

Pearson Edexcel Level 3 Diploma in Aviation Operations on the Ground (QCF)

Specification

NVQ/Competence-based qualification

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Purpose of this specification

This specification sets out:

- the objectives of the qualification
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- the combination of units that a learner must have completed before the qualification will be awarded and any pathways
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification
- the method of any assessment and any associated requirements relating to it
- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)
- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body
- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body
- the Apprenticeship Framework in which the qualification is included, where appropriate.

1 Introducing Pearson Edexcel NVQ/Competence-based qualifications

What are NVQ/Competence-based qualifications?

National Vocational Qualifications (NVQs) or Competence-based qualifications reflect the skills and knowledge needed to do a job effectively. They are work-based qualifications that give learners the opportunity to demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, allowing flexibility in their delivery to meet the individual learner's needs. The qualifications are based on the National Occupational Standards (NOS) for the sector, which define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles.

Most NVQ/Competence-based qualifications form the competence component of Apprenticeship Frameworks. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

There are three sizes of NVQ/Competence-based qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has met the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 3 Diploma in Aviation Operations on the Ground (QCF)
QCF Qualification Number (QN)	501/0990/X
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	01/08/2010
Operational start date	01/08/2010
Approved age ranges	16-18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.
Credit value	19-37.
Assessment	Portfolio of Evidence (internal assessment)
Guided learning hours	253-292.
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see <i>Section 9, Access and Recruitment</i>)
Funding	For details on funding availability, please check the Learning Aims Reference Service (LARS), which replaces the Learning Aim Reference Application (LARA).

QCF qualification number and qualification title

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in the *Edexcel Information Manual*, available on our website: www.edexcel.com

Qualification objectives

The Pearson Edexcel Level 3 Diploma in Aviation Operations on the Ground (QCF) is for learners who work in, or want to work in the Aviation Industry

It gives learners the opportunity to:

- demonstrate competence as an Air Traffic Controller or Flight Operations Officer/Manager
- develop knowledge and skills related to the specified job roles in the Aviation Industry
- have existing skills recognised
- achieve a nationally-recognised Level 3 qualification
- develop their own personal growth and engagement in learning

Relationship with previous qualifications

This qualification is not a replacement.

Progression opportunities

Learners who have achieved the Pearson Edexcel Level 3 Diploma for Aviation Operations on the Ground (QCF) can go on to study for the Pearson BTEC Level 3 Certificate in Aviation Operations on the Ground (Knowledge) (QCF) or the Pearson BTEC Level 4 HND Diploma in Travel and Tourism Management (QCF).

Industry support and recognition

This qualification is supported by Go Skills (People 1st), the Skills Council for Passenger Transport.

Relationship with National Occupational Standards

This qualification is based on the National Occupational Standards (NOS) in Aviation Operations on the Ground, which were set and designed by GoSkills (People 1st), the Sector Skills Council for the sector.

3 Qualification structure

Pearson Edexcel Level 3 Diploma in Aviation Operations on the Ground (QCF)

The learner will need to meet the requirements outlined below before the qualification can be awarded.

Minimum number of credits that must be achieved	37
Minimum number of credits that must be achieved at level 3 or above	19
Number of mandatory credits that must be achieved	16
Number of optional credits that must be achieved	21

Learners must complete all units from Group A plus 21 optional credits. At least 12 credits must be achieved from Group B and a further 9 credits from Group B or C.

This qualification provides pathways to the following endorsed titles, learners must select two or more units from their chosen pathway:

- Edexcel Level 3 Diploma in Aviation Operations on the Ground
- Edexcel Level 3 Diploma in Aviation Operations on the Ground (Planning Aircraft Payloads)
- Edexcel Level 3 Diploma in Aviation Operations on the Ground (Airside Ramp Operations)
- Edexcel Level 3 Diploma in Aviation Operations on the Ground (Aircraft Operations)
- Edexcel Level 3 Diploma in Aviation Operations on the Ground (Airside Operations)
- Edexcel Level 3 Diploma in Aviation Operations on the Ground (Airport Operations – Small Airports)
- Edexcel Level 3 Diploma in Aviation Operations on the Ground (Handling Air Passenger Operations)

Structure for the Edexcel Level 3 Diploma in Aviation Operations on the Ground – General Pathway

Learners must complete all three mandatory units (16 credits), plus a minimum of 21 optional credits. At least 12 credits must be achieved from Group B and a further 9 credits from Group B or C.

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	J/600/9313	Recognise Airside Hazards and Minimise Risks	2	4	26
2	D/600/9320	Co-Ordinate The Maintenance and Implementation of Aviation Security Procedures	3	6	53
3	H/600/9321	Co-Ordinate Health and Safety Working Practices	3	6	41
Unit	Unit reference number	Specialist Aviation Units Optional units – Group B	Level	Credit	Guided learning hours
		Learners must complete a minimum of 12 credits from this group.			
4	R/600/9315	Contribute to the Maintenance of Aviation Health, Safety and Security	2	4	33
5	A/600/9325	Ensure the Safe Movement and Operation of Aircraft, Vehicles and Personnel on the Apron	3	5	37
6	L/600/9328	Maintain Effective Communications and Information Transfer in an Aviation Environment	3	5	39
7	F/600/9424	Contribute to Wildlife Control on an Airfield	2	6	51
8	K/600/9434	Support flight control operations	2	6	47
9	T/600/9436	Maintain flight control operations and operating conditions	3	8	68
10	Y/600/9445	Maintain airfield serviceability and operations	3	10	89
11	H/600/9450	Plan the loading of aircraft	3	9	71
12	F/600/9665	Plan and monitor the crewing of aircraft	2	6	41
13	K/600/9451	Monitor airfield maintenance operations	3	6	45

Unit	Unit reference number	Specialist Aviation Units Optional units – Group B Learners must complete a minimum of 12 credits from this group.	Level	Credit	Guided learning hours
14	M/600/9452	Maintain air passenger handling services	3	5	40
15	J/600/9344	Operate a vehicle airside	2	7	58
16	T/600/9453	Monitor the weather	3	6	49
17	K/600/9322	Take action to reduce airside hazards	3	9	70
18	R/600/9458	Contribute to supporting aircraft in difficulty	2	4	35
19	R/600/9668	Co-ordinate the turnaround of aircraft	3	13	99
20	K/600/9675	Operate specialist equipment in an airport environment	2	5	42
21	T/600/9713	Maintain aeronautical ground lighting serviceability	3	7	63
22	L/600/9717	Maintain ground power unit serviceability	3	4	29
23	Y/600/9722	Monitor aircraft fuelling system performance	3	5	44

Unit	Unit reference number	Generic Units Optional units – Group C	Level	Credit	Guided learning hours
24	M/600/9340	Resolve complex aviation problems	3	6	44
25	H/600/9609	Ensure compliance with legal, regulatory, ethical and social requirements	4	5	25
26	L/600/9586	Manage own professional development within an organisation	3	4	20
27	T/600/9601	Provide leadership and direction for own area of responsibility	4	5	30
28	H/600/9660	Develop working relationships with colleagues	2	3	15
29	T/600/9663	Recruit staff in own area of responsibility	5	4	25
30	H/600/9674	Plan, allocate and monitor work in own area of responsibility	4	5	25
31	K/601/1555	Develop your own and others' customer service skills	3	8	53

Structure for the Edexcel Level 3 Diploma in Aviation Operations on the Ground – Planning Aircraft Payloads Pathway

Learners must complete all three mandatory units (16 credits), plus a minimum of 21 optional credits. At least 12 credits must be achieved from Group B and a further 9 credits from Group B or C.

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	J/600/9313	Recognise airside hazards and minimise risks	2	4	26
2	D/600/9320	Co-ordinate the maintenance and implementation of aviation security procedures	3	6	53
3	H/600/9321	Co-ordinate health and safety working practices	3	6	41
Unit	Unit reference number	Specialist Aviation Units Optional units – Group B	Level	Credit	Guided learning hours
		Learners must complete a minimum of 12 credits from this group.			
4	R/600/9315	Contribute to the maintenance of aviation health, safety and security	2	4	33
6	L/600/9328	Maintain effective communications and information transfer in an aviation environment	3	5	39
11	H/600/9450	Plan the loading of aircraft	3	9	71
17	K/600/9322	Take action to reduce airside hazards	3	9	70
20	K/600/9675	Operate specialist equipment in an airport environment	2	5	42

Unit	Unit reference number	Generic Units Optional units – Group C	Level	Credit	Guided learning hours
24	M/600/9340	Resolve complex aviation problems	3	6	44
25	H/600/9609	Ensure compliance with legal, regulatory, ethical and social requirements	4	5	25
26	L/600/9586	Manage own professional development within an organisation	3	4	20
27	T/600/9601	Provide leadership and direction for own area of responsibility	4	5	30
28	H/600/9660	Develop working relationships with colleagues	2	3	15
29	T/600/9663	Recruit staff in own area of responsibility	5	4	25
30	H/600/9674	Plan, allocate and monitor work in own area of responsibility	4	5	25

Structure for the Edexcel Level 3 Diploma in Aviation Operations on the Ground – Airside Ramp Operations Pathway

Learners must complete all three mandatory units (16 credits), plus a minimum of 21 optional credits. At least 12 credits must be achieved from Group B and a further 9 credits from Group B or C.

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	J/600/9313	Recognise airside hazards and minimise risks	2	4	26
2	D/600/9320	Co-ordinate the maintenance and implementation of aviation security procedures	3	6	53
3	H/600/9321	Co-ordinate health and safety working practices	3	6	41
Unit	Unit reference number	Specialist Aviation Units Optional units – Group B	Level	Credit	Guided learning hours
		Learners must complete a minimum of 12 credits from this group.			
4	R/600/9315	Contribute to the maintenance of aviation health, safety and security	2	4	33
5	A/600/9325	Ensure the safe movement and operation of aircraft, vehicles and personnel on the apron	3	5	37
6	L/600/9328	Maintain effective communications and information transfer in an aviation environment	3	5	39
11	H/600/9450	Plan the loading of aircraft	3	9	71
15	J/600/9344	Operate a vehicle airside	2	7	58
16	T/600/9453	Monitor the weather	3	6	49
17	K/600/9322	Take action to reduce airside hazards	3	9	70
18	R/600/9458	Contribute to supporting aircraft in difficulty	2	4	35
20	K/600/9675	Operate specialist equipment in an airport environment	2	5	42
22	L/600/9717	Maintain ground power unit serviceability	3	4	29
23	Y/600/9722	Monitor aircraft fuelling system performance	3	5	44

Unit	Unit reference number	Generic Units Optional units – Group C	Level	Credit	Guided learning hours
24	M/600/9340	Resolve complex aviation problems	3	6	44
25	H/600/9609	Ensure compliance with legal, regulatory, ethical and social requirements	4	5	25
26	L/600/9586	Manage own professional development within an organisation	3	4	20
27	T/600/9601	Provide leadership and direction for own area of responsibility	4	5	30
28	H/600/9660	Develop working relationships with colleagues	2	3	15
29	T/600/9663	Recruit staff in own area of responsibility	5	4	25
30	H/600/9674	Plan, allocate and monitor work in own area of responsibility	4	5	25

Structure for the Edexcel Level 3 Diploma in Aviation Operations on the Ground – Aircraft Operations Pathway

Learners must complete all three mandatory units (16 credits), plus a minimum of 21 optional credits. At least 12 credits must be achieved from Group B and a further 9 credits from Group B or C.

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	J/600/9313	Recognise airside hazards and minimise risks	2	4	26
2	D/600/9320	Co-ordinate the maintenance and implementation of aviation security procedures	3	6	53
3	H/600/9321	Co-ordinate health and safety working practices	3	6	41
Unit	Unit reference number	Specialist Aviation Units Optional units – Group B	Level	Credit	Guided learning hours
		Learners must complete a minimum of 12 credits from this group.			
4	R/600/9315	Contribute to the maintenance of aviation health, safety and security	2	4	33
5	A/600/9325	Ensure the safe movement and operation of aircraft, vehicles and personnel on the apron	3	5	37
6	L/600/9328	Maintain effective communications and information transfer in an aviation environment	3	5	39
8	K/600/9434	Support flight control operations	2	6	47
9	T/600/9436	Maintain flight control operations and operating conditions	3	8	68
11	H/600/9450	Plan the loading of aircraft	3	9	71
12	F/600/9665	Plan and monitor the crewing of aircraft	2	6	41
15	J/600/9344	Operate a vehicle airside	2	7	58
16	T/600/9453	Monitor the weather	3	6	49
17	K/600/9322	Take action to reduce airside hazards	3	9	70
18	R/600/9458	Contribute to supporting aircraft in difficulty	2	4	35
20	K/600/9675	Operate specialist equipment in an airport environment	2	5	42

Unit	Unit reference number	Generic Units Optional units – Group C	Level	Credit	Guided learning hours
24	M/600/9340	Resolve complex aviation problems	3	6	44
25	H/600/9609	Ensure compliance with legal, regulatory, ethical and social requirements	4	5	25
26	L/600/9586	Manage own professional development within an organisation	3	4	20
27	T/600/9601	Provide leadership and direction for own area of responsibility	4	5	30
28	H/600/9660	Develop working relationships with colleagues	2	3	15
29	T/600/9663	Recruit staff in own area of responsibility	5	4	25
30	H/600/9674	Plan, allocate and monitor work in own area of responsibility	4	5	25

Structure for the Edexcel Level 3 Diploma in Aviation Operations on the Ground – Airside Operations Pathway

Learners must complete all three mandatory units (16 credits), plus a minimum of 21 optional credits. At least 12 credits must be achieved from Group B and a further 9 credits from Group B or C.

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	J/600/9313	Recognise airside hazards and minimise risks	2	4	26
2	D/600/9320	Co-ordinate the maintenance and implementation of aviation security procedures	3	6	53
3	H/600/9321	Co-ordinate health and safety working practices	3	6	41
Unit	Unit reference number	Specialist Aviation Units Optional units – Group B	Level	Credit	Guided learning hours
		Learners must complete a minimum of 12 credits from this group.			
4	R/600/9315	Contribute to the maintenance of aviation health, safety and security	2	4	33
5	A/600/9325	Ensure the safe movement and operation of aircraft, vehicles and personnel on the apron	3	5	37
6	L/600/9328	Maintain effective communications and information transfer in an aviation environment	3	5	39
7	F/600/9424	Contribute to Wildlife Control on an Airfield	2	6	51
10	Y/600/9445	Maintain airfield serviceability and operations	3	10	89
11	H/600/9450	Plan the loading of aircraft	3	9	71
13	K/600/9451	Monitor airfield maintenance operations	3	6	45
15	J/600/9344	Operate a vehicle airside	2	7	58
16	T/600/9453	Monitor the weather	3	6	49
17	K/600/9322	Take action to reduce airside hazards	3	9	70
18	R/600/9458	Contribute to supporting aircraft in difficulty	2	4	35

Unit	Unit reference number	Specialist Aviation Units Optional units – Group B	Level	Credit	Guided learning hours
		Learners must complete a minimum of 12 credits from this group.			
19	R/600/9668	Co-ordinate the turnaround of aircraft	3	13	99
20	K/600/9675	Operate specialist equipment in an airport environment	2	5	42
21	T/600/9713	Maintain aeronautical ground lighting serviceability	3	7	63
22	L/600/9717	Maintain ground power unit serviceability	3	4	29
23	Y/600/9722	Monitor aircraft fuelling system performance	3	5	44
Unit	Unit reference number	Generic Units Optional units – Group C	Level	Credit	Guided learning hours
24	M/600/9340	Resolve complex aviation problems	3	6	44
25	H/600/9609	Ensure compliance with legal, regulatory, ethical and social requirements	4	5	25
26	L/600/9586	Manage own professional development within an organisation	3	4	20
27	T/600/9601	Provide leadership and direction for own area of responsibility	4	5	30
28	H/600/9660	Develop working relationships with colleagues	2	3	15
29	T/600/9663	Recruit staff in own area of responsibility	5	4	25
30	H/600/9674	Plan, allocate and monitor work in own area of responsibility	4	5	25

Structure for the Edexcel Level 3 Diploma in Aviation Operations on the Ground – Airport Operations (Small Airports) Pathway

Learners must complete all three mandatory units (16 credits), plus a minimum of 21 optional credits. At least 12 credits must be achieved from Group B and a further 9 credits from Group B or C.

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	J/600/9313	Recognise airside hazards and minimise risks	2	4	26
2	D/600/9320	Co-ordinate the maintenance and implementation of aviation security procedures	3	6	53
3	H/600/9321	Co-ordinate health and safety working practices	3	6	41
Unit	Unit reference number	Specialist Aviation Units Optional units – Group B	Level	Credit	Guided learning hours
		Learners must complete a minimum of 12 credits from this group.			
4	R/600/9315	Contribute to the maintenance of aviation health, safety and security	2	4	33
5	A/600/9325	Ensure the safe movement and operation of aircraft, vehicles and personnel on the apron	3	5	37
6	L/600/9328	Maintain effective communications and information transfer in an aviation environment	3	5	39
7	F/600/9424	Contribute to Wildlife Control on an Airfield	2	6	51
10	Y/600/9445	Maintain airfield serviceability and operations	3	10	89
11	H/600/9450	Plan the loading of aircraft	3	9	71
13	K/600/9451	Monitor airfield maintenance operations	3	6	45
15	J/600/9344	Operate a vehicle airside	2	7	58
16	T/600/9453	Monitor the weather	3	6	49
17	K/600/9322	Take action to reduce airside hazards	3	9	70
18	R/600/9458	Contribute to supporting aircraft in difficulty	2	4	35

Unit	Unit reference number	Specialist Aviation Units Optional units – Group B	Level	Credit	Guided learning hours
		Learners must complete a minimum of 12 credits from this group.			
20	K/600/9675	Operate specialist equipment in an airport environment	2	5	42
21	T/600/9713	Maintain aeronautical ground lighting serviceability	3	7	63
22	L/600/9717	Maintain ground power unit serviceability	3	4	29
Unit	Unit reference number	Generic Units Optional units – Group C	Level	Credit	Guided learning hours
24	M/600/9340	Resolve complex aviation problems	3	6	44
25	H/600/9609	Ensure compliance with legal, regulatory, ethical and social requirements	4	5	25
26	L/600/9586	Manage own professional development within an organisation	3	4	20
27	T/600/9601	Provide leadership and direction for own area of responsibility	4	5	30
28	H/600/9660	Develop working relationships with colleagues	2	3	15
29	T/600/9663	Recruit staff in own area of responsibility	5	4	25
30	H/600/9674	Plan, allocate and monitor work in own area of responsibility	4	5	25
31	K/601/1555	Develop your own and others' customer service skills	3	8	53

Structure for the Edexcel Level 3 Diploma in Aviation Operations on the Ground – Handling Air Passenger Operations Pathway

Learners must complete all three mandatory units (16 credits), plus a minimum of 21 optional credits. At least 12 credits must be achieved from Group B and a further 9 credits from Group B or C.

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	J/600/9313	Recognise airside hazards and minimise risks	2	4	26
2	D/600/9320	Co-ordinate the maintenance and implementation of aviation security procedures	3	6	53
3	H/600/9321	Co-ordinate health and safety working practices	3	6	41
Unit	Unit reference number	Specialist Aviation Units Optional units – Group B	Level	Credit	Guided learning hours
		Learners must complete a minimum of 12 credits from this group.			
4	R/600/9315	Contribute to the maintenance of aviation health, safety and security	2	4	33
6	L/600/9328	Maintain effective communications and information transfer in an aviation environment	3	5	39
11	H/600/9450	Plan the loading of aircraft	3	9	71
14	M/600/9452	Maintain air passenger handling services	3	5	40
17	K/600/9322	Take action to reduce airside hazards	3	9	70
20	K/600/9675	Operate specialist equipment in an airport environment	2	5	42

Unit	Unit reference number	Generic Units Optional units – Group C	Level	Credit	Guided learning hours
24	M/600/9340	Resolve complex aviation problems	3	6	44
25	H/600/9609	Ensure compliance with legal, regulatory, ethical and social requirements	4	5	25
26	L/600/9586	Manage own professional development within an organisation	3	4	20
27	T/600/9601	Provide leadership and direction for own area of responsibility	4	5	30
28	H/600/9660	Develop working relationships with colleagues	2	3	15
29	T/600/9663	Recruit staff in own area of responsibility	5	4	25
30	H/600/9674	Plan, allocate and monitor work in own area of responsibility	4	5	25
31	K/601/1555	Develop your own and others' customer service skills	3	8	53

Centres should be aware that within the Level 3 qualification in this specification, learners will be required to meet the demands of units at level 4 and 5. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level units during delivery and assessment of the qualification.

4 Assessment

This qualification is assessed through an externally verified Portfolio of Evidence that consists of evidence gathered during the course of the learner's work.

To achieve a pass for the full qualification, the learner must achieve all the required units in the stated qualification structure. Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

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

The learner must have an assessment record that identifies the assessment criteria that have been met, and it should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. The unit specification or suitable centre documentation can be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria of the unit and learning outcomes is:

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

Learners can provide evidence of occupational competence 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 programme, whether at or away from the workplace. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy.
- 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 development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted based on RPL should provide confidence that the same level of skill/understanding/knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.
- Further guidance is available in the policy document *Recognition of Prior Learning Policy*, available on the Edexcel website.
- a **combination** of these.

Assessment requirements/strategy

The assessment requirements/strategy for this qualification has been included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the qualification to ensure that it remains valid and reliable. They have been developed by GoSkills in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

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

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria as well as the requirements of the GoSkills assessment requirements/strategy. As stated in the assessment requirements/strategy, the evidence for this qualification can take a variety of forms as indicated below:

- 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 (EWT)
- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations for cross-referencing purposes in their portfolios.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. Evidence must be available to the assessor, internal verifier and Pearson standards verifier.

Any specific evidence requirements for individual units are stated in the unit introduction for the units in *Section 11*.

There is further guidance about assessment on our website. Please see *Section 12* for details.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of unit achievement.

5 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have the appropriate physical resources to support both the delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment requirements/strategy for the sector, equipment, IT, learning materials, teaching rooms.
- Where permitted, RWE must offer the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the assessment requirements/strategy in Annexe A. Staff assessing learners must meet the occupational competence requirements within the overarching assessment requirements/strategy for the sector.
- There must be systems in place to ensure the continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery of the qualification.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 9 Access and recruitment* and *Section 10 Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the Home Office website, www.gov.uk/government/organisations/home-office

6 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson Edexcel accredited vocational qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson Edexcel vocational qualifications is available at www.pearsonwbl.edexcel.com/qualifications-approval.

Approvals agreement

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

7 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres will internally assess NVQs/Competence-based qualifications using internal quality assurance procedures to ensure standardisation of assessment across all learners. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model is as described below.

Centres offering Pearson Edexcel NVQs/Competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits must reflect the centre's performance, taking account of the number:

- of assessment sites
- and throughput of learners
- and turnover of assessors
- and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a Pearson BTEC Apprenticeship framework) a single standards verifier will be allocated to verify all elements of the Pearson BTEC Apprenticeship programme. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full Pearson BTEC Apprenticeship, the same standards verifier will be allocated.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment, verification and for the specific occupational sector are being consistently met.

Centres are required to declare their commitment to ensuring quality and to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

For further details, please go to the UK NVQ Quality Assurance Centre Handbook and the *Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, at www.pearsonwbl.edexcel.com/NVQ-competence-based.

8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning,) that meets learners' needs. However, centres must make sure that learners have access to the resources identified in the specification and to the sector specialists delivering and assessing the units. Centres must have due regard to Pearson's policies that may apply to different modes of delivery.

Those planning the programme should aim to address the occupational nature of the qualification by:

- engaging with learners, initially, through planned induction, and subsequently through the involvement of learners in planning for assessment opportunities
- using naturally occurring workplace activities and products to present evidence for assessment against the requirements of the qualification
- developing a holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units, as appropriate, thereby reducing the assessment burden on learners and assessors
- taking advantage of suitable digital methods to capture evidence.

9 Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to them during the delivery and assessment of the qualification. The review must take account of the information and guidance in *Section 10 Access to qualifications for learners with disabilities or specific needs*.

10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires that all learners should have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification can be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information regarding Access Arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and vocational qualifications*.

Further details on how to make adjustments for learners with protected characteristics are given in the *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

These documents are available on our website, at www.edexcel.com/Policies

11 Unit format

Each unit has the following sections.

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition includes workplace guidance to support the development of practical job-related skills, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes the time spent by staff assessing learners' achievements, for example in the assessment of competence for NVQs/Competence qualifications.

Unit aim

This gives a summary of what the unit aims to do.

Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

The assessment criteria specify the standard required by the learner to achieve the learning outcome.

Unit 1: Recognise airside hazards and minimise risks

Unit reference number: J/600/9313

QCF level: Level 2

Credit value: 4

Guided learning hours: 26

Unit aim

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

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

Unit assessment requirements/evidence requirements

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

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

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.11 Describe procedures for reporting incidents airside			
	1.12 Explain the importance of staying alert and following safety procedures			
	1.13 Describe the type of legislation covering the aviation working environment which means that their employer has the duty to provide a safe working environment and they have a duty to follow their employer's safety rules			
	1.14 Describe the effects of adverse weather airside and the precautions to take for the following: <ul style="list-style-type: none"> - wind - snow - heat - sun - ice 			
2	2.1 Understand how to work safely on the ramp area ensuring their own safety and that of others			
	2.2 Identify the hazards associated with the ramp			
	2.3 Identify how to deal with these hazards			
	2.4 Explain how to work safely to ensure their own and others safety			
	2.5 Explain how hazards can be avoided			
	2.6 Identify what to do to deal with any hazards that occur			
	2.7 Describe where the ramp area is			
	2.8 Identify dangers from aircraft			
	2.9 Describe how to approach aircraft safely			
	2.10 Identify dangers from vehicles on the ramp area other than aircraft			

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 2: Co-ordinate the maintenance and implementation of aviation security procedures

Unit reference number: D/600/9320

QCF level: Level 2

Credit value: 6

Guided learning hours: 53

Unit aim

The purpose of this unit for learners to show that they can maintain security in an airport environment.

This unit is directly related to GoSkills National Occupational Standard Unit 3 – Contribute to the maintenance, implementation and co-ordination of aviation security procedures from the Aviation Operations on the Ground suite.

Unit assessment requirements/evidence requirements

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

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

All simulations using specially constructed environments need to be approved by 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.

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to ensure aviation security is maintained	1.1	State the responsibilities of personnel for securing particular areas or items				
		1.2	Ensure access points are kept secure in line with organisational procedures				
		1.3	Resolve problems in the security of actual or possible access points				
		1.4	Ensure security procedures relating to visitors to the site or a specified area are followed				
		1.5	Ensure action is taken in the event of unusual incidents which may present a security risk				
		1.6	Ensure remedial action in relation to faults, damage to security equipment or problems with security is taken				
		1.7	Ensure the relevant documents relating to the maintenance of aviation security are completed accurately and clearly				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
2 Know how to ensure aviation security is maintained	2.1	Explain responsibility of personnel in relation to maintaining security				
	2.2	Describe the relevant powers contained in Security regulations				
	2.3	Identify specified, banned, illegal and dangerous items				
	2.4	Describe the relevant documents to aviation security				
	2.5	Explain the different areas of the airport and what authorisation is needed to access various areas including personal access				
	2.6	Give examples of access points and explain how they should be kept secure to: <ul style="list-style-type: none"> <li data-bbox="699 1485 730 1574">– people <li data-bbox="746 1350 778 1574">– authorised areas <li data-bbox="802 1462 834 1574">– vehicles 				
	2.7	Identify Department for Transport guidance for aviation security				
	2.8	Describe the relevant authorities in relation to aviation security				
	2.9	Explain organisational reporting lines for maintaining aviation security				
	2.10	Explain the use of aviation identity cards				
	2.11	Describe threat or risk awareness				
	2.12	Explain organisational procedures for restricting access				
	2.13	Describe internal and statutory testing procedures				
	2.14	Give examples of unusual incidents and explain how they can be dealt with				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to contribute to the co-ordination of action taken in the event of a breach of aviation security	3.1	Ensure actual or suspected breaches of security threats are reported at the correct level				
		3.2	Communicate information about actual or suspected security threats calmly, clearly and using appropriate discretion				
		3.2	Respond to actual or suspected security threats within the limits of personal responsibility and in line with organisational procedures				
4	Know how to contribute to the co-ordination of action taken in the event of a breach of aviation security	4.1	Describe signs of suspicious behaviour				
		4.2	Explain personal responsibility in relation to breaches of security				
		4.3	Describe organisation reporting lines for breaches of security				
		4.4	Explain organisational procedures in relation to: <ul style="list-style-type: none"> - raising or responding to alarms - dealing with actual or suspected security threats 				
		4.5	Explain what a security threat could include				
		4.6	Describe Department for Transport threat levels				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 3: Co-ordinate health and safety working practices

Unit reference number: H/600/9321

QCF level: Level 3

Credit value: 6

Guided learning hours: 41

Unit aim

The purpose of this unit is to ensure a learner is able to monitor and maintain health and safety procedures in their area of work.

This unit is directly related to GoSkills National Occupational Standard Unit 5 – Co-ordinate health and safety working practices from the Aviation Operations on the Ground suite.

Unit assessment requirements/evidence requirements

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

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

All simulations using specially constructed environments need to be approved by 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.

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to monitor and maintain health and safety working practices	1.1	Develop systems, procedures and practices to monitor health and safety within personal area of responsibility				
		1.2	Take action when systems, procedures and practices for maintaining health and safety are not being complied with				
		1.3	Give all relevant staff information relating to systems, procedures and practices for the maintaining of health and safety				
2	Understand how to monitor and maintain health and safety working practices	2.1	Explain organisational health and safety procedures including those relating to: <ul style="list-style-type: none"> - work patterns - work methods - housekeeping and explain how these impact on others				
		2.2	Explain organisational procedures for dealing with staff who are not meeting health and safety procedures				
		2.3	Explain organisational emergency procedures				
		2.4	Identify and describe the relevant aviation and health and safety legislation and European directives and the effect they have on personal area of responsibility				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to maintain a healthy and safe working environment	3.1	Make sure staff working conditions meet current health and safety laws and organisational requirements				
		3.2	Identify hazards or potential hazards in the workplace				
		3.3	Take remedial action to put right hazards or potential hazards in the workplace				
		3.4	Make sure that equipment is maintained in safe working order according to the manufacturer's and organisational requirements				
		3.5	Carry out health and safety checks in line with organisational standards				
		3.6	Complete health and safety records in line with organisational procedures				
		3.7	Process health and safety records, such as the accident book and maintenance records, in line with organisational procedures				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to maintain a healthy and safe working environment	4.1	Describe organisational and legal health and safety requirements			
		4.2	Explain how to identify hazards in the workplace			
		4.3	Explain organisational procedures for maintaining health and safety procedures			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 4: Contribute to the maintenance of aviation health, safety and security

Unit reference number: R/600/9315

QCF level: Level 2

Credit value: 4

Guided learning hours: 33

Unit aim

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

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

Unit assessment requirements/evidence requirements

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

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

All simulations using specially constructed environments need to be approved by 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.

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to follow healthy and safe working practices	1.1	Carry out operations safely and in line with organisational procedures				
		1.2	Wear the correct protective equipment to carry out duties				
		1.3	Take action in the event of unsafe working practices and hazards				
		1.4	Operate equipment safely in line with organisational procedures				
		1.5	Take remedial action if work equipment is unsafe to use				
		1.6	Report incidents, accidents and near misses in line with organisational procedures				
		2	Know how to follow healthy and safe working practices	2.1	Describe organisational health and safety standards		
		2.2	Explain personal responsibility under health and safety law				
		2.3	Describe safe working practices				
		2.4	Explain how to identify hazards in the workplace				
		2.5	Describe organisational procedures for reporting incidents				
		2.6	Describe incidents and accidents that can relate to: <ul style="list-style-type: none"> - staff - equipment - customers 				
		2.7	Describe correct action to put things right after an incident				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to follow emergency procedures	3.1	Raise the emergency alarm in line with organisational procedures and personal authority				
		3.2	Respond to an emergency alarm in line with organisational procedures and personal authority				
		3.3	Locate and use emergency equipment in line with organisational procedures				
		3.4	Carry out personal emergency responsibilities in line with organisational procedures				
4	Know how to follow emergency procedures	4.1	Identify where the alarms are				
		4.2	Describe personal responsibility in relation to emergencies				
		4.3	Describe organisational procedures for <ul style="list-style-type: none"> - raising or responding to alarms - reporting and recording emergencies 				
5	Be able to contribute to the maintenance of security within own area of responsibility	5.1	Secure items and areas in line with personal responsibilities				
		5.2	Follow organisational procedures for personal identification				
		5.3	Report suspicious incidents or behaviour to the correct authority				
		5.4	Take action when irregularities in security are identified in line with organisational procedures				
		5.5	Report discrepancies in the security of actual or potential access points				
		5.6	Respond to an actual or suspected security threat within the limits of own personal responsibility				

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 5: Ensure the safe movement and operation of aircraft, vehicles and personnel on the apron

Unit reference number: A/600/9325

QCF level: Level 3

Credit value: 5

Guided learning hours: 37

Unit aim

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

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

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

Unit assessment requirements/evidence requirements

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

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

All simulations using specially constructed environments need to be approved by 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.

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 6: Maintain effective communications and information transfer in an aviation environment

Unit reference number: L/600/9328

QCF level: Level 3

Credit value: 5

Guided learning hours: 39

Unit aim

The purpose of this unit is for learners to demonstrate that they can receive and supply information using the correct equipment in an aviation environment.

This unit is directly related to GoSkills National Occupational Standard Unit 13 – Maintain effective communications and information transfer in an aviation environment from the Aviation Operations on the Ground suite.

Unit assessment requirements/evidence requirements

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

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

All simulations using specially constructed environments need to be approved by 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.

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to maintain effective aviation communications	1.1	Ensure all communications are responded to within the correct timescale				
		1.2	Ensure the most appropriate form of communication equipment is used at all times				
		1.3	Make sure that communication equipment is used effectively				
		1.4	Deal with malfunctioning communication equipment in line with organisational procedures				
		1.5	Ensure people communicate in a way that is appropriate to the equipment being used				
		1.6	Ensure the correct codes and phrases are used when communicating				
		1.7	Follow appropriate codes, procedures and guidelines, which could be aviation industry specific and/or organisation specific, when communicating				
		1.8	Maintain alternative communication routes in event of an equipment failure				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to maintain effective aviation communications	2.1 Explain the acceptable timescales for communications in line with organisational procedures			
	2.2 Explain available lines and methods of communication, including: <ul style="list-style-type: none"> - oral - written - electronic - carried out by self - carried out by others 			
	2.3 Explain how to use communications equipment including: <ul style="list-style-type: none"> - telephone - electronic - radiotelephone - megaphone 			
	2.4 Explain organisational procedures relating to use of communications equipment			
	2.5 Explain organisational procedures regarding malfunctioning equipment			
	2.6 Explain relevant aviation guidelines, procedures and standard phrases			
	2.7 Explain commonly used aviation codes relevant to own job role; and sources of information of less commonly used codes			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to maintain the effective transfer of aviation information	2.8	Demonstrate the phonetic alphabet and explain why it is used				
		2.9	Explain organisational reporting procedures				
		3.1	Check stored information at regular intervals to make sure it is intact				
		3.2	Ensure information is passed on to appropriate people				
		3.3	Prioritise transferring information in line with organisational aims				
		3.4	Ensure information supplied is accurate, complete and relevant				
		3.5	Check and update information, both written and electronic, before responding to information requests				
		3.6	Make sure that confidential and commercially sensitive information is appropriately restricted				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to maintain the effective transfer of aviation information	4.1	Explain organisational systems for: <ul style="list-style-type: none"> - storing information - processing information 			
		4.2	Explain what is confidential and commercially sensitive information			
		4.3	Explain organisational procedure for passing on messages			
		4.4	Give examples of requests for information from: <ul style="list-style-type: none"> - seniors - colleagues - external sources 			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3	2.4	Identify birds most associated with; <ul style="list-style-type: none"> - coastal aerodromes - inland aerodromes - grass aerodromes - tarmac aerodromes 		
	2.5	Describe systems and procedures for reporting any hazards associated with birds and wildlife		
	2.6	Describe how wildlife attractants can be monitored and controlled		
	2.7	Identify the relevant people involved in wildlife control		
	2.8	Describe what is involved in a habitat management scheme		
	2.9	Describe how a robust habitat management regime can assist in managing bird strike risk		
	2.10	Describe the equipment and tools available to a wildlife control operative		
	3.1	Select appropriate action to disperse birds according to local circumstances and aerodrome characteristics		
	3.2	Vary the action taken to disperse birds and wildlife according to local circumstances and aerodrome characteristics		
	3.3	Disperse birds and wildlife at appropriate times with regard to period of day and night		
3.4	Use equipment to disperse birds and wildlife in line with the operating procedures			
3.5	Record how birds and wildlife respond to dispersal, and patrol activity regardless of wildlife activity			

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 8: Support flight control operations

Unit reference number: K/600/9434

QCF level: Level 2

Credit value: 6

Guided learning hours: 47

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in supporting flight control operations.

This unit is directly related to GoSkills National Occupational Standard Unit 27 – Support flight control operations from the Aviation Operations on the Ground suite.

Unit assessment requirements/evidence requirements

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

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

All simulations using specially constructed environments need to be approved by 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.

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to support flight control operations and operating conditions	1.1	Collect operational information on aircraft movements and operating conditions				
		1.2	Disseminate operational information to correct members of staff				
		1.3	Suggest action to be taken in response to operational information				
		1.4	Record action to be taken in response to operational information				
		1.5	Tell relevant members of staff that action needs to be taken in response to operational information				
		2	Understand how to support flight control operations and operating conditions	2.1	Identify operational information relating to: <ul style="list-style-type: none"> – flight schedules – routes – flight destinations – aircraft availability – equipment carried – aircraft maintenance – crew roster – weather conditions – station activities or status – airspace restrictions 		

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.2	Identify information sources and services relating to flight control operations			
	2.3	Identify visibility and decision heights			
	2.4	Describe legal requirements in relation to fuelling aircraft			
	2.5	Describe relevant legislation including the Air Navigation Order and Air Navigation Regulations (or their military equivalents) in relation to flight operations control			
	2.6	Identify the use of the organisational operations manual			
	2.7	Describe organisational communication and recording systems and procedures			
	2.8	Identify aircraft movements boards			
	2.9	Explain the use of computer planning aids			
	2.10	Describe flight servicing operations			
	2.11	Describe diplomatic clearance procedures			
	2.12	Describe weather conditions in relation to: – aircraft landing minima – decoding of formatted weather information			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.13 Describe factors relevant to landing minima including: <ul style="list-style-type: none"> - airport equipment - airport ground procedures - aircraft equipment - crew qualifications - currency 			
3	3.1 Collect information for contingency plans			
	3.2 Contribute to developing contingency plans			
	3.3 Implement contingency plans within own level of responsibility			
	3.4 Complete records about contingency plans			
4	4.1 Understand how to support the implementation of contingency plans	Describe operational contingencies relating to; flight irregularities, such as changes to; <ul style="list-style-type: none"> - flight schedules - routes - flight destinations - aircraft availability - equipment carried - crew roster - weather conditions - station activities or status - airspace restrictions 		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.2 Explain why contingency plans need to be appropriate to the needs of:</p> <ul style="list-style-type: none"> - all relevant parties - regulatory requirements - safety requirements - cost control requirements - the need to maintain customer service - the need for punctuality 			
	4.3 Explain the legal requirements in relation to fuel			
	4.4 Explain route planning in relation to supporting flight control operations			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 9: Maintain flight control operations and operating conditions

Unit reference number: T/600/9436

QCF level: Level 3

Credit value: 8

Guided learning hours: 68

Unit aim

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

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

Unit assessment requirements/evidence requirements

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

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

All simulations using specially constructed environments need to be approved by 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.

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.5 Explain visibility and decision heights			
	2.6 Describe runway visual range			
	2.7 Explain the legal requirements in relation to fuel			
	2.8 Explain the role and function of government and international agencies including: <ul style="list-style-type: none"> – international civil aviation organisation (ICAO) – international air transport association (IATA) – civil aviation authority (CAA) 			
	2.9 Explain relevant legislation including the Air Navigation Order and Air Navigation Regulations (or their military equivalents) in relation to flight operations control			
	2.10 Identify reference sources for compliance with national and international rules and regulations, and aeronautical facilities			
	2.11 Explain the organisational operations manual			
	2.12 Explain organisational communications and recording systems and procedures			
	2.13 Describe vertical block and linear flight watch visual-display systems			
	2.14 Explain maintenance planning systems including; <ul style="list-style-type: none"> – block or progressive – not exceed or opportunity – equalised 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.15 Describe minimum equipment list and procedures to be implemented in the event of Aircraft on Ground			
	2.16 Explain flight servicing operations			
	2.17 Explain the use of diversions and selection of alternates			
	2.18 Describe organisational requirements including: regulations and terminology relating to flight time limitations including; <ul style="list-style-type: none"> - acclimatised - flying duty period - local night - positioning - dispatch crew - reporting time - rest period - roster duty - scheduled duty - sector duty - split duty 			
	2.19 Explain diplomatic clearance procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.20 Describe weather conditions in relation to;</p> <ul style="list-style-type: none"> - aircraft landing minima - decoding of formatted weather information - calculation of cross-wind components 			
	<p>2.21 Describe factors relevant to landing minima including;</p> <ul style="list-style-type: none"> - airport equipment - airport ground procedures - aircraft equipment - crew qualifications - currency 			
	<p>2.22 Describe navigation and landing aids including;</p> <ul style="list-style-type: none"> - distance measuring equipment (DME) - very high frequency omni range (VOR) - global positioning system (GPS) - instrument landing system (ILS) 			
	<p>2.23 Explain route planning including;</p> <ul style="list-style-type: none"> - critical points - fuel planning - point of no return 			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to devise and implement contingency plans to maintain flight operations	3.1	Use all available information sources and contingency plans in case of flight irregularities				
		3.2	Get approval for contingency plans				
		3.3	Implement contingency plans according to own level of responsibility				
		3.4	Review and revise contingency plans in response to changing circumstances				
		3.5	Record contingency plans in line with organisational requirements				
		3.6	Tell all relevant parties about new and revised contingency plans in line with organisational procedures				
4	Understand how to devise and implement contingency plans to maintain flight operations	4.1	Explain what flight irregularities may relate to				
		4.2	Explain how contingency plans need to be appropriate to the needs of: <ul style="list-style-type: none"> – all relevant parties – regulatory requirements – safety requirements – cost control requirements – the need to maintain customer service – the need for punctuality 				
		4.3	Explain who relevant parties are in relation to contingency plans				
		4.4	Explain the organisational structure and reporting procedures				

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

Unit 10: Maintain airfield serviceability and operations

Unit reference number: Y/600/9445

QCF level: Level 3

Credit value: 10

Guided learning hours: 89

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in maintaining airfield serviceability and operations.

This unit is directly related to GoSkills National Occupational Standard Unit 30 – Maintain airfield serviceability and operations from the Aviation Operations on the Ground suite.

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

Unit assessment requirements/evidence requirements

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

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

All simulations using specially constructed environments need to be approved by 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.

