



Level 2 Certificate in

Airport Customer Service Agent Skills

Specification

QCA Accreditation Number: 500/2025/0

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ASCENTIS' MISSION STATEMENT

'Building Partnerships to Advance and Accredit Lifelong Learning for All.'

About Ascentis

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. OCNW was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- a National Awarding Body (NAB) approved by the Qualifications and Curriculum Authority (QCA)
and
- an Access Validating Agency (AVA) for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA)

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, starting at Entry Level basic skills or vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

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SPECIFICATION SUMMARY

Introduction

The Ascentis Level 2 Certificate in **Airport Customer Service Agent Skills** is a vocationally related qualification (VRQ) that introduces the relevant roles, disciplines and skills which specifically relate to the role of Airport Customer Service Agents.

This qualification was developed to comply with the requirements of the Qualifications and Curriculum Authority (QCA) and to map against National Standards for the Airline industry.

This qualification is part of a suite of airline employment qualifications offered by Ascentis. Other qualifications within the suite include **Air Cabin Crew Skills** and the **Principles of Aviation First Aid**. It is the aim of the suite of airline programmes to ensure that learners have developed skills to meet basic airline occupations entry requirements and to have developed an understanding of the airline industry so that they can make an informed decision, on whether they wish to pursue a career within the industry.

Structure of the Award

Unit Number	Unit Title	Mandatory or optional Units
1	Preparing for Airport Customer Service Duty	Mandatory
2	Understanding Passenger Handling Standards	Mandatory
3	Delivering Passenger Handling Standards	Mandatory
4	Communicating with Airport Staff and Passengers	Mandatory

For the full award the learner must complete all four units. Unit certification is available.

Assessment and Moderation Arrangements

All units are assessed internally through the build up of a portfolio of evidence.

To gain a unit certificate all the assessment criteria in the unit covering the evidence indicators must be achieved. For the full award, learners must satisfy all the criteria for the four mandatory units.

Internal and external moderation are a requirement for all units.

BACKGROUND INFORMATION

Rationale

Careers within the ground handling industry are very competitive and research has shown over many years that the most successful applicants at interviews are those who have had thorough industry specific preparation. It has acted as a catalyst for many learners in selecting a future career and in developing the personal qualities required. This Airline Customer Service Agents qualification assists the learner to make an informed career decision.

Many key UK and overseas ground handling companies and airlines have interviewed and employed learners who have completed the Ascentis programmes. Many of these applicants had previously been unsuccessful mainly because they did not understand the high standards and pressures of working in an Airport Customer Service Agents environment.

This programme uses both the theoretical principles of customer service agent roles as well as a practical approach to putting theory into practice in realistic airport scenarios.

Aims

- 1 To introduce the learner to the services and skills expected of Airport Customer Service Agents.
- 2 To provide knowledge of the requirements and skills needed for employment by the main ground handling providers and airlines
- 3 To provide an opportunity to raise skills to the required level for application to aviation training and employment
- 4 To allow prospective airline employees the opportunity to see if they possess adequate basic and personal skills for application to an airline or airport
- 5 To provide a marker of suitability for employment in the aviation industry.

Objectives

- 1 The learner is given the opportunity to acquire information about ground handling, airlines, airports and general aviation knowledge.
- 2 The particular interpersonal skills required for working for at an airport are explained and assessed through role-play and simulation
- 3 The requirements of working under the pressures typical of the airline/airport industries are assessed through tests and demonstrations
- 4 The minimum level of communicative skills required by an airline/airport and within the national standards is assessed through the threshold of assessment within various written tasks
- 5 The programme provides fundamental employability skills within a specific context
- 6 The programme provides confidence and information for those who are planning a career move into the aviation industry.

Target Group

This qualification is aimed at young people aged 14+ and adults who are interested in a career within the ground handling and airline industries.

Award of the Qualification

This qualification is offered at Level 2. To achieve the full award a learner must complete all four units. The certificate will state:

**Ascentis Certificate in Airport Customer Service Agent Skills
(Level 2)**

A learner may also achieve unit certification for individual unit/s. In this case the certificate will state the unit/s of the qualification achieved.

QCA Qualification Accreditation Number

500/2025/0

QCA Qualification Accredited Units and Numbers

Unit Title	QCA Unit Number	
Unit 01	Preparing for Airport Customer Service Duty	J/501/1181
Unit 02	Understanding Passenger Handling Standards	L/501/1182
Unit 03	Delivering Passenger Handling Standards	R/501/1183
Unit 04	Communicating with Airport Staff and Passengers	Y/501/1184

Recommended Guided Learning Hours

The recommended guided learning hours for this qualification is 90.

Restriction on Learner Entries

There are no restrictions on learner entries.

Recommended Prior Learning

The basic requirement is a demonstration of the ability of the learner to benefit from the programme of study. Tutors are advised that the learner's literacy skills should be sufficient in order to be able to cope with the demands of the course and the assessment requirements. In particular learners will be learning to communicate directly with the public, therefore their skills in literacy and numeracy should be sufficient to support them in this work or developed alongside gaining this qualification.

Ascentis accredited programmes at Level 1 in Air Cabin Crew, Principals of Aviation First Aid; Airline Customer Service Agents are available. A learner not ready for a Level 2 programme may benefit from first completing the Level 1 qualification before going on the level 2 qualification of the same title. Please contact the Ascentis office for further details of these programmes.

Opportunities for Progression

- The programme provides progression to airline employment with training
- Successful learners can progress to a number of level 3 airline-related qualifications
- The programme can be used as one of the qualifications, along with further level 3 qualifications for entry to higher levels of study, e.g. under-graduate study in Travel and Tourism
- Ascentis offers a range of its own accredited short programmes that can provide additionality when studied alongside this qualification. Titles of these short programmes include; Airline and Airport Careers; Airline Baggage Handlers; Airline Food Hygiene, Health and Safety; Airline Grooming, Appearance and Lifestyle; Airline Interview Techniques; Airline Welcome; The Role of Airport Ground Handling. Please contact the Ascentis office or consult Ascentis.co.uk for more information on these programmes.

Centre Approval and Registration

Centres must be approved to run this qualification. Details of the centre approval process are available from the Ascentis office.

All learners must be registered within seven weeks of the course commencing, using the Learner Information Record Sheet (SIRS).

Social, Moral, Ethical, Environmental and Cultural Issues

This qualification provides opportunities for learners to explore moral, ethical, environmental and cultural issues as they relate to work in airline-related occupations. There are a number of issues that could be raised and discussed during the course of study:

- An understanding of spiritual, moral, ethical, social and cultural issues;
- Awareness of environmental issues, and health and safety considerations;
- European developments, consistent with relevant international agreements, (particularly those that relate to transportation and travel, customs and excise, immigration and visa controls).

For example within the Ascentis Level 2 Certificate in Airport Customer Service Agent Skills qualification learners should explore, as a minimum, the following issues:

- Particular requirements for people who have a medical condition, disability or culture-specific dietary requirements
- Differences in dealing with customers from diverse cultures, with particular reference to gender-specific differences
- Differences in dealing with conflicts relating to customers from diverse cultures
- Communicating with customers from diverse cultures
- Health and Safety issues and European legislation, especially related to transport and travel, custom and exercise and immigration control.

Mapping to National Standards

This qualification is mapped to the National Occupational Standards for Aviation Operations on the Ground Level 2.

Appendix 3 shows how units are mapped to specific parts of the standards.

Key Skills Opportunities

Learners following a course based on this specification can be offered opportunities to develop and generate evidence of achievement in aspects of all the Key Skills. Appendix 6 shows a summary of Key Skills opportunities.

Status in Wales and Northern Ireland

This qualification is available in English only.

Learners with Particular Assessment Needs

Ascentis has procedures in accordance with the Statutory Regulations of External Qualifications 2004 (QCA) to ensure this qualification is accessible and does not disadvantage a learner with a particular need. Full details of this procedure are available within the Foundation Information File or through contacting the Ascentis office. Learners need to be made aware of this procedure.

Appeals Procedure

Ascentis has an appeals procedure in accordance with the Statutory Regulations of External Qualifications 2004 (QCA). Full details of this procedure, including how to make an application, are available within the Foundation Information File or through contacting the Ascentis office. Learners need to be made aware of this procedure.

ASSESSMENT AND MODERATION ARRANGEMENTS

Overview

All units are assessed internally through the building up of a portfolio of evidence.

To achieve a unit all the assessment criteria must be achieved, covering the evidence indicators as detailed within each unit. To obtain the full award learners must successfully achieve all four of the units.

Internal and external moderation are a requirement for each unit. On completion of the learners' evidence for either the individual units or the full qualification, the assessor is required to complete the Summary Record of Achievement for each learner. This form is provided as Appendix 1.

The centre must retain evidence of all assessments for 4 weeks after the date of moderation in case of appeal.

Internal Assessment

Evidence for each unit is through the building up of a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. This evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are:

- Records of observation
- Written or oral responses to questions
- Records of discussions
- Photographs or video
- Worksheets
- Tape recordings.

The emphasis within the course should be on practical activities and this should be reflected in the evidence that is provided. An over-reliance on the learner producing written work for activities which are essentially practical should not be encouraged.

Learners' portfolio work should include a Tracking Sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in Appendix 2.

An example Observation Record Form is found in Appendix 4.

Internal Moderation

Internal moderation is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. Internal moderation of this programme will be co-ordinated by a named Foundation Co-ordinator at each centre, who will liaise with Ascentis. The Foundation Co-ordinator may also act as the Internal Moderator. Internal moderation will be carried out through standardisation activities including the internal moderation of at least 10% of portfolio evidence across all the groups of learners, to include all the assessors and the full range of units. It is the responsibility of Internal Moderators to ensure that assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Moderators are also responsible for supporting assessors by offering advice and guidance.

The Ascentis Foundation Information File has copies of forms that can be used to record internal moderation activities, although centre-devised forms can also be used.

Ascentis External Moderators will confirm the Internal Moderation activities at their visit.

External Moderation

Accredited centres will normally be visited twice a year for external moderation. The focus of the external moderation visits will include:

- Staff development, including guidance and support for all assessors and internal moderators
- Moderation of a sample of the learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with standards across other centres
- Confirmation of coverage of all the assessment criteria and units needed for unit certification or the full award.

Knowledge, Understanding and Skills Required of Assessors and Internal Moderators

Assessors of this qualification should have knowledge and understanding and skills of the airline industry together with competence in the skills outlined in this specification. This should be gained either through previous work experience or through placements in the industry. The delivery of the knowledge required within this qualification should be carried out by qualified teachers or those working towards a teaching qualification.

Internal Moderators need to be competent assessors with knowledge of the requirements of the internal moderation process. Ascentis provides training events for internal moderators and any person new to this role would be advised to go on an Ascentis training event.

Ascentis Co-ordinator

Each centre must provide a named person to co-ordinate entries, collect fees, and agree moderation arrangements and liaise with Ascentis on behalf of centre tutors and learners.

This person must also represent the centre in ensuring that action required on the basis of moderation reports is carried out to the satisfaction of Ascentis.



UNIT SPECIFICATIONS

UNIT 1 PREPARING FOR AIRPORT CUSTOMER SERVICE DUTY

Introduction

This unit provides learners with an understanding of Customer Service Agent's duties including hazards and how to minimise risks when working in an airport. It introduces the learner to the key areas within an airport and their purpose and also prepares the learner for interview and interview techniques.

WHAT YOU NEED TO LEARN

- Know the areas of an airport and their purpose
- Understand the possible risks throughout the airport and understand personal responsibilities in maintaining a safe environment
- Understand procedures in response to emergency situations, including situations that threaten security
- Demonstrate how to participate in an interview for industry.

What you need to do

Assessment Criteria	Evidence Indicators
1.1 Identify typical location and purpose of key areas within an airport	Learners to produce a floor plan and describe the purpose of the following key areas: <ul style="list-style-type: none"> ▪ Check-in ▪ Information Desk ▪ Telephones ▪ Airline Ticket Desks ▪ Duty Free Shopping area ▪ Security area ▪ Boarding gates ▪ Boarding staff area (office)
1.2 Describe the possible risks throughout the airport, including ramp area, and understand personal responsibilities in maintaining a safe environment	Learners to identify: <ul style="list-style-type: none"> ▪ Possible hazards on ramp, including dangers from A/C on ground, approