have credible up-to-date technical competence, developed through:               <ul style="list-style-type: none"> <li>○ Expertise gained in recent actual experience of working in the occupational area AND/OR</li> <li>○ Achievement of qualifications which attest to their competence in the roles covered by the Level 2 Diploma in Aviation Ground Security AND/OR</li> <li>○ Experience in supervising people who perform the roles covered by the Level 2 Diploma in Aviation Ground Security AND/OR</li> <li>○ Experience gained in providing training in a workplace context for those who perform the roles covered by the Level 2 Diploma in Aviation Ground Security</li> </ul> </li> </ul>

### **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.

## Assessment Strategy – Annexe 1

Evidence requirements for the units of assessment in Aviation Ground Security are detailed at unit level. The list below indicates which units can be assessed through simulation:

Unit Name	GoSkills Unit Code	Simulation allowed
Prepare to Undertake Duties in the Aviation Security Environment	AGS 1	N
Obtain and Communicate Information in the Aviation Security Environment	AGS 2	Y
Manage Conflict in the Aviation Security Environment	AGS 3	N (Replication in a work environment is allowed)
Manage Crowd Control in the Aviation Security Environment	AGS 4	Y
Direct Customers in the Aviation Security Environment	AGS 5	N
Direct Vehicles through the Aviation Security Environment	AGS 6	N
Maintain a Safe and Secure Working Environment in the Aviation Security Industry	AGS 7	Y
Prepare Customers for the Aviation Security Screening Process	AGS 8	N
Control Access to the Aviation Security Area	AGS 9	N
Use Aviation Security Screening Equipment	AGS 10	N
Carry Out a Physical Search in the Aviation Security Environment	AGS 11	Y
Operate IT Systems and Ancillary Equipment in the Aviation Security Environment	AGS 12	N (Replication in a work environment is allowed)
Carry out Routine Checks within the Aviation Security Environment	AGS 13	Y
Secure the Aircraft	AGS 14	N
Respond to Incidents, Accidents and Emergencies in the Aviation Security Environment	AGS 15	Y
Maintain Effective Working Relationships with Colleagues in the Aviation Security Environment	AGS 16	Y
Help Customers Who Have Disabilities and Particular Requirements in the Aviation Security Environment	AGS 17	N
Recognise Diversity when Delivering Customer Service	AGS 18	N
Do Own Job in a Customer Focussed Way	AGS 19	N
Maintain a Positive and Customer Focussed Attitude	AGS 20	N
Deliver Customer Service to Difficult Customers	AGS 21	Y

## Assessment Strategy – Annexe 2

Additional guidance as specified by the sector

AGS Unit 1:	Prepare to Undertake Duties in the Aviation Security Environment
Assessment guidance specified by a sector or regulatory body (if appropriate)	This unit outlines the requirements to ensure that a learner understands how to comply with organisational rules, regulations, instructions and procedures relating to fitness for duty and preparing for work. This unit also ensures that learners know and understand the threat to aviation and how their role contributes to the safety of the aviation industry.
AGS Unit 2:	Obtain and Communicate Information in the Aviation Security Environment
Assessment guidance specified by a sector or regulatory body (if appropriate)	The information may come from within the learners own organisation or from sources external to the organisation, such as stakeholders, suppliers, customers, clients, contractors, regulators and compliance authorities. Where information is being communicated where the customers first language is different from the learners different ways of communication can be used this may include non verbal communication such as by hand/arm signals and gestures or by the use of resources such as information cards, interpreters etc. It can also include adapting the way the learner speaks to the customer with the best opportunity to understand, such as by speaking more slowly.
AGS Unit 3:	Manage Conflict in the Aviation Security Environment
Assessment guidance specified by a sector or regulatory body (if appropriate)	<p>Learners should be able to recognise when a person's behaviour is inappropriate and be able to deal with this in line with organisational procedures. The learner should be able to maintain their own personal safety, give advice and warnings and call for assistance when required. Communication is a key feature of this unit and learners should be able to communicate effectively both verbally and non-verbally to defuse a situation.</p> <p>When assessing this unit the following definitions should be use:</p> <p>Customer – any person who passes through or has the potential to pass through a define aviation security area, examples could include internal customers such as colleagues, line manager, trainees or external customers such as passengers, suppliers, contractors, visitors, staff, compliance authorities.</p>

AGS Unit 4:	Manage Crowd Control in the Aviation Security Environment
Assessment guidance specified by a sector or regulatory body (if appropriate)	<p>Learners should be able to deal with large numbers of people passing through the security environment and also deal with any emergency situations that arise. Learners should know and understand organisational procedures for dealing with large crowds.</p> <p>Particular requirements: Customers who have particular requirements could include VIP visitors, customers who have disabilities, customers with small children, pushchairs etc.</p>
AGS Unit 5:	Direct Customers in the Aviation Security Environment
Assessment guidance specified by a sector or regulatory body (if appropriate)	<p>Learners should be able to direct customers using the appropriate hand and arm movements, and also verbal directions where appropriate. Learners should make efficient use of the waiting areas available whilst ensuring that customer movement can proceed readily.</p> <p>Customers: In the aviation security environment this includes any person who passes through or has the potential to pass through a defined aviation security area, examples could include internal customers such as colleagues, line manager, trainees or external customers such as passengers, suppliers, contractors, visitors, staff, compliance authorities etc.</p> <p>Particular requirements: Customers who have particular requirements could include VIP visitors, customers who have disabilities, customers with small children, pushchairs etc.</p>
AGS Unit 6:	Direct Vehicles through the Aviation Security Environment
Assessment guidance specified by a sector or regulatory body (if appropriate)	<p>Learners should be able to direct vehicles through the aviation security environment and includes direct customers by using the appropriate hand and arm signals to ensure that movement into and out of the environment is as efficient as possible. Safety is a key theme to this unit and includes ensure that the aviation vehicle security environment is maintained by use of manual and/or electronic barriers. Learners must ensure that any incidents are recorded and reported in line with organisational procedures.</p> <p>Customers: In the aviation security environment this includes any person who passes through or has the potential to pass through a defined aviation security area, examples could include internal customers such as colleagues, line manager, trainees or external customers such as passengers, suppliers, contractors, visitors, staff, compliance authorities etc.</p> <p>Particular requirements: Customers who have particular requirements could include VIP visitors, customers who have disabilities, customers with small children, customers with large packages etc.</p>

AGS Unit 7:	Maintain a Safe and Secure Working Environment in the Aviation Security Industry
Assessment guidance specified by a sector or regulatory body (if appropriate)	<p>Learners must ensure that they comply with health and safety working practices and that they understand the importance of maintaining the security of the work environment.</p> <p>When assessing this unit the following definitions should be used:</p> <ul style="list-style-type: none"> <li>• Hazard – Something with the potential to cause harm (this can include articles, substances, plant or machines, methods of work, the working environment and other aspects of the work organisation)</li> <li>• Emergency – A sudden unforeseen occurrence needing immediate action</li> </ul>
AGS Unit 8	Prepare Customers for the Aviation Security Screening Process
Assessment guidance specified by a sector or regulatory body (if appropriate)	<p>When assessing this unit the following definitions should be used:</p> <p>Customer(s) – this includes any person who passes through or has the potential to pass through a defined aviation security area, examples could include internal customers such as colleagues, line manager, trainees or external customers such as passengers, suppliers, contractors, visitors, staff, compliance authorities etc.</p>
AGS Unit 9	Control Access to the Aviation Security Area
Assessment guidance specified by a sector or regulatory body (if appropriate)	<p>When assessing this unit the following definitions should be used:</p> <p>Customer(s) – this includes any person who passes through or has the potential to pass through a defined aviation security area, examples could include internal customers such as colleagues, line manager, trainees or external customers such as passengers, suppliers, contractors, visitors, staff, compliance authorities etc.</p>
AGS Unit 10	Use Aviation Security Screening Equipment
Assessment guidance specified by a sector or regulatory body (if appropriate)	<p>When assessing this unit the following definitions should be used:</p> <p>Customer(s) – this includes any person who passes through or has the potential to pass through a defined aviation security area, examples could include internal customers such as colleagues, line manager, trainees or external customers such as passengers, suppliers, contractors, visitors, staff, compliance authorities etc.</p>

AGS Unit 11	Carry Out a Physical Search in the Aviation Security Environment
Assessment guidance specified by a sector or regulatory body (if appropriate)	<p>This unit is about carrying out a manual search in the aviation security environment, which may include a manual search of a bag or other item, a person, vehicle, aircraft or facility.</p> <p>When assessing this unit the following definitions should be used:</p> <p>Customer(s) – this includes any person who passes through or has the potential to pass through a defined aviation security area, examples could include internal customers such as colleagues, line manager, trainees or external customers such as passengers, suppliers, contractors, visitors, staff, compliance authorities etc.</p>
AGS Unit 12	Operate IT Systems and Ancillary Equipment in the Aviation Security Environment
Assessment guidance specified by a sector or regulatory body (if appropriate)	<p>Learners must be able to carry out the initial steps in using an IT system. Learners will need to demonstrate that they are fully aware of their responsibilities in using the system correctly to obtain maximum benefit from it. Learners must be able to recognise system faults and correct common errors and when to obtain specialist help and advice. Learners will be able to maintain work activity as far as possible during system failure and be able to update the system when it is restored. At all times learners will operate the IT system and ancillary equipment to protect security of data and ensure organisational health and safety procedures are followed.</p> <p>'Close down' in this unit could mean log off or close down.</p>
AGS 13	Carry Out Routine Checks within the Aviation Security Environment
Assessment guidance specified by a sector or regulatory body (if appropriate)	<p>This unit is about carrying out routine checks to pre-defined areas and may also be known as walk-through checks or patrolling. These areas may be within or surround the aviation security environment.</p>

AGS 14	Secure the Aircraft
Assessment guidance specified by a sector or regulatory body (if appropriate)	n/a
AGS 15	Respond to Incidents, Accidents and Emergencies in the Aviation Security Environment
Assessment guidance specified by a sector or regulatory body (if appropriate)	This unit is about ensuring health and safety in the work environment when dealing with incidents and emergencies. The learner should be able to identify hazards, assess the risks and limit danger to themselves and others and also damage to property. Learners must know and understand what the risks are, how to record them and what action they are authorised to take to limit danger.
AGS 16	Maintain Effective Working Relationships with Colleagues in the Aviation Security Environment
Assessment guidance specified by a sector or regulatory body (if appropriate)	n/a
AGS 17	Help Customers who have Disabilities and Particular Requirements in the Aviation Security Environment
Assessment guidance specified by a sector or regulatory body (if appropriate)	Particular requirements may relate to gender, age or culture and could include pregnant women, pushchairs, assistance animals etc. Learners will need to know and follow the requirements of relevant laws and codes of practice, while knowing the limits of own ability and responsibility.
AGS 18	Recognise Diversity when Delivering Customer Service
Assessment guidance specified by a sector or regulatory body (if appropriate)	This unit covers customer service behaviours and processes that have most effect on the customer experience during customer service deliver. Customers may be external to the organisation or they may be internal customers.



AGS 19	Do Own Job in a Customer Focussed Way
Assessment guidance specified by a sector or regulatory body (if appropriate)	This unit covers how the learner does their job with their customer in mind in a way that the organisation and supervisors find acceptable. It will help the learner to understand the part of their job that are most important to good customer service.
AGS 20	Maintain a Positive and Customer Focussed Attitude
Assessment guidance specified by a sector or regulatory body (if appropriate)	This unit is about the learner's attitude and the understanding the way that a learner behaves towards customers affects customer satisfaction. Following procedures may not be enough to provide good customer service. Customers like to deal with organisations whose staff show that they are willing and keen. Customers like to think that staff want to help and they can show this by being friendly and positive and giving customers complete personal attention.
AGS 21	Deliver Customer Service to Difficult Customers
Assessment guidance specified by a sector or regulatory body (if appropriate)	This unit is about the learner dealing directly with difficult customers and trying to reach a resolution that satisfies everybody or at least reduces the risk of dissatisfaction.

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