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to maintain airfield serviceability	1.1	Inspect airfield surfaces, systems and conditions in line with organisational procedures		
	1.2	Take action when defects are identified in airfield surfaces, systems and conditions		
	1.3	Carry out testing of airfield surfaces and systems in line with organisational procedures		
	1.4	Carry out testing of runway surface to produce a surface report		
	1.5	Give all relevant parties information about airfield surfaces, systems and conditions		
2 Understand how to maintain airfield serviceability	2.1	Describe airfield surfaces, including: <ul style="list-style-type: none"> – runways – taxiways – apron – roadways 		
	2.2	Explain airfield systems including: <ul style="list-style-type: none"> – lighting systems – measuring systems – marking systems – landing systems 		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.3 Describe airfield conditions including: <ul style="list-style-type: none"> - weather - surface water - ice - presence of birds and other wildlife - presence of foreign objects 			
	2.4 Explain appropriate testing including: <ul style="list-style-type: none"> - testing of runway visual range - friction - noise 			
	2.5 Explain organisational recording and reporting procedures in relation to airfield serviceability			
	2.6 Explain organisational procedures for measuring and testing airfield serviceability and standards			
	2.7 Explain organisational procedures for marking unserviceable areas of the airfield			
	2.8 Describe the available emergency equipment and explain the procedures for ensuring serviceability			
	2.9 Explain organisational procedures for altering or declaring the operational status of the airfield			
	2.10 Explain the procedures for controlling birds and wildlife			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3	2.11	Explain organisational procedures for clearing airfield surfaces including winter operations		
	2.12	Identify actions that can be taken to put things right		
	3.1	Use information sources to establish airfield maintenance needs		
	3.2	Initiate airfield maintenance operations in response to needs		
	3.3	Make sure that airfield maintenance operations are carried out safely and efficiently and in line with organisational procedures		
	3.4	Take action in response to any deficiencies in airfield maintenance operations		
	3.5	Give all relevant parties information about airfield maintenance operations in line with organisational procedures		
4	3.6	Complete all relevant documents accurately		
	3.7	Process all relevant documents in line with organisational procedures		
4	4.1	Describe aspects of airfield operations in relation to airfield maintenance operations including: <ul style="list-style-type: none"> – driving standards – conduct of apron personnel – wearing safety equipment – investigating accidents – refuelling – work in progress – marshalling aircraft and vehicles 		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.2 Explain the requirements of Civil Aviation Publication (CAP) 393 and other relevant CAP's			
	4.3 Explain the operational safety instructions relating to airfield maintenance			
	4.4 Explain the relevant airport Bye-laws to airfield maintenance operations			
	4.5 Explain organisational routine monitoring procedures			
	4.6 Explain organisational standard safety and working practices in relation to airfield operations			
	4.7 Explain organisational procedures for initiating and reporting operations			
	4.8 Explain organisational procedures for dealing with shortfalls in operations and standards			
	4.9 Explain organisational procedures for investigating and reporting accidents			
	4.10 Identify sources of information for airfield maintenance operations			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 11: Plan the loading of aircraft

Unit reference number: H/600/9450

QCF level: Level 3

Credit value: 9

Guided learning hours: 71

Unit aim

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

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

Unit assessment requirements/evidence requirements

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

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

All simulations using specially constructed environments need to be approved by 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.

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to plan loading the aircraft	1.1	Calculate the total load for an aircraft				
		1.2	Accept and document a load in line with organisational procedures				
		1.3	Accept and document a special load using relevant documents in line with organisational procedures ensuring that the aircraft structural limitations are not exceeded				
		1.4	Communicate load information in line with organisational procedures				
		1.5	Assess risks associated with the load				
		1.6	Assess risks associated with loading the load				
		1.7	Assess the requirements for restraining or spreading the load, and, communicate these requirements in line with organisational procedures				
		1.8	Complete all records relating to the load fully and within the timescales required by the organisation				
	2	Understand how to plan loading the aircraft	2.1	Explain the significance of aircraft mass and balance for the safety of the aircraft			
2.2			Describe where to find information on aircraft mass and balance limits for relevant aircraft				
2.3			Explain legal requirements in relation to aircraft mass and balance				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.4 Describe terminology, International Air Transport Association (IATA) codes and documents related to the aircraft and load including: <ul style="list-style-type: none"> - mass and balance - type of load - aircraft areas - pallets - unit load devices - special loads 			
	2.5 Explain the significance of aircraft structural loading limitations and where to find such information for relevant aircraft			
	2.6 Explain the potential effects of unbalanced loading			
	2.7 Explain the potential effects of an unsecured load			
	2.8 Describe the designators and locations of aircraft compartments			
	2.9 Identify codes for loads requiring special attention and describe where to find the information			
	2.10 Explain the use of actual or standard weights for passengers and baggage			
	2.11 Describe types of dangerous goods, restricted articles and special loads			
	2.12 Explain organisational procedures for when load volumes exceed the space available			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to plan the load and complete relevant documents	3.1	Calculate the allowed traffic load for a departing aircraft in line with organisational procedures		
	3.2	Collate and document the load for a departing aircraft and issue a loading instruction report (LIR) in line with organisational procedures		
	3.3	Plan a special load in line with organisational procedures and relevant regulations		
	3.4	Calculate the mass and balance for a departing aircraft		
	3.5	Distribute aircraft loading documents to correct recipients in line with organisational procedures		
	3.6	Action a last minute change (LMC) to a completed mass and balance calculation and amend the load sheet accordingly in line with organisational procedures		
	3.7	Construct and send a load message line with organisational procedures		
	3.8	Collate and file documents relating to aircraft load planning and loading process in line with organisational procedures		
4 Understand how to plan the load and complete relevant documents	4.1	Describe the source of load information for; <ul style="list-style-type: none"> - aircraft weights - fuel load and usage - passengers - baggage - cargo - other loads 		

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
	4.2	Identify reference sources for load planning				
	4.3	Explain loading and separation requirements for dangerous goods, restricted articles and special loads				
	4.4	Explain organisational system/s for mass and balance calculations and the method of producing a load sheet				
	4.5	Highlight critical mass and balance information (weights and centre of gravity indicator) on a load sheet				
	4.6	Explain how to calculate an allowed traffic load				
	4.7	Explain how to allocate load to aircraft compartments and maintain the required centre of gravity				
	4.8	Identify the sequence of en route stations, if relevant, and explain the effects on load planning				
	4.9	Explain organisational loading procedures to account for: <ul style="list-style-type: none"> – sector requirements – priority loads – separation – restraint and special load requirements – to minimise load handling and the requirement for load restraints 				
	4.10	Explain organisational loading procedures to ensure that dangerous goods, restricted articles and special loads are load planned in line with relevant regulations				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.11 Explain organisational procedures for last minute changes (LMC) to the planned load and the maximum weight allowance for an LMC			
	4.12 Identify destination and standard operational codes and abbreviations			
	4.13 Explain organisational procedures for loading bulk, pallets and unit loading devices (ULD)			
	4.14 Explain how to complete and transmit load messages			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 12: Plan and monitor the crewing of aircraft

Unit reference number: F/600/9665

QCF level: Level 2

Credit value: 6

Guided learning hours: 41

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in planning and monitoring the crewing of aircraft.

This unit is directly related to GoSkills National Occupational Standard Unit 43 – Plan and monitor the crewing of aircraft from the Aviation Operations on the Ground suite.

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

Unit assessment requirements/evidence requirements

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

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

All simulations using specially constructed environments need to be approved by 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.

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to develop and maintain flight crew rosters	1.1	Draw up rosters of flying crew to meet the proposed organisational operating plan and legal requirements				
		1.2	Amend crew rosters to meet operational changes				
		1.3	Work out actual accrued flying hours for flight crew for a duty period				
		1.4	Use organisational systems and equipment to maintain records of monthly and yearly accumulators for flying crew according to legal requirements				
		2.1	Describe the requirements of Civil Aviation Publication (CAP) 371				
2	Know how to develop and maintain flight crew rosters	2.2	Describe organisational operating manuals relating to flight crew roster				
		2.3	Describe organisational reporting processes relating to flight crew rosters				
		2.4	Describe the impact of operational changes including; <ul style="list-style-type: none"> - delayed flights - diverted flights - cancelled flights - new flights - sickness 				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to monitor operating flying crew to ensure compliance with regulatory requirements and organisational procedures	3.1	Monitor the actual operational programme of flying crew against the planned roster and complete correct records				
		3.2	React to unexpected changes to the operational programme				
		3.3	Tell relevant staff about changes to the operational programme				
		3.4	Investigate flight duty period discretion reports fully				
		3.5	Record the outcome of flight duty discretion investigations using correct organisational documents				
		3.6	Give correct staff flight duty discretion investigation reports				
4	Know how to monitor operating flying crew to ensure compliance with regulatory requirements and organisational procedures	4.1	Describe organisational operational manuals and roster requirements				
		4.2	Describe operational safety instructions				
		4.3	Explain recording disciplines and procedures for managing flight crew personnel				
		4.4	Explain flight duty period discretion reporting procedures				
		4.5	Describe operational changes including; <ul style="list-style-type: none"> – aircraft delays – sickness – diversions – technical problems with aircraft – flight cancellations – political disturbances 				

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

Unit 13: Monitor airfield maintenance operations

Unit reference number: K/600/9451

QCF level: Level 3

Credit value: 6

Guided learning hours: 45

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in monitoring airfield maintenance operations.

This unit is directly related to GoSkills National Occupational Standard Unit 33 – Monitor airfield maintenance operations from the Aviation Operations on the Ground suite.

Unit assessment requirements/evidence requirements

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

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

All simulations using specially constructed environments need to be approved by 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.

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to initiate airfield maintenance operations	1.1	Use information sources to identify airfield maintenance needs				
		1.2	Initiate airfield maintenance operations in response to needs				
		1.3	Allocate staff and resources to carry out the airfield maintenance operation				
		1.4	Resolve conflicts between airfield maintenance operations and other activities				
2	Be able to manage airfield maintenance operations	2.1	Make sure that airfield maintenance operations are carried out safely and efficiently and in line with organisational procedures				
		2.2	Make sure that work is completed in line with agreed timescales				
		2.3	Take remedial action in response to any deficiencies in airfield maintenance operations				
		2.4	Give all necessary parties information about airfield maintenance operations in line with organisational procedures				
		2.5	Complete all relevant documents accurately				
		2.6	Process all relevant documents in line with organisational procedures				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3	<p>Understand how to initiate and manage airfield maintenance operations</p> <p>3.1 Explain airfield maintenance operations, including:</p> <ul style="list-style-type: none"> - cleaning/sweeping - surface repairs - systems repairs - marking operations - putting up and maintaining signs - building works <p>3.2 Identify the equipment used to carry out airfield maintenance operations and explain how to use it correctly</p> <p>3.3 Describe materials required to carry out airfield maintenance operations</p> <p>3.4 Explain how to ensure staff are available to carry out airfield maintenance operations</p> <p>3.5 Explain organisational procedures for carrying out routine maintenance</p> <p>3.6 Explain the standard safety and working practices in relation to airfield maintenance operations</p> <p>3.7 Explain organisational procedures for initiating and reporting maintenance operations</p> <p>3.8 Explain organisational procedures for dealing with shortfalls in maintenance operations and standards</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.9 Identify ways of resolving conflict between airfield maintenance operations and other activities			
	3.10 Identify and describe information sources including: – maintenance schedules – inspection reports			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 14: Maintain air passenger handling services

Unit reference number: M/600/9452

QCF level: Level 3

Credit value: 5

Guided learning hours: 40

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in maintaining a high level of customer service while making sure all staff follow organisational procedures.

This unit is directly related to GoSkills National Occupational Standard Unit 34 – Maintain air passenger handling services from the Aviation Operations on the Ground suite.

Unit assessment requirements/evidence requirements

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

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

All simulations using specially constructed environments need to be approved by 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.

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to maintain systems, procedures and practices for the handling of aviation passengers	1.1	Tell all relevant staff about organisational systems, procedures and practices for handling passengers				
		1.2	Ensure organisational systems, procedures and practices for handling passengers are put into practice				
		1.3	Take action when shortfalls or breakdowns in organisational systems, procedures and practices for handling passengers are identified				
2	Understand how to maintain systems, procedures and practices for the handling of aviation passengers	2.1	Explain organisational standards for passenger handling				
		2.2	Explain organisational health and safety standards				
		2.3	Explain organisational security standards				
		2.4	Explain organisational systems, procedures and practices in relation to different types of passengers including: <ul style="list-style-type: none"> - children - adults - people who do not speak English - people who have special needs - people who are unfit to travel 				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.5 Explain organisational systems, procedures and practices for handling baggage including;</p> <ul style="list-style-type: none"> - dangerous Goods Regulations - standards of acceptable luggage - excess baggage charges - baggage tracing 			
	<p>2.6 Explain organisational systems, procedures and practices relating to:</p> <ul style="list-style-type: none"> - communications - documents - health and safety - security - customs and immigration - movement of passengers and baggage 			
3 Be able to monitor passenger handling services	3.1 Ensure services are provided to passengers according to their needs and organisational standards			
	3.2 Make sure that information given to passengers is complete, accurate, relevant, and, where necessary, meets regulatory requirements			
	3.3 Ensure information is provided to passengers in a timely manner			
	3.4 Take action when shortfalls or breakdowns in standards relating to passenger handling are identified			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to monitor passenger handling services	4.1	Explain organisational standards for passenger handling			
		4.2	Explain who special status passengers are and how to deal with them			
		4.3	Explain organisational procedures for dealing with;			
			– passengers who arrive on domestic flights or international flights – passengers who do not speak English			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 15: Operate a vehicle airside

Unit reference number: J/600/9344

QCF level: Level 2

Credit value: 7

Guided learning hours: 58

Unit aim

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

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

Unit assessment requirements/evidence requirements

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

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

All simulations using specially constructed environments need to be approved by 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.

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to manoeuvre a vehicle airside	3.1	Manoeuvre the vehicle in a controlled manner in all conditions				
		3.2	Park the vehicle safely in correct areas in line with organisational procedures				
		3.3	Follow airside road signs, markings, and traffic lights at all times				
		3.4	Drive in a way that recognises other vehicle movements on the airfield				
		3.5	Demonstrate how to give priority to moving aircraft				
		3.6	Demonstrate how to maintain a safe distance between the vehicle and aircraft				
		3.7	Make sure that all doors and shutters are closed when driving the vehicle				
		3.8	Reverse the vehicle in line with aviation and organisational procedures				
		3.9	Demonstrate vigilance when driving				
4	Know how to manoeuvre a vehicle airside	4.1	Describe organisational procedures as they apply to airside traffic				
		4.2	Explain the importance of airside safety instructions				
		4.3	Describe airside areas including: <ul style="list-style-type: none"> - roads - apron areas - movement areas - runways - manoeuvring areas - in relation to airside driving permit/ licence categories 				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.4 Identify airside road signs, markings, airfield lighting and traffic lights			
	4.5 Identify aircraft runway and taxiway crossing points			
	4.6 Describe the airport and stand layout			
	4.7 Identify speed limits and explain why it is important to keep within the speed limit			
	4.8 Describe airside parking regulations			
	4.9 Explain types of aircraft servicing operations and the related vehicles, procedures and hazards			
	4.10 Describe the characteristics of the vehicle being operated including: <ul style="list-style-type: none"> - height - length - width - handling/steering - specific hazards 			
	4.11 Identify vehicle reversing signals			
	4.12 Describe regulations concerning reversing			
	4.13 Describe low visibility notification and operating procedures			
	4.14 Describe the effect that weather conditions have on driving airside including: <ul style="list-style-type: none"> - snow and ice - high winds - rain/surface water 			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Be able to maintain procedures and practices which contribute to the safety of airside traffic and apron operations	5.1	Wear correct Personal Protective Equipment when driving				
		5.2	Secure vehicle loads in line with organisational procedures				
		5.3	Carry an airside driving permit, pass or licence in line with organisational procedures				
		5.4	Take remedial action when foreign objects or spillages are seen on the airfield				
		5.5	Report dangerous or unsafe practices to the correct person				
		5.6	Get rid of all waste products in line with organisational procedures				
		5.7	Take the most direct route between places on the airfield whenever possible				
		5.8	Avoid obstructing other airside workers or operations whenever possible				
		5.9	Keep access free for emergency services at all times				
6	Know how to maintain procedures and practices which contribute to the safety of airside traffic and apron operations	6.1	Explain why personal protective equipment needs to be appropriate to the task, the weather, visibility and noise level				
		6.2	Identify the types of Personal Protective Equipment and describe the conditions in which they must be used, including; <ul style="list-style-type: none"> – high visibility clothing – hearing protection – safety footwear – those specific to the job 				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	6.3	Describe types of airside vehicles and the related hazards		
	6.4	Describe hazards that could occur when driving airside		
	6.5	Describe how to recognise whether aircraft are moving or about to move		
	6.6	Describe how and when to use seatbelts on the airfield		
	6.7	Describe identification and security procedures and regulations		
	6.8	Describe types of and sources of foreign object debris (FOD) and spillages, and organisational procedures for reporting them		
	7.1	Report all airside accidents and emergencies in line with organisational procedures		
	7.2	Respond to airside accidents and emergencies in line with organisational procedures		
7	7.3	Deploy any fitted vehicle emergency equipment in line with organisational procedures		
	7.4	Operate any fitted vehicle emergency equipment in line with organisational procedures		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Know how to comply with airside accident, hazard and emergency procedures	8.1 Describe where the emergency cut-off switches, phones and alarms are and explain how to use them			
	8.2 Describe organisational procedures for operating emergency cut-off switches, phones and alarms			
	8.3 Describe where the first-aid equipment is			
	8.4 Describe organisational procedures for dealing with airside hazards including: <ul style="list-style-type: none"> - spillages - dangerous goods - livestock - foreign object debris (FOD) - disabled vehicles/equipment - disabled aircraft 			
	8.5 Describe the types of accidents and emergencies and organisational procedures for dealing with them including those involving: <ul style="list-style-type: none"> - aircraft - vehicles other than aircraft - staff - fire - fuel spillage 			

Learner name: _____ Date: _____
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Internal verifier signature: _____ Date: _____
(if sampled)

Unit 16: Monitor the weather

Unit reference number: T/600/9453

QCF level: Level 3

Credit value: 6

Guided learning hours: 49

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in monitoring the weather in an aviation environment.

This unit is directly related to GoSkills National Occupational Standard Unit 35 – Monitor the weather from the Aviation Operations on the Ground suite.

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

Unit assessment requirements/evidence requirements

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

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

All simulations using specially constructed environments need to be approved by 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.

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to obtain information about current and forecast weather	1.1	Collate all incoming information relating to current and forecast weather using all available information sources				
		1.2	Seek clarification from designated forecast unit of weather reports				
		1.3	Acknowledge receipt of information in line with organisational procedures				
		1.4	Evaluate pilot and agency reports about weather conditions to ascertain changes				
		1.5	Observe weather conditions in immediate vicinity during course of watch				
		1.6	Record information about current and forecast weather in line with organisational procedures				
2	Understand how to obtain information about current and forecast weather	2.1	Identify types of meteorological reports				
		2.2	Explain pilot reports on the weather				
		2.3	Explain met form 2309 — routine reports and special reports				
		2.4	Explain the difference between forecasts and reports				
		2.5	Explain how to record weather reports				
		2.6	Explain acknowledgement methodology				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3	2.7	Identify information relating to: <ul style="list-style-type: none"> – surface wind direction and speed – visibility – significant cloud amount – height of cloud base – barometric pressure setting – marked temperature inversion – runway surface conditions 		
	2.8	Identify information sources for current and forecast weather		
	3.1	Share routine meteorological information with others and record the information provided and to whom		
	3.2	Ask the people provided with the information to acknowledge they have received it		
	3.3	Identify significant changes in current and forecast weather		
	3.4	Take appropriate actions in response to changes in current and forecast weather		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to respond to weather reports	4.1 Explain how to recognise significant changes in weather			
	4.2 Explain meteorological information on: <ul style="list-style-type: none"> - surface wind direction and speed - visibility - significant cloud amount - height of cloud base - barometric pressure setting - marked temperature inversion - runway surface conditions 			
	4.3 Interpret and explain formats for transmitting routine and unusual meteorological information			
	4.4 Explain how to pass on meteorological information to: <ul style="list-style-type: none"> - aircraft - air Traffic Control - air Traffic Service Units 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.5 Explain how weather changes can be identified from weather reports including:</p> <ul style="list-style-type: none"> - thunderstorms - fog - wind shear - gales - squalls - cloud - snow - frost - freezing precipitation - marked temperature inversion - ice 			
	<p>4.6 Explain communication methods and equipment relating to the weather</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 17: Take action to reduce airside hazards

Unit reference number: K/600/9322

QCF level: Level 3

Credit value: 9

Guided learning hours: 70

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in taking action to reduce hazards in an airside environment.

This unit is directly related to GoSkills National Occupational Standard Unit 8 – Take action to reduce airside hazards from the Aviation Operations on the Ground suite.

Unit assessment requirements/evidence requirements

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

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

All simulations using specially constructed environments need to be approved by 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.

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to implement procedures to reduce airside risks	1.1	Monitor the airfield environment for actual and possible airside hazards				
		1.2	Take action when actual or possible airside hazards are identified				
		1.3	Report accidents or near misses in line with organisational and regulatory procedures				
		1.4	Assess the training needs of all staff working airside				
		1.5	Make sure all staff working airside receive appropriate training				
		1.6	Complete all documents relating to airfield hazards				
2	Be able to disseminate information about airside hazards	2.1	Carry out initial airside safety briefings to staff in line with organisational requirements				
		2.2	Make sure that all people working airside are told about amendments to safety procedures relating to airside hazards				
		2.3	Pass suggestions relating to improvements in airside safety to appropriate people				
		2.4	Recognise and take advantage of opportunities to share information and advice about airside hazards with colleagues				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Understand how to implement procedures to reduce airside hazards and disseminate information about airside risks	3.1	Explain organisational and regulatory requirements relating to airfield safety				
		3.2	Outline the content of initial airside safety briefings for staff				
		3.3	Explain how to ensure all people working airside are told about amendments to safety procedures relating to airside hazards				
		3.4	Outline possible threats to aircraft				
		3.5	Explain relevant legislation and Health and Safety Executive guidance				
		3.6	Explain the standard of lighting which should be provided on aprons				
		3.7	Outline the Department for Transport Security programmes on <ul style="list-style-type: none"> – how to separate people and aircraft – apron management 				
		3.8	Explain how to reduce the risk of manual handling injuries during baggage handling by using the correct handling equipment				
		3.9	Explain how to reduce the risks from inappropriate manual handling				
		3.10	Explain how to reduce risks from reversing vehicles				
		3.11	Explain how to reduce risks arising from the use of aircraft access equipment and uncovered aircraft access points				
		3.12	Explain how to reduce risks from moving aircraft and live aircraft engines				
		3.13	Explain how to protect employees from noise exposure, including use of hearing protection and noise reduction				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.14 Identify hazardous substances which might be found on an airfield including: <ul style="list-style-type: none"> - those used in a work activity - those arising from a work activity and explain how to assess risk from these substances			
	3.15 Explain how to use personal protective equipment			
	3.16 Explain relevant procedures for the standard operation of airbridges and ways in which risks associated with airbridges can be reduced			
	3.17 Explain safety practices for parking aircraft			
	3.18 Explain how to manoeuvre aircraft safely on the apron			
	3.19 Describe hazards arising from aircraft engines and hazards to aircraft engines arising from Foreign Object Debris (FOD)			
	3.20 Describe hazards arising from departure of aircraft			
	3.21 Describe hazards arising from adverse weather conditions and low visibility			
	3.22 Explain who the key airport personnel are when taking action to reduce airside hazards			

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

Unit 18: Contribute to supporting aircraft in difficulty

Unit reference number: R/600/9458

QCF level: Level 2

Credit value: 4

Guided learning hours: 35

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in contributing to supporting aircraft in difficulty.

This unit is directly related to GoSkills National Occupational Standard Unit 38 – Contribute to supporting aircraft in difficulty from the Aviation Operations on the Ground suite.

Unit assessment requirements/evidence requirements

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

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

All simulations using specially constructed environments need to be approved by 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.

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to identify and assist aircraft in difficulty	1.1	Bring any indications that an aircraft may be in difficulty to the attention of the correct person				
		1.2	Help get all available information on the aircraft and the emergency situation				
		1.3	Provide assistance to the emergency services				
		1.4	Give relevant parties information about the emergency				
2	Know how to identify and assist aircraft in difficulty	2.1	Explain the responsibilities of controllers in aircraft emergencies				
		2.2	Define distress and urgency conditions				
		2.3	Explain appropriate terminology and content of distress and urgency messages				
		2.4	Explain the responsibilities of the Air Traffic Control Centre supervisor				
		2.5	Identify the indications of an emergency situation				
		2.6	Explain emergency triangle procedures				
		2.7	Explain how to use the Royal Air Force distress and diversion cell				
		2.8	Describe the process of jettisoning of fuel				
		2.9	Describe intercepted emergency messages				
		2.10	Describe transferring aircraft to another agency				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date	
3	2.11	<p>Explain what action to take in relation to:</p> <ul style="list-style-type: none"> – local emergency services – nearest aerodrome – plotting position of aircraft – making sure there is an uninterrupted approach – assisting with emergency descent – advice given to other aircraft informing the aircraft operator 			
	2.12	Explain how to deal with aircraft carrying dangerous goods			
	2.13	<p>Describe specific action to be taken in the case of:</p> <ul style="list-style-type: none"> – aircraft lost – overdue aircraft – radio failure procedures – hijacking and the unlawful use of aircraft – bomb warnings in aircraft 			
	2.14	Explain who the relevant parties providing support are			
	2.15	Describe the types and phases of emergencies			
	3.1	Bring any indications that an aircraft requires search and rescue aid to the attention of the correct person			
	3.2	Help get all available information			
	3.3	Give relevant parties information about the emergency			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know how to provide an alerting service	4.1	Identify the type and phase of emergency			
		4.2	Describe the duration of phases			
		4.3	Identify exceptions to emergency situations			
		4.4	Explain the format of telephone alerting message			
		4.5	Explain the responsibilities of aerodrome and approach units			
		4.6	Explain the responsibilities of the Area Control Centre unit			
		4.7	Describe the action to be taken in response to an emergency			
		4.8	Explain who the relevant parties are within the alerting services			
		4.9	Explain what information is required by people being alerted to an emergency			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 19: Co-ordinate the turnaround of aircraft

Unit reference number: R/600/9668

QCF level: Level 3

Credit value: 13

Guided learning hours: 99

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in co-ordinating the turnaround of aircraft.

This unit is directly related to GoSkills National Occupational Standard Unit 44 – Co-ordinate the turnaround of aircraft from the Aviation Operations on the Ground suite.

Unit assessment requirements/evidence requirements

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

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

All simulations using specially constructed environments need to be approved by 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.

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to co-ordinate information and prepare for aircraft arrival	1.1	Collect and collate the estimated time of arrival (ETA) in line with organisational procedures		
	1.2	Calculate any revised estimated time of departure (ETD) using airline ground times when an aircraft is operating off schedule in line with organisational /airline procedures		
	1.3	Check for problems that could affect the revised ETD in line with organisational procedures		
	1.4	Receive a standard movement message, decode and record on correct paperwork in line with organisational procedures for arriving aircraft		
	1.5	Collect any special requests from aircraft crew and ensure that these have been passed to the relevant departments in line with organisational procedures		
	1.6	Check stand details and availability before an aircraft's arrival in line with organisational procedures		
	1.7	Carry out pre-arrival checks in line with organisational procedures		
	1.8	Complete all relevant documents		
	1.9	Wear relevant personal protective equipment		
	1.10	Act on and report unsafe practices on the ramp in line with organisational procedures		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.11 Act on and report breaches or potential breaches of security and security access points			
	1.12 Give organisational and other service providers' staff relevant information before and during the aircraft preparation for departure in line with organisational procedures			
2	2.1 Describe the basics of theory of flight and the limitations that apply			
	2.2 Identify aviation terminology relating to arrival and departure times of aircraft			
	2.3 Describe the 24 hour clock and time variations			
	2.4 Explain: <ul style="list-style-type: none"> - standard ground times - minimum ground times - airline precision time schedules - standard turnaround plan for airline/aircraft 			
	2.5 Describe and explain how to interpret standard movement messages including: <ul style="list-style-type: none"> - movement messages - load messages - passenger service messages 			
	2.6 Explain organisational communication procedures for arrival of aircraft			
	2.7 Explain ground service equipment (GSE) requirements for aircraft			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.8 Explain how to interpret and communicate information relating to an aircraft departure			
	2.9 Explain organisational procedures relating to aircraft arrival			
	2.10 Explain personal role in relation to health and safety when preparing for aircraft arrival			
	2.11 Identify the paperwork required in preparation for an aircraft arrival			
	2.12 Explain actions to be carried out prior to flight arrival			
	2.13 Identify foreign object debris and its disposal points			
	2.14 Identify commonly used: – airline codes – delay codes			
	2.15 Identify the various departments and organisation's involved in the turn round of an aircraft and explain how to contact them			
	2.16 Describe security routes and separation as applicable to inbound passengers			
	2.17 Explain the secondary effect of any further delays and the cost associated with further delays to the airline			
	2.18 Explain organisational/airline procedures for baggage, load and mail unloading procedures			
	2.19 Explain organisational procedures for preparing the stand/gate			
	2.20 Explain safe working practices on the ramp			
	2.21 Describe personal protective equipment required when working on the ramp			

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
3 Be able to co-ordinate the turnaround of aircraft on stand	3.1	Oversee and coordinate the arrival of services to meet an arriving aircraft in line with organisational procedures				
	3.2	Receive and deal with inbound aircraft crew and accept requests made by them in line with organisational procedures				
	3.3	Disembark passengers ensuring that the following are adhered to: <ul style="list-style-type: none"> <li data-bbox="547 1301 576 1576">– safety requirements <li data-bbox="596 1207 625 1576">– special needs requirements <li data-bbox="646 1279 675 1576">– security requirements 				
	3.4	Work with other departments or organisations to obtain information for the outbound aircraft crew				
	3.5	Monitor and coordinate the progress of services at the aircraft in line with the turnaround plan and critical time pathway and, when appropriate, communicate changes to relevant departments and organisations				
	3.6	Intercede when departments or organisations fall behind with the turnaround plan or are in dispute and coordinate a resolution				
	3.7	Brief the outbound crew with departure information including passengers who have special needs				
	3.8	Brief aircraft crew on the progress of the turnaround				
	3.9	Oversee and monitor the boarding of passengers				
	3.10	Supply written and verbal information to people that need it in a timely manner				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4	3.11	Act on and report unsafe practices on the ramp in line with organisational procedures		
	3.12	Act on and report breaches or potential breaches of security and security access points		
	3.13	Complete all relevant documents in line with organisational procedures		
	4.1	Explain personal role in relation to health and safety when turning round aircraft on the stand		
	4.2	Explain the safety requirements of the services provided to an aircraft		
	4.3	Describe the critical time pathway relating to the departments and organisations involved in the turnaround of aircraft		
	4.4	Explain how to obtain, evaluate and pass on information in a timely manner during an aircraft turnaround.		
	4.5	Explain the importance of time management of self and other service providers within the critical time pathway		
	4.6	Explain the importance of anticipating and/or reacting to changes to the standard turnaround plan and critical time pathway		
	4.7	Describe personal level of authority to change service standards and delivery to meet minimum ground time and the method of communication and delivery		
	4.8	Explain how to intercede when departments or organisations fall behind with the turnaround plan or are in dispute and how to coordinate a resolution		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.9 Describe the recording information required in line with organisational procedures			
	4.10 Explain the requirements of triple 'A' to Department for Transport/National Aviation Security Programme standard			
	4.11 Describe the correct response to dangerous goods, restricted articles and special cargo; including: <ul style="list-style-type: none"> – passenger mobility aids – live domestic animals in accordance with the International Air Transport Association Dangerous Goods Regulations Workbook 2 – Flight Crew and Load Planners			
	4.12 Explain safety requirements for passengers including: <ul style="list-style-type: none"> – remote stands where ground transport is required 			
	4.13 Explain the security routes and separation as applicable to passengers			
	4.14 Explain how to assist passengers who have special needs			
	4.15 Describe the types of requests that may be expected from inbound crew and typical responses and actions			
	4.16 Explain airline or airport procedures to adopt whilst fuelling is taking place.			
	4.17 Explain the importance of aircraft fuelling safety awareness			

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
5 Be able to co-ordinate the departure of aircraft	5.1	Monitor and co-ordinate the progress of all service providers to ensure the scheduled departure time is met safely and efficiently				
	5.2	Record deficiencies in the departure process in line with organisational procedures and airline procedures				
	5.3	Complete a departure briefing with ramp and passenger staff in line with organisational/airline procedures				
	5.4	Complete a departure briefing with aircraft operating flight crew and cabin crew in line with organisational/airline procedures including: <ul style="list-style-type: none"> <li data-bbox="671 1384 695 1576">– passenger list <li data-bbox="719 1458 743 1576">– meal list <li data-bbox="767 1420 791 1576">– specials list <li data-bbox="815 1435 839 1576">– load sheet 				
	5.5	Complete all relevant documents accurately in line with organisational/airline procedures and timelines				
	5.6	Check and verify the loading and security of load in line with organisational/airline procedures				
	5.7	Monitor, check and verify the passengers boarded in line with organisational/airline procedures				
	5.8	Check and verify all relevant aircraft departure documents in line with organisational procedures				
	5.9	Update information relating to the final aircraft load to all necessary parties in line with organisational/airline procedures				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Understand how to co-ordinate the departure of aircraft	5.10	Confirm and communicate that the aircraft is ready for departure in line with organisational procedures				
		5.11	Record aircraft departure time and communicate to all necessary parties in line with organisational procedures				
		5.12	Analyse any departure delay and allocate/recommend responsibility in line with organisational/airlines procedures				
		5.13	Process all relevant documents in line with organisational/airline procedures				
		5.14	Act on and report unsafe practices on the ramp in line with organisational procedures				
		5.15	Act on and report breaches or potential breaches of security and security access points				
		6.1	Identify and describe the subjects required to brief both ramp and passenger handling staff with relevant information				
		6.2	Identify and describe the subjects required to brief the aircraft operating flight crew and cabin crew with relevant information				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.3 Identify aircraft documents including:</p> <ul style="list-style-type: none"> - load plan - load sheet - cargo manifest - passenger manifest - NOTOC (Notification to Captain) - triple 'A' - specials list - passenger list - meal list - weather pack as appropriate to the airline 			
	6.4			
	6.5			
	6.6			
	6.7			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	6.8 Explain organisational procedures for maintaining communication with other service providers			
	6.9 Explain organisational procedures for identifying, allocating and communicating departure delays			
	6.10 Explain organisational/airline procedures for reporting: <ul style="list-style-type: none"> - incidents - accidents - unsafe acts - near misses - breaches of security 			
	6.11 Describe Mandatory Occurrence Reports for dangerous goods incidents			
	6.12 Explain the impact of adverse weather including: <ul style="list-style-type: none"> - high winds - icing conditions - lightning - and actions to take for safe working and departure 			

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

Unit 20: Operate specialist equipment in an airport environment

Unit reference number: K/600/9675

QCF level: Level 2

Credit value: 5

Guided learning hours: 42

Unit aim

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

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

Unit assessment requirements/evidence requirements

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

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

All simulations using specially constructed environments need to be approved by 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.

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to select and check specialist equipment prior to use	1.1	Select the correct piece of specialist equipment to match the task				
		1.2	Carry out a pre-use inspection to check the equipment is serviceable in line with organisational procedures				
		1.3	Carry out a function check of the specialist equipment to ensure all operational functions are serviceable				
		1.4	Check the operation of any safety devices fitted to the specialist equipment				
		1.5	Refuel/recharge the equipment				
		1.6	Report defects discovered in line with organisational procedures				
2	Know how to select and check specialist equipment prior to use	2.1	Describe the different types of specialist equipment available at the airport location				
		2.2	Describe which pieces of specialist equipment are suitable for which tasks/aircraft types				
		2.3	Describe the types of defects which would make a piece of specialist equipment unsafe to use				
		2.4	Describe the types of defect which need attention but do not impact on safety or operational performance				
		2.5	Explain how to confirm the equipment has sufficient fuel/battery power for the task (if motorised equipment)				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.6	Describe how to report and record defects in line with organisational procedures		
	2.7	Describe how the regulations in place (Provision and use of work equipment regulations(POWER)) are met by the organisation and personal training		
	2.8	Explain who has responsibility for ensuring equipment is safe to operate		
	2.9	Describe the penalties in place at the airport for operating equipment unsafely or in an unsafe condition		
	3.1	Identify all the operator controls and state the purpose		
	3.2	Operate the specialist equipment in line with the specific training for the equipment		
	3.3	Identify a number of hazards which may be associated with the equipment and explain the measures in place to safeguard these		
3	3.4	Manoeuvre the equipment into position safely with regard to other operators and service providers		
	3.5	Seek guidance when manoeuvring the equipment around any obstructions or near an aircraft		
	3.6	Operate the equipment safely and in line with organisational procedures		
	3.7	Operate any safety features on the equipment to minimise hazards to themselves and others		

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Know how to use specialist equipment safely	4.1	Describe the correct method of operation of the specialist equipment in line with organisational policies and safe working procedures				
		4.2	Describe the sequence and priority of access to the aircraft for equipment and service providers				
		4.3	Describe what to do in the event of mechanical breakdown on the way to the aircraft and at the aircraft				
		4.4	Describe what types of support may be needed in the event of a breakdown				
		4.5	Identify who to advise in the event of breakdown of equipment				
		4.6	Describe the correct vehicle guidance signals in line with International Air Transport Association (IATA) Airport Handling Manual (AHM)				
		4.7	Describe any special conditions of use for specialist equipment at the airport				
5	Be able to shut down and secure equipment	5.1	Confirm the equipment is no longer required at the aircraft and that the operation is complete				
		5.2	Brief any parties who may be affected by the removal of the equipment from the aircraft				
		5.3	Seek guidance when manoeuvring the equipment around any obstructions or near an aircraft				
		5.4	Manoeuvre the equipment to the correct parking area provided				
		5.5	Shut down the equipment and make it safe prior to leaving it				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Know how to shut down and secure equipment	6.1	Describe the time at which it is appropriate to remove the equipment from the aircraft				
		6.2	Describe the correct area for parking equipment as defined by the airport				
		6.3	Describe how weather and severe winds may affect the safe parking of equipment and what additional measures need to be taken				
		6.4	Describe what to do in the event of mechanical breakdown when removing equipment from the aircraft side				
		6.5	Describe the specific airport rules relating to leaving equipment in a safe and secure mode				
		6.6	Describe the penalties that apply to illegal parking of equipment on the airport				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

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Internal verifier signature: _____ Date: _____
(if sampled)

Unit 21: Maintain aeronautical ground lighting serviceability

Unit reference number: T/600/9713

QCF level: Level 3

Credit value: 7

Guided learning hours: 63

Unit aim

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

This unit is directly related to GoSkills National Occupational Standard Unit 56 – Maintain aeronautical ground lighting serviceability from the Aviation Operations on the Ground suite.

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

Unit assessment requirements/evidence requirements

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

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

All simulations using specially constructed environments need to be approved by 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.

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to maintain aeronautical ground lighting serviceability	1.1	Inspect aeronautical ground lighting systems and equipment in line with organisational procedures				
		1.2	Take action when serviceability or performance standards do not meet specified levels				
		1.3	Carry out safe isolation of the aeronautical ground lighting circuit in line with the requirements of BS EN 61821 and organisational procedures				
		1.4	Carry out testing of aeronautical ground lighting systems and equipment in line with organisational procedures				
		1.5	Give all relevant parties information about aeronautical ground lighting performance standards in line with organisational procedures				
2	Understand how to maintain aeronautical ground lighting serviceability	2.1	Describe aeronautical ground lighting systems including: <ul style="list-style-type: none"> – beacons – runway lights – approach lights – taxiway lights – approach path indicators 				
		2.2	Explain organisational procedures for measuring and testing aeronautical ground lighting serviceability and standards				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
3 Be able to direct and control aeronautical ground lighting maintenance operations	2.3	Explain BS EN 61821 and organisational safe working procedures for isolation of the appropriate aeronautical ground lighting circuit				
	2.4	Explain the process for inspection and testing of aeronautical ground lighting circuits and equipment				
	2.5	Explain output performance testing procedures including assessment of photometric standards				
	2.6	Explain organisational recording and reporting procedures in relation to aeronautical ground lighting serviceability				
	3.1	Use correct information sources to establish aeronautical ground lighting maintenance needs				
	3.2	Initiate aeronautical ground lighting maintenance operations in response to established needs or urgent requests				
	3.3	Make sure that aeronautical ground lighting maintenance operations are carried out safely and efficiently and in line with organisational procedures				
	3.4	Ensure that all work is carried out in line with the requirements of BS EN 61821 and organisational procedures				
	3.5	Take action in response to any deficiencies in aeronautical ground lighting performance standards				
	3.6	Give all relevant parties information about aeronautical ground lighting performance standards in line with organisational procedures				
	3.7	Complete all documents related to aeronautical ground lighting maintenance accurately				
3.8	Process all relevant documents in line with organisational procedures					

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Understand how to direct and control aeronautical ground lighting maintenance operations	4.1	Explain aeronautical ground lighting standards including the requirements of Civil Aviation Publication 168 and BS EN 61821				
		4.2	Explain organisational aeronautical ground lighting maintenance practices and agreed performance and serviceability standards				
		4.3	Explain organisational standard safety and working practices in relation to aeronautical ground lighting systems and equipment				
		4.4	Explain the operation of a safe system of work for the safe isolation of the relevant circuit in line with BS EN 61821 and organisational procedures				
		4.5	Explain organisational procedures for dealing with shortfalls in aeronautical ground lighting system performance and standards				
		4.6	Explain organisational procedures for recording aeronautical ground lighting maintenance				
		4.7	Explain organisational communication channels and procedures including how to report any problems				

Learner name: _____ Date: _____
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(if sampled)

Unit 22: Maintain ground power unit serviceability

Unit reference number: L/600/9717

QCF level: Level 3

Credit value: 4

Guided learning hours: 29

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in maintaining ground power unit serviceability.

This unit is directly related to GoSkills National Occupational Standard Unit 57 – Maintain ground power unit serviceability from the Aviation Operations on the Ground suite.

Unit assessment requirements/evidence requirements

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

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

All simulations using specially constructed environments need to be approved by 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.

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to maintain ground power unit serviceability	1.1 Identify all relevant types of ground power unit, including: – fixed electrical ground power – mobile units			
	1.2 Understand the operational performance requirements for the ground power system			
	1.3 Ensure that ground power units are inspected regularly for serviceability			
	1.4 Initiate correct reaction when there are any problems identified with the ground power units			
	1.5 Assess the risks associated with the operation and maintenance of ground power units			
	1.6 Complete records relating to inspection and maintenance of ground power units			
	1.7 Maintain communication with relevant people while on duty			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Understand how to maintain ground power unit serviceability	2.1	Explain the different types of ground power units in current use				
		2.2	Explain how the relevant ground power unit functions and the necessary measures required to maintain performance standards				
		2.3	Explain organisational routine maintenance procedures and scheduling process				
		2.4	Explain the hazards associated with the operation and maintenance of ground power units				
		2.5	Explain organisational procedures for recording inspection and maintenance of ground power units				
3	Be able to direct and control the maintenance of ground power units	3.1	Ensure that remedial action is taken when there are problems with system performance				
		3.2	Use correct information sources to establish ground power unit maintenance needs				
		3.3	Assess the risks associated with the operation of ground power units				
		3.4	Ensure that action is taken when the equipment to be worked on is isolated in line with the requirements of organisational safe working procedures				
		3.5	Implement organisational procedures to ensure maintenance operations are correctly completed				
		3.6	Maintain records to show that work has been carried out				
		3.7	Communicate with all relevant parties regarding ground power unit serviceability				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Understand how to direct and control the maintenance of ground power units	4.1	Explain the manufacturer's operating and maintenance instructions				
		4.2	Explain organisational safe working procedures for isolation of the appropriate ground power units				
		4.3	Identify and describe the equipment and materials used to carry out the maintenance				
		4.4	Explain organisational procedures for recording ground power unit maintenance				
		4.5	Explain organisational communication channels and procedures including how to report any problems				

Learner name: _____ Date: _____

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Internal verifier signature: _____ Date: _____
(if sampled)

Unit 23: Monitor aircraft fuelling system performance

Unit reference number: Y/600/9722

QCF level: Level 3

Credit value: 5

Guided learning hours: 44

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in monitoring aircraft fuelling system performance.

This unit is directly related to GoSkills National Occupational Standard Unit 58 – Monitor aircraft fuelling system performance from the Aviation Operations on the Ground suite.

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

Unit assessment requirements/evidence requirements

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

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

All simulations using specially constructed environments need to be approved by 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.

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to inspect aircraft fuelling systems	1.1	Ensure compliance with Statutory and Mandatory requirements for aviation fuel safety				
		1.2	Implement the measures required to meet the airport's petroleum safety procedures				
		1.3	Inspect all relevant aircraft fuelling systems for compliance with performance standards				
		1.4	Ensure the completion of inspection records				
		1.5	Initiate action when serviceability or performance standards do not meet specified levels				
		1.6	Maintain communication with relevant people while on duty				
2	Understand how to inspect aircraft fuelling systems	2.1	Explain the responsibilities for compliance with Air Navigation Order (ANO) 2000 Article 103 and Civil Aviation Publication (CAP) 748				
		2.2	Explain the airport's specific petroleum safety procedures to meet CAP 748 requirements and/or Joint Inspection Group (JIG) 1/2/3 if more appropriate				
		2.3	Explain how the relevant aircraft fuelling system functions and the necessary levels required to maintain performance standards				
		2.4	Explain organisational procedures for recording inspections of aircraft fuelling systems				
		2.5	Explain organisational maintenance scheduling procedures				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to maintain aircraft fuelling systems	3.1	Initiate remedial action when there are problems with system performance				
		3.2	Implement the necessary steps to meet the airport's petroleum safety procedures				
		3.3	Ensure measures are taken to isolate equipment in line with the requirements of organisational procedures				
		3.4	Implement organisational procedures to carry out maintenance work				
		3.5	Complete records to show the work carried out				
		3.6	Inform all relevant parties about the condition of the aircraft fuelling system				
4	Understand how to maintain aircraft fuelling systems	4.1	Explain organisational safe working procedures for isolation of the appropriate aircraft fuelling systems				
		4.2	Explain organisational routine maintenance procedures				
		4.3	Explain organisational procedures for recording aircraft fuelling system maintenance				
		4.4	Explain organisational communication channels and procedures including how to report any problems				

Learner name: _____ Date: _____

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Internal verifier signature: _____ Date: _____
(if sampled)

Unit 24: Resolve complex aviation problems

Unit reference number: M/600/9340

QCF level: Level 3

Credit value: 6

Guided learning hours: 44

Unit aim

The purpose of this unit is for learners to demonstrate they can identify and resolve complex problems in an aviation environment.

This unit is directly related to GoSkills National Occupational Standard Unit 16 – Resolve complex aviation problems from the Aviation Operations on the Ground suite.

Unit assessment requirements/evidence requirements

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

Simulation is not permitted to assess this unit.

The degree of difficulty of the problem solved should be complex, i.e. the problem should have a number of sub-problems, affected by a range of factors with several ways of solving it.

Problems should be in the following contexts:

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

Assessment methodology

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to identify complex aviation problems	1.1	Collect and interpret information from others about problems that have been raised				
		1.2	Ask others appropriate questions to check own understanding of problems				
		1.3	Share feedback with others to help identify and prevent possible problems				
		1.4	Identify any connected problems and the range of factors affecting them				
2	Understand how to identify complex aviation problems	2.1	Explain how to identify, analyse and accurately describe the problem				
		2.2	Describe how to recognise when a problem exists				
		2.3	Explain how to use different methods to analyse the problem				
		2.4	Describe each part of the problem and the factors that affect these				
3	Be able to identify and select the best solution to resolve complex aviation problems	3.1	Identify a number of available methods for resolving complex aviation problems				
		3.2	Consult with others to identify and confirm the options available				
		3.3	Work out the main features, advantages, disadvantages and risks of each option				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.4	Choose the best overall option to solve the problem		
	3.5	Suggest other ways that problems may be resolved if personal help cannot be provided		
4	4.1	Explain how to agree with others (those affected by the problem, line manager or specialist) how they will know the problem has been solved		
	4.2	Explain how to use a variety of methods to come up with different ways of tackling the problem		
	4.3	Explain how to compare the main features, including the value (pay-off), and risks (likelihood and consequences of failure) of each approach and use this information to justify the method the learner decided to use		
	4.4	Explain how to plan their chosen way of solving the problem to include resources, methods, the sequence of steps to be taken and time line, including points for checking progress		
	4.5	Explain the necessary action to meet health and safety procedures and other regulations and ways to overcome difficulties		
5	5.1	Discuss and agree the proposed option for solving the problem with others		
	5.2	Take action to put the agreed option into practice		
	5.3	Work with others to make sure that any commitments related to solving the problem are kept		
	5.4	Keep others fully informed about what is happening to resolve the problem(s)		

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Understand how to implement the solution to complex aviation problems	6.1	Explain how to get the approval for their plan from a person who has authority and expertise, such as a line manager or specialist				
		6.2	Explain how to put the plan into action, make judgements about when support and feedback would be helpful from others, such as those affected by the problem and specialists, and use this effectively to help tackle the problem				
		6.3	Explain how to review their plan regularly to check progress and to decide on any necessary revisions to their approach				
7	Be able to check that the problem has been satisfactorily resolved and review their approach	7.1	Check with others to make sure the problem has been resolved to their satisfaction				
		7.2	Give clear reasons to others when the problem has not been resolved to their satisfaction				
		7.3	Review own performance to as to how the problem was handled				
		7.4	Identify ways of improving own approach to solving complicated aviation problems				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Understand how to check that the problem has been satisfactorily resolved and review their approach	8.1	Explain how to check the problem has been solved			
		8.2	Explain how to apply methods systematically to check if the problem has been solved			
		8.3	Explain how to describe fully the results and draw conclusions on how successful they were			
		8.4	Explain how to review the strengths and weaknesses of each stage of their approach, including whether other approaches might have been more effective			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 25: Ensure compliance with legal, regulatory, ethical and social requirements

Unit reference number: H/600/9609

QCF level: Level 4

Credit value: 5

Guided learning hours: 25

Unit aim

This unit helps learners to identify and correct failures in compliance with legal, regulatory, ethical and social requirements relating to their own areas of responsibility.

This unit belongs to Management Standards Centre.

The unit links directly to the NOS unit MSC B8 Ensure compliance with legal, regulatory, ethical and social requirements.

Unit assessment requirements/evidence requirements

Management Standards Centre – MSC

Assessment Strategy for Management and Leadership

The Management Standards Centre (MSC) is the Government recognised standards setting body for management and leadership. This document sets out the overarching assessment strategy for National Vocational Qualifications QCF and related Units and Scottish Vocational Qualifications (SVQs) in management and leadership based on the National Occupational Standards (NOS) for management and leadership.

1 Achieving External Quality Control of Assessment

The following measures are proposed in terms of achieving external quality control of assessment:

- Application of risk management. The MSC will expect awarding bodies to apply such risk management systems to the awarding of NVQs and SVQs in management and leadership and deploy resources accordingly to tackle identified risks
- The existing Management and Leadership Qualifications Forum (M&LQF) will take on a more active role in relation to the ongoing assessment and quality assurance of NVQs and SVQs in management and leadership
- Standardisation activities/exercises across centres (assessors and internal verifiers) and external verifiers.

2 Assessment through Performance in the Workplace

The NVQs and SVQs in management and leadership are to be assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

3 Assessment by Simulation

Simulation is not allowed.

4 Requirements for Assessors and Verifiers

Assessors and Verifiers must demonstrate that they:

- have credible expertise in management and leadership relevant to the level(s)/units they are assessing or verifying
- keep themselves up-to-date with developments in management and leadership practice
- have a thorough understanding of the NOS for management and leadership at the unit(s)/level(s) they are assessing or verifying.

In addition, Assessors and Verifiers must have:

- An accredited assessor and/or verifier qualification, or
- A related qualification in assessment and/or verification that has been mapped to the National Occupational Standards for assessment and/or verifications, or
- Evidence of undertaking an employer assessment programme that has been mapped to the National Occupational Standards for assessment and/or verifications.

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements	1.1	Monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements			
		2	Be able to identify and make recommendations on areas of non-compliance with procedures for legal, regulatory, ethical and social requirements relating to own area of responsibility	2.1	Identify areas of non-compliance with legal, regulatory, ethical and social procedures	
		2.2	Examine reasons for non-compliance with procedures			
		2.3	Make recommendations for corrections to ensure compliance with procedures			

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

Unit 26: Manage own professional development within an organisation

Unit reference number: L/600/9586

QCF level: Level 3

Credit value: 4

Guided learning hours: 20

Unit aim

This unit helps learners to produce, implement and review a personal professional development plan that supports development.

This unit belongs to Management Standards Centre.

Unit assessment requirements/evidence requirements

Management Standards Centre – MSC

Assessment Strategy for Management and Leadership

The Management Standards Centre (MSC) is the Government recognised standards setting body for management and leadership. This document sets out the overarching assessment strategy for National Vocational Qualifications QCF and related Units and Scottish Vocational Qualifications (SVQs) in management and leadership based on the National Occupational Standards (NOS) for management and leadership.

1 Achieving External Quality Control of Assessment

The following measures are proposed in terms of achieving external quality control of assessment:

- Application of risk management. The MSC will expect awarding bodies to apply such risk management systems to the awarding of NVQs and SVQs in management and leadership and deploy resources accordingly to tackle identified risks
- The existing Management and Leadership Qualifications Forum (M&LQF) will take on a more active role in relation to the ongoing assessment and quality assurance of NVQs and SVQs in management and leadership
- Standardisation activities/exercises across centres (assessors and internal verifiers) and external verifiers.

2 Assessment through Performance in the Workplace

The NVQs and SVQs in management and leadership are to be assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

3 Assessment by Simulation

Simulation is not allowed.

4 Requirements for Assessors and Verifiers

Assessors and Verifiers must demonstrate that they:

- have credible expertise in management and leadership relevant to the level(s)/units they are assessing or verifying
- keep themselves up-to-date with developments in management and leadership practice
- have a thorough understanding of the NOS for management and leadership at the unit(s)/level(s) they are assessing or verifying.

In addition, Assessors and Verifiers must have:

- An accredited assessor and/or verifier qualification, or
- A related qualification in assessment and/or verification that has been mapped to the National Occupational Standards for assessment and/or verifications, or
- Evidence of undertaking an employer assessment programme that has been mapped to the National Occupational Standards for assessment and/or verifications.

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to assess own career goals and personal development	1.1	Identify own career and personal goals				
		1.2	Assess how own career goals affect work role and professional development				
2	Be able to set personal work objectives	2.1	Agree SMART (Specific, Measurable, Achievable, Realistic and Time-bound) personal work objectives in line with organisational objectives				
3	Be able to produce a personal development plan	3.1	Identify gaps between objectives set, own current knowledge and skills				
		3.2	Produce a development plan				
4	Be able to implement and monitor own personal development plan	4.1	Plan activities identified in own development plan				
		4.2	Explain how to monitor and review own personal development plan				

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

Unit 27: Provide leadership and direction for own area of responsibility

Unit reference number: T/600/9601

QCF level: Level 4

Credit value: 5

Guided learning hours: 30

Unit aim

This unit helps learners to provide leadership and direction for their area of responsibility.

This unit belongs to Management Standards Centre.

This unit has direct links to the NOS unit, MSC B6 Provide leadership in your area of responsibility.

Unit assessment requirements/evidence requirements

Management Standards Centre – MSC

Assessment Strategy for Management and Leadership

The Management Standards Centre (MSC) is the Government recognised standards setting body for management and leadership. This document sets out the overarching assessment strategy for National Vocational Qualifications QCF and related Units and Scottish Vocational Qualifications (SVQs) in management and leadership based on the National Occupational Standards (NOS) for management and leadership.

1 Achieving External Quality Control of Assessment

The following measures are proposed in terms of achieving external quality control of assessment:

- Application of risk management. The MSC will expect awarding bodies to apply such risk management systems to the awarding of NVQs and SVQs in management and leadership and deploy resources accordingly to tackle identified risks
- The existing Management and Leadership Qualifications Forum (M&LQF) will take on a more active role in relation to the ongoing assessment and quality assurance of NVQs and SVQs in management and leadership
- Standardisation activities/exercises across centres (assessors and internal verifiers) and external verifiers.

2 Assessment through Performance in the Workplace

The NVQs and SVQs in management and leadership are to be assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

3 Assessment by Simulation

Simulation is not allowed.

4 Requirements for Assessors and Verifiers

Assessors and Verifiers must demonstrate that they:

- have credible expertise in management and leadership relevant to the level(s)/units they are assessing or verifying
- keep themselves up-to-date with developments in management and leadership practice
- have a thorough understanding of the NOS for management and leadership at the unit(s)/level(s) they are assessing or verifying.

In addition, Assessors and Verifiers must have:

- An accredited assessor and/or verifier qualification, or
- A related qualification in assessment and/or verification that has been mapped to the National Occupational Standards for assessment and/or verifications, or
- Evidence of undertaking an employer assessment programme that has been mapped to the National Occupational Standards for assessment and/or verifications.

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to lead in own area of responsibility	1.1	Identify own strengths and ability to lead in a leadership role			
		1.2	Evaluate strengths within own area of responsibility			
2	Be able to provide direction and set objectives in own area of responsibility	2.1	Outline direction for own area of responsibility.			
		2.2	Implement objectives with colleagues that align with those of the organisation			
3	Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement	3.1	Communicate the agreed direction to individuals within own area of responsibility			
		3.2	Collect feedback to inform improvement			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to assess own leadership performance	4.1	Assess feedback on own leadership performance			
		4.2	Evaluate own leadership performance			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 28: **Develop working relationships with colleagues**

Unit reference number: H/600/9660

QCF level: Level 2

Credit value: 3

Guided learning hours: 15

Unit aim

This unit will help learners to establish and develop effective working relationships with colleagues.

This unit belongs to Management Standards Centre.

This unit has direct links to the NOS unit, MSC D1 Develop productive working relationships with colleagues.

Unit assessment requirements/evidence requirements

Management Standards Centre – MSC

Assessment Strategy for Management and Leadership

The Management Standards Centre (MSC) is the Government recognised standards setting body for management and leadership. This document sets out the overarching assessment strategy for National Vocational Qualifications QCF and related Units and Scottish Vocational Qualifications (SVQs) in management and leadership based on the National Occupational Standards (NOS) for management and leadership.

1 Achieving External Quality Control of Assessment

- The following measures are proposed in terms of achieving external quality control of assessment:
- Application of risk management. The MSC will expect awarding bodies to apply such risk management systems to the awarding of NVQs and SVQs in management and leadership and deploy resources accordingly to tackle identified risks
- The existing Management and Leadership Qualifications Forum (M&LQF) will take on a more active role in relation to the ongoing assessment and quality assurance of NVQs and SVQs in management and leadership
- Standardisation activities/exercises across centres (assessors and internal verifiers) and external verifiers.

2 Assessment through Performance in the Workplace

The NVQs and SVQs in management and leadership are to be assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

3 Assessment by Simulation

Simulation is not allowed.

4 Requirements for Assessors and Verifiers

Assessors and Verifiers must demonstrate that they:

- have credible expertise in management and leadership relevant to the level(s)/units they are assessing or verifying
- keep themselves up-to-date with developments in management and leadership practice
- have a thorough understanding of the NOS for management and leadership at the unit(s)/level(s) they are assessing or verifying.

In addition, Assessors and Verifiers must have:

- An accredited assessor and/or verifier qualification, or
- A related qualification in assessment and/or verification that has been mapped to the National Occupational Standards for assessment and/or verifications, or
- Evidence of undertaking an employer assessment programme that has been mapped to the National Occupational Standards for assessment and/or verifications.

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the benefits of working with colleagues	1.1	Describe the benefits of productive working relationships				
		2.1	Identify colleagues within own and other organisations				
2	Be able to establish working relationships with colleagues	2.1	Identify colleagues within own and other organisations				
		2.2	Agree the roles and responsibilities for colleagues				
3	Be able to act in a professional and respectful manner when working with colleagues	3.1	Explain how to display behaviour that shows professionalism				
4	Be able to communicate with colleagues	4.1	Identify, information to others clearly and concisely				
		4.2	Explain how to receive and clarify own understanding of information				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to identify potential work-related difficulties and explore solutions	5.1	Identify potential work-related difficulties and conflicts of interest			
		5.2	Explain how to resolve identified potential difficulties			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 29: **Recruit staff in own area of responsibility**

Unit reference number: T/600/9663

QCF level: Level 5

Credit value: 4

Guided learning hours: 25

Unit aim

This unit helps learners to contribute to the recruitment, selection and induction of staff and evaluate the processes used.

This unit belongs to Management Standards Centre.

The unit links directly to the NOS unit MSC D3 Recruit, select and keep colleagues.

Unit assessment requirements/evidence requirements

Management Standards Centre – MSC

Assessment Strategy for Management and Leadership

The Management Standards Centre (MSC) is the Government recognised standards setting body for management and leadership. This document sets out the overarching assessment strategy for National Vocational Qualifications QCF and related Units and Scottish Vocational Qualifications (SVQs) in management and leadership based on the National Occupational Standards (NOS) for management and leadership.

1 Achieving External Quality Control of Assessment

The following measures are proposed in terms of achieving external quality control of assessment:

- Application of risk management. The MSC will expect awarding bodies to apply such risk management systems to the awarding of NVQs and SVQs in management and leadership and deploy resources accordingly to tackle identified risks
- The existing Management and Leadership Qualifications Forum (M&LQF) will take on a more active role in relation to the ongoing assessment and quality assurance of NVQs and SVQs in management and leadership
- Standardisation activities/exercises across centres (assessors and internal verifiers) and external verifiers.

2 Assessment through Performance in the Workplace

The NVQs and SVQs in management and leadership are to be assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

3 Assessment by Simulation

Simulation is not allowed.

4 Requirements for Assessors and Verifiers

Assessors and Verifiers must demonstrate that they:

- have credible expertise in management and leadership relevant to the level(s)/units they are assessing or verifying
- keep themselves up-to-date with developments in management and leadership practice
- have a thorough understanding of the NOS for management and leadership at the unit(s)/level(s) they are assessing or verifying.

In addition, Assessors and Verifiers must have:

- An accredited assessor and/or verifier qualification, or
- A related qualification in assessment and/or verification that has been mapped to the National Occupational Standards for assessment and/or verifications, or
- Evidence of undertaking an employer assessment programme that has been mapped to the National Occupational Standards for assessment and/or verifications.

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to review human resource requirements to meet business objectives in own area of responsibility	1.1	Examine the human resources required to meet objectives in own area of responsibility				
		1.2	Identify gaps between current and required human resources to meet objectives				
		1.3	Assess the options for human resource requirements to meet objectives				
2	Understand the importance of ensuring that recruitment and selection processes meet legal, regulatory, ethical and social requirements	2.1	Explain how to ensure recruitment and selection processes are fair				
		2.2	Explain how to ensure that legal requirements, industry regulations, organisational policies and professional codes are met				
		2.3	Explain when to seek specialist expertise throughout the recruitment process				
3	Be able to participate in the recruitment and selection process	3.1	Consult with relevant others to produce or update job descriptions				
		3.2	Agree with colleagues the stages in the recruitment and selection process for identified vacancies				
		3.3	Identify the methods and criteria that will be used in the recruitment and selection process				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to evaluate the recruitment and selection process and identify improvements for the future	4.1	Assess and select candidates using agreed methods and criteria			
		4.2	Evaluate the recruitment and selection methods and criteria used in own area of responsibility			
		4.3	Identify ways of improving future recruitment and selection			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 30: Plan, allocate and monitor work in own area of responsibility

Unit reference number: H/600/9674

QCF level: Level 4

Credit value: 5

Guided learning hours: 25

Unit aim

This unit helps learners to plan, allocate and monitor work in own area of responsibility, and make any necessary changes to original work plans.

This unit belongs to Management Standards Centre.

The unit links directly to the NOS unit MSC D6 Allocate and monitor the progress and quality of work in your area of responsibility.

Unit assessment requirements/evidence requirements

Management Standards Centre – MSC

Assessment Strategy for Management and Leadership

The Management Standards Centre (MSC) is the Government recognised standards setting body for management and leadership. This document sets out the overarching assessment strategy for National Vocational Qualifications QCF and related Units and Scottish Vocational Qualifications (SVQs) in management and leadership based on the National Occupational Standards (NOS) for management and leadership.

1 Achieving External Quality Control of Assessment

The following measures are proposed in terms of achieving external quality control of assessment:

- Application of risk management. The MSC will expect awarding bodies to apply such risk management systems to the awarding of NVQs and SVQs in management and leadership and deploy resources accordingly to tackle identified risks
- The existing Management and Leadership Qualifications Forum (M&LQF) will take on a more active role in relation to the ongoing assessment and quality assurance of NVQs and SVQs in management and leadership
- Standardisation activities/exercises across centres (assessors and internal verifiers) and external verifiers.

2 Assessment through Performance in the Workplace

The NVQs and SVQs in management and leadership are to be assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

3 Assessment by Simulation

Simulation is not allowed.

4 Requirements for Assessors and Verifiers

Assessors and Verifiers must demonstrate that they:

- have credible expertise in management and leadership relevant to the level(s)/units they are assessing or verifying
- keep themselves up-to-date with developments in management and leadership practice
- have a thorough understanding of the NOS for management and leadership at the unit(s)/level(s) they are assessing or verifying.

In addition, Assessors and Verifiers must have:

- An accredited assessor and/or verifier qualification, or
- A related qualification in assessment and/or verification that has been mapped to the National Occupational Standards for assessment and/or verifications, or
- Evidence of undertaking an employer assessment programme that has been mapped to the National Occupational Standards for assessment and/or verifications.

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

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to produce a work plan for own area of responsibility.	1.1	Explain the context in which work is to be undertaken.				
		1.2	Identify the skills base and the resources available.				
		1.3	Examine priorities and success criteria needed for the team.				
		1.4	Produce a work plan for own area of responsibility.				
2	Be able to allocate and agree responsibilities with team members.	2.1	Identify team members' responsibilities for identified work activities.				
		2.2	Agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members.				
3	Be able to monitor the progress and quality of work in own area of responsibility and provide feedback.	3.1	Identify ways to monitor progress and quality of work.				
		3.2	Monitor and evaluate progress against agreed standards and provide feedback to team members.				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to review and amend plans of work for own area of responsibility and communicate changes.	4.1	Review and amend work plan where changes are needed.			
		4.2	Communicate changes to team members.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 31: Develop your own and others' customer service skills

Unit reference number: K/601/1555

QCF level: Level 3

Credit value: 8

Guided learning hours: 53

Unit aim

This unit is about taking responsibility for continuously developing the learner's own customer service skills and passing those skills on to others. It is about helping themselves and others to learn and grow in their customer service roles. The learner may not be a manager or a supervisor but they may be responsible for showing others how things work and what they need to do. For example, a new member of staff may need an introduction to the products, services, systems or procedures of their organisation and the learner may be asked to show them. Or the learner may need to coach someone from another department who has been transferred. Also, there may be the introduction of a new product, service, system or procedure that the learner is asked to learn about and present or demonstrate to others. This unit will help the learner to put 'showing others' into a formal framework that will help them to learn and improve their own coaching skills. The delivery of excellent customer service depends on the learner's skills and the skills of those around them.

This unit belongs to Institute of Customer Service.

This unit directly relates to Unit D10 of the Customer Service NOS 2010.

Unit assessment requirements/evidence requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Develop their own customer service skills	1.1	Agree with a manager or mentor the specific customer service skills they need in their customer service role				
		1.2	Agree the actions they need to take to improve their customer service skills				
		1.3	Draw up a personal development plan based on their agreed actions to improve their customer service skills				
		1.4	Carry out their personal development activities and review their progress				
		1.5	Obtain feedback from their manager or mentor about their customer service performance and update their personal development plan				
2	Plan the coaching of others in customer service	2.1	Identify and agree with colleagues specific customer service skills and knowledge those colleagues need in their customer service role				
		2.2	Identify opportunities for colleagues to take actions to develop their customer service skills				
		2.3	Plan and organise activities and coaching sessions for colleagues to help them develop their customer service skills				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Coach others in customer service	3.1	Coach colleagues to develop specific and agreed customer service skills				
		3.2	Give colleagues the opportunity to practise skills, apply knowledge and gain experience to develop customer service competence				
		3.3	Regularly check the progress of colleagues and modify their coaching as appropriate				
		3.4	Give regular feedback to colleagues about the progress they are making				
		3.5	Explain clearly to colleagues how ongoing support will be provided				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Understand how to develop their own and others' customer service skills	4.1	Describe organisational systems and procedures for developing their own and others' personal performance in customer service				
		4.2	Explain how their behaviour impacts on others				
		4.3	Explain how to review effectively their personal strengths and development needs				
		4.4	Describe how to put together a personal development plan for themselves or a colleague that will build on strengths and overcome weaknesses in areas that are important to customer service				
		4.5	Explain how to obtain useful and constructive personal feedback from others				
		4.6	Describe how to respond positively to personal feedback				
		4.7	Describe how to put together a coaching plan that will build on their strengths and overcome their weaknesses in areas that are important to customer service and their job role				
		4.8	Explain how to give useful and constructive personal feedback to others				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

12 Further information and useful publications

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

- Pearson Edexcel: www.edexcel.com/contactus
- Pearson BTEC: www.btec.co.uk/contactus
- Pearson Work Based Learning: www.pearsonwbl.com/contactus
- Books, software and online resources for UK schools and colleges: www.pearsonschools.co.uk/contactus

Other sources of information and publications available on our website include:

- *Pearson Equality Policy*
- *Pearson Work Based Learning Centre Guide*
- *Edexcel UK Information Manual – Chapter 9* (updated annually)
- *Recognition of Prior Learning Policy.*
- *BTEC Centre Guide to Assessment*

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications is available on our website, at www.pearsonwbl.edexcel.com/NVQ-competence-based.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/publications.

13 Professional development and training

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options and sector events, 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
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

For more information on training options and upcoming events, please visit our website, www.pearsonwbl.edexcel.com/training-events. You can request customised training by completing the enquiry form on our website and we will contact you to discuss your training needs.

Support services

Face-to-face support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required. A UK map showing the Regional Quality Managers' contact details can be found at www.btec.co.uk/support.

Online support: find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available at www.pearsonwbl.edexcel.com/Our-support.

Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers are able to seek advice and clarification about any aspect of our qualifications and services, as well as share knowledge and information with others. The forums are sector specific and cover Business Administration, Customer Service, Health and Social Care, Hospitality and Catering and Retail. The online forum is available at www.pearsonwbl.edexcel.com/Our-support.

14 Contact us

We have a dedicated Account Support team, based throughout the UK, to give you more personalised support and advice. To contact your Account Specialist you can use any of the following methods:

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us at:

Email: wbl@pearson.com

Telephone: 0844 576 0045

Complaints and feedback

We are working hard to provide you with excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.



Assessment Strategy

For the

Level 3 Diploma in Aviation
Operations on the Ground

based on

GoSkills
National Occupational Standards

1 Introduction

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

This responsibility means that *GoSkills* must:

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

This Assessment Strategy for the Level 3 Diploma in Aviation Operations on the Ground 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 learners and assessors), awarding organisations should ensure that appropriate mechanisms are in place to ensure the reliability of the assessment.

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

3.3 Awarding Organisation Forum

GoSkills will arrange regular awarding organisation meetings. The aim of the meetings will be to promote consistency in the assessment process. All awarding organisations offering the Level 3 Diploma in Aviation Operations on the Ground will be required to attend the awarding organisation forum at least once per year.

4 Evidence

4.1 Evidence

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

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

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

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

4.2 Evidence from Workplace Performance

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

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

4.3 Use of Simulation in Assessments

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

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

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

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

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

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

5 Competence of Assessment Personnel

GoSkills acknowledges the very important role and responsibility that assessment personnel have in maintaining the quality and integrity of the Level 3 Diploma in Aviation Operations on the Ground. Awarding organisations and other stakeholders therefore have to have confidence in the actions and decisions of assessment personnel.

Awarding Organisation Responsibility

A primary responsibility of the Awarding Organisation is to assure quality and consistency across the centres which deliver the Level 3 Diploma in Aviation Operations on the Ground and to ensure that centres are assessing in line with the requirements of the National Occupational Standards for Aviation Operations on the Ground. It is therefore the responsibility of the Awarding Organisation to have an auditable method of ensuring consistency across organisations. It is expected that external verification staff assuring quality and consistency across centres need to have a thorough understanding of quality assurance and assessment practices as well as technical awareness related to the qualifications that they are externally verifying.

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

Potential external verifiers should:

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

Internal verification and standardisation across assessment personnel

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

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