



FAQ LEVEL 2 CERTIFICATE IN

AVIATION OPERATIONS ON THE GROUND (KNOWLEDGE)

FULL SPECIFICATION

Qualification Recognition Number: **601/6898/5**

Qualification Reference: **L2CAOGK**



FutureQuals[®]



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Section One

Centre Requirements

1.1 Introduction

Introduction to FutureQuals

FutureQuals is forward thinking, learner and customer-focused, and committed to delivering inspiring learning and skills.

Our Values

“We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence.”

Our Vision

“We envisage a place in which every learner realises their full potential.”

Our Mission

“To provide respected and valued qualifications and assessment to enable quality assured learning.”

FutureQuals is recognised to deliver regulated qualifications by Ofqual in England, CCEA Regulation in Northern Ireland, the Scottish Qualifications Authority (SQA Accreditation) and Qualifications Wales to offer a comprehensive and diverse range of qualifications across a wide range of vocational areas many of which are transferable across industries and sectors.

A full list of FutureQuals current qualifications can be accessed at <http://www.futurequalsquals.com>

We have developed a genuine understanding and insight into all types of educational organisations, which ensures that we are highly responsive to their needs. We offer a wide range of benefits and support for our learners, our approved centres, and their assessment and quality assurance teams.

FutureQuals offers a wide range of benefits and support for all of our educational products and services including:

- Vocational qualifications accredited by the UK regulators and recognised by employers, universities and professional bodies
- 24/7 online management systems for the registration of learners, ensuring highly efficient services and access to assessment and results
- A diverse range of qualifications
- A flexible approach to assessment
- A network of professionals who examine and quality assure our regulated qualifications and assessments
- Regular updates on new developments in education and training
- Unrivalled customer service support and extensive guidance materials

Introduction to Qualification Specification

Welcome to the FutureQuals Specification for the FAQ Level 2 Certificate in Aviation Operations on the Ground (Knowledge). The aim of this specification is to provide our centres with guidance to assist in the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail and become fully conversant with the procedures and accompanying documents.

This specification is a live document and, as such, will be updated when required. Centres will be notified when changes are made. It is the responsibility of the approved centre to ensure the most up to date version of the Approved Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

1.2 Data Protection

FutureQuals is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

1.3 Complaints

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

However, if we fall short of expectations or our own standards, we want to give the opportunity for those affected to provide feedback so we can put things right.

Our Complaints Policy, which includes information on how to make a complaint, can be found on the FutureQuals website.

1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

Future (Awards and Qualifications) Ltd
EMP House
Telford Way
Coalville
Leicestershire
LE67 3HE

Tel: 01530 836662

Fax: 01530 836668

E-mail: qualifications@futurequals.com

Website: www.futurequals.com

Section Two

Qualification Information

2.1 Qualification Outline

Purpose and Aims

The purpose of this FAQ Level 2 Certificate in Aviation Operations on the Ground (Knowledge) is to provide the learner with the skills, knowledge and understanding relevant to working in aviation operations on the ground.

It gives the learner the opportunity to:

- Know how to prevent and minimise airside risks and hazards
- Understand how to contribute to airport safety
- Understand procedures which minimise threats to security
- Be able to carry out effective aviation communications

The Total Qualification Time (TQT) for this qualification is: 130

Guided Learning (GL) for this qualification is: 108 hours

Minimum credits required to achieve the qualification: 13

Suitable for age ranges: 16-18, 19+

Method of assessment: Portfolio of Evidence. This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

If the method of assessment includes formative assessments such as practical tasks, written questions, multiple choice/short answer and knowledge assessment tasks where supervision of a learner assessment is required, assessment must be undertaken in line with the requirements set on in the FutureQuals Instructions for Conducting Controlled Assessments Policy. This document is published on the Policies and Procedures section of the FutureQuals website.

Grading: There is no specific grading criteria for this qualification.

Entry guidance: There are no formal qualification entry requirements that a learner must have completed before taking this qualification and no requirement for learners to have prior skills, knowledge or understanding.

Exit Requirements: None

2.2 Additional Information

This qualification is regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) in England <https://register.ofqual.gov.uk/Qualifications>, and CCEA Regulation in Northern Ireland <http://ccea.org.uk/regulation>.

It may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000, Qualification Wales and Department of Education in Northern Ireland.

For information regarding potential sources of funding please visit the following websites:

<https://hub.fasst.org.uk/Pages/default.aspx>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<http://www.delni.gov.uk>

or, contact your local funding office.

You should use the Qualification Accreditation Number (QAN) when you wish to seek public funding for your learners. Each component within a qualification will also have a unique reference number (Component Reference Number), which is listed in this specification. The qualification title and component reference numbers will appear on the learner's final certification document. Learners need to be made aware of this detail when they are recruited by the centre and registered with FutureQuals.

2.3 Progression

The Level 2 Certificate in Aviation Operations on the Ground (Knowledge) has been specifically designed to support progression on to other relevant qualifications including the FAQ Level 3 Certificate in Aviation Operations on the Ground (Knowledge) and the FAQ Level 3 Diploma in Aviation Operations on the Ground.

2.4 Assessment Principles

The FAQ Level 2 Certificate in Aviation Operations on the Ground (Knowledge) must be assessed according to the Go Skills (People 1st) Assessment Principles.

2.5 Qualification Structure

To achieve the Level 2 Certificate in Aviation Operations on the Ground (Knowledge) learners must achieve a minimum of 13 credits. They must gain 12 credits from the three mandatory components and at least 1 credit from Optional Group O1.

| Group M - Mandatory | | | | |
|---------------------|------------|-----------------------------------|--------------|-------|
| Component Number | URN | Component Name | Credit Value | Level |
| 1 | L/601/6456 | Health and Safety within Aviation | 4 | 2 |
| 2 | Y/601/6458 | Aviation Security | 4 | 2 |
| 3 | Y/601/6461 | Aviation Communications | 4 | 2 |

| Group O1 – Optional Components | | | |
|--------------------------------|--|--------------|-------|
| URN | Component Name | Credit Value | Level |
| M/601/6465 | Airport Check in Services | 6 | 2 |
| F/601/6468 | Aircraft Boarding and Arrival Services | 4 | 2 |
| J/601/6472 | Airport Baggage Processing | 3 | 2 |
| M/601/6479 | Loading and Unloading of Aircraft | 3 | 2 |
| M/601/6482 | Airport Baggage Facilities | 2 | 2 |
| A/601/6484 | Aviation Passengers with Special Requirements | 1 | 2 |
| J/601/6486 | Aircraft Load Instruction Reports | 2 | 2 |
| L/601/6487 | Aircraft Marshalling | 2 | 2 |
| R/601/6488 | Support Flight Operations | 2 | 2 |
| Y/601/6492 | Aircraft Dispatch Process | 3 | 2 |
| L/602/5934 | Employment Rights and Responsibilities in the Passenger Transport Sector | 3 | 2 |

2.6 Barred Components and Exemptions

Components with the same title at different levels, or components with the same content, cannot be combined in the same qualification.

Section Three

Assessment Principles and Component Specifications

3.1 Assessment Principles

FutureQuals qualifications will always include Assessment Principles whether they have been developed by a Sector Skills Council (SSC) or FutureQuals own.

Assessment Strategy for Level 2 Certificate in Aviation Operations on the Ground (Knowledge) 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 occupational 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 organisations.

This Assessment Strategy for the Level 2 Certificate in Aviation Operations on the Ground (Knowledge) 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 organisations to provide feedback which 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. *GoSkills* encourages flexibility and innovation of approach alongside robust systems to support quality control. However, awarding organisations must detail their approach to each of the following.

3.1 External Verification

External Verifiers (EVs) should verify assessments at approved centres. The normal frequency of external verification visits is two per year (a total of two days per year). However, the exact frequency should be determined by the risk assessment. The verification should include inspection of the records of evidence and assessment. Awarding organisations should consider rotating their external verifiers in order to encourage standardisation, independence of assessment and the sharing of good practice.

3.2 Risk Assessment

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

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

3.3 Awarding Body Forum

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


4 Evidence

4.1 Evidence from Workplace Performance

Wherever possible, evidence of occupational competence should be generated and collected through performance under workplace conditions. These conditions would be those typical of the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical work place conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works. Assessment of an individual against the qualification standard must not put that individual under more, or less, pressure than found normally in the workplace. It could be the case that the individual could feel more pressure simply because he or she is being assessed. However, it is the skill of the assessor to reduce this pressure to a minimum.

4.2 Use of Simulation in Assessments

As stated above, it is intended that learners should be assessed under normal workplace conditions. However, there are situations where the actual workplace may not be appropriate, or where waiting for naturally occurring evidence is impractical. Therefore, the setting up or devising of assessment situations will be allowed, when it can be demonstrated that the following circumstances require it in areas related to:

- safety
- legislation  regulation
- contingency
- cost
- significant interruption to candidate's or employer's business

It is recognised that there may be other assessment situations where simulation would be appropriate. In such instances, awarding organisations should give consideration to the reliability and validity of the likely evidence. In all cases, the centre should agree its plans for simulation with the EV to ensure that it is satisfactory.

5 Competence of Assessment Personnel

GoSkills acknowledges the very important role and responsibility that assessors and verifiers have in maintaining the quality and integrity of NVQ Qualifications. Awarding organisations and other stakeholders therefore have to have confidence in the actions and decisions of assessors and verifiers.

5.1 Competence of External Verifiers

A primary responsibility of the external verifier is to assure quality of internal verification and assessments across the centres for which they are responsible and to ensure that centres are assessing in line with the requirements of the National Occupational Standards for Passenger Carrying Vehicle Driving (Bus and Coach). External verifiers therefore need to have a thorough understanding of quality assurance and assessment practices as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

It will be the responsibility of the awarding organisation to select and appoint external verifiers. Potential external verifiers should:

- hold (or be working towards) an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to externally verify NVQ assessments.
- have an up to date and working understanding of the occupational area they are externally verifying together with a sound knowledge of the occupational standards.
- demonstrate their commitment to maintaining their industry knowledge by ongoing professional development eg through undertaking training courses and/or membership of industry organisations.

5.2 Competence of Internal Verifiers

A primary responsibility of the internal verifier is to assure the quality and consistency of assessments by the assessors for whom they are responsible. Internal verifiers therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying.

It will be the responsibility of the approved centre to select and appoint internal verifiers. Potential internal verifiers should:

- hold (or be working towards) an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify NVQ assessments;
- hold (or be working towards) an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to verify NVQ candidates;
- have the necessary and sufficient experience of the role for which they intend to verify assessments. This experience will have provided potential verifiers with detailed knowledge of the functions described by the occupational standards that comprise the qualification.

5.3 Competence of Assessors

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

Potential assessors should:

- hold (or be working towards) an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess NVQ candidates.
- have the necessary and sufficient experience of the role for which they intend to undertake assessments and actual experience of the functions described by the occupational standards that comprise the qualification.

5.4 Continued Personal and Professional Development

It is important that verifiers and assessors continue their own development to help them in their respective NVQ roles. It is expected that each approved centre will provide development programmes for its assessors and internal verifiers to maintain their technical or occupational expertise. Awarding organisations should provide development programmes, workshops, seminars, etc, to promote good practice, quality and consistent assessments.



3.2 Component Specifications

Component 1: Health and Safety within Aviation

Component Reference Number: L/601/6456

Level: 2

Credit: 4

GL: 32

Component Summary

This component assesses the knowledge and understanding of airside hazards and airport security.

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|--|--|
| 1. Know how to prevent and minimise risks and hazards airside. | 1.1 Identify different types of airside hazards. |
| | 1.2 Identify different types of airside risks. |
| | 1.3 Identify differing types of aircraft hazards. |
| | 1.4 Identify different types of aircraft risks. |
| | 1.5 Describe how risks from airside and aircraft hazards can be prevented or minimised. |
| | 1.6 Describe airside surface markings. |
| | 1.7 Describe the correct procedures for reporting safety breaches. |
| | 1.8 Identify the correct persons to report to when a breach of safety has been identified. |
| 2. Understand how to contribute to airport safety. | 2.1 Identify the main points of local airport rules and regulations. |
| | 2.2 Describe the procedures for fire reporting. |
| | 2.3 Describe the process for reporting accidents and damage locally. |
| | 2.4 Identify the personal protective equipment (PPE) used airside. |
| | 2.5 Explain personal responsibility for own safety, and that of others. |

Component 2: Aviation Security

Component Reference Number: Y/601/6458

Level: 2

Credit: 4

GL: 32

Component Summary

This component assesses the knowledge and understanding of procedures which minimise threats to security.

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|--|--|
| 1. Understand threats to security. | 1.1 Describe how potential security risks can impact on aviation business. |
| | 1.2 Explain appropriate responses to security breaches. |
| | 1.3 Describe the personal responsibility in relation to security risks. |
| | 1.4 Identify the main role of key aviation regulatory bodies. |
| | 1.5 Identify restricted zones. |
| 2. Understand procedures which minimise threats to security. | 1.1 Identify legislation relating to security in the aviation environment. |
| | 1.2 Summarise the key features of legislation that relate to security in the aviation environment. |
| | 1.3 Describe the security procedures and protocols in the airport environment. |
| | 1.4 Explain the importance of security procedures and protocols. |
| | 1.5 Describe the key stages of AAA. |

Component 3: Aviation Communications

Component Reference Number: Y/601/6461

Level: 2

Credit: 4

GL: 34

Component Summary

This component assesses the knowledge, skills and understanding of aviation communication.

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|--|
| 1. Be able to carry out effective aviation communications. | 1.1 Communicate using correct communication methods and protocols. |
| | 1.2 Explain systems used for aviation communication. |
| | 1.3 Identify communication methods used in aviation. |
| | 1.4 Describe the terminology used in aviation communication. |
| | 1.5 Explain the importance of accuracy in aviation communication. |
| | 1.6 Identify protocols that should be adhered to when communicating. |
| | 1.7 Explain time related codes relevant to aviation. |
| 2. Be able to carry out effective transfer of aviation information. | 2.1 Receive and relay appropriate and accurate information to appropriate persons. |
| | 2.2 Explain the reasons for storing aviation communication. |
| | 2.3 Identify the flight documents involved in the transfer of flight information. |
| | 2.4 Identify appropriate persons that require flight documents. |
| | 2.5 Identify the types of information, which must be transferred. |
| | 2.6 Explain the implications of failures in communication. |

Section Four

Centre Information

4.1 Centre Operations Manual

Information regarding centre support, learner registration, certification, reasonable adjustments and special consideration, complaints and appeals can be found in the [Centre Operations Manual](#).

4.2 Initial Assessment and Centre Learner Support

It is important that centres carry out an initial assessment to identify what knowledge and degree of skills the learner already has, and to identify if any support or reasonable adjustments will be required to enable them to be assessed fairly. This should include an assessment of minimum core personal skills in English, Mathematics and ICT.

This should be recorded so that centres can identify any associated needs and record this in appropriate plans. This will help in planning the learning programme. It is important at the initial assessment stage to ensure that learners commence a programme at the appropriate level.

Centres should assess each learner's potential and make a professional judgement about his/her ability to successfully complete the programme of study and achieve the qualification.

This assessment will need to take account of:

- the support available to the learner within the centre during his/her programme of study
- any specific support that might be necessary to allow the learner to access the assessment for the qualification
- diagnoses of the requirements of the learner, making use of specialist advice from external sources, as appropriate

Centres should identify any learner requirements and how they may affect successful completion of the particular programme. Programme teams should refer closely to the qualification specifications when discussing possible options for learners. They should advise learners on the appropriateness of the qualification to the learner and identify more suitable qualifications if necessary.

It is our intention that there should be no discrimination on the grounds of a protected characteristic. FutureQuals and approved centres have a responsibility to ensure that the process of assessment is robust and fair and allows a learner to show what they know and can do without compromising the assessment criteria.

Details on how to make adjustments for learners to ensure fair access to assessment is set out in the FutureQuals Reasonable Adjustment and Special Considerations Policy.

4.3 Identification Requirements and Learner Authenticity

Identification Requirements

It is a centre's responsibility to confirm the identity of a learner as part of its registration process. A centre may do this by requesting sufficient personal data and a unique learner number (ULN) to ensure the learner can be clearly and uniquely identified.

The use of a ULN is now a mandatory requirement for publicly funded education and when submitting Individualised Learner Record (ILR) returns.

Centres must have systems in place to ensure that an individual completing an assessment is the person he/she is claiming to be.

Therefore, centres are required to ensure that each learner's identification is checked and that the type of identification provided by each learner is recorded before assessments are undertaken. FutureQuals External Quality Assurers will check this record during quality assurance monitoring activities.

The following would be permitted proof of a learner's Identity:

- a valid passport (any nationality)
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card
- UK biometric residence permit

If an assessment is taking place in a learner's place of work and a learner is unable to supply any of the above, authentication of a learner's identity by a third-party representative, for example his/her line manager or a member of his/her workplace Human Resources Team can be accepted.

Learner Authenticity

It is a regulatory requirement that every assessment submission is authenticated as the work of the named learner whether submitted to a centre or to FutureQuals. Therefore, the FutureQuals Evidence Logbook requires that a declaration of authenticity is signed by a learner for each assessment submitted.

By signing the declaration, a learner is acknowledging that if the statement is untrue, an assessment breach has been committed.

If a centre uses electronic systems or e-portfolios, an alternate form of formal declaration of authenticity must be completed with each assessment that is submitted.

If a centre uses its own version of the FutureQuals Evidence Logbook it must ensure that the version used captures the same information i.e. the assessment method, evidence reference, the assessor's decision (including the signature and date to evidence completion assessment) and the learner's declaration of authenticity.

Any submission that does not carry a formal declaration of authenticity will not be externally quality assured. If an alternate formal declaration of authenticity is completed by a learner it must, as a minimum, include the statement:

Statement of confirmation of authenticity

I declare that the work presented for this component is entirely my own work.

The learner must sign and date the declaration.

4.4 Legal Considerations

Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults in the country the qualification is delivered in.

The Prevent Duty Guidance available from the Home Office, makes clear the important role of further education leaders in stopping extremists seeking to radicalise learners on campuses and in supporting learners at risk of extremist influences.

Ofsted has responsibility for monitoring the Prevent Duty in publicly funded further education and skills providers.



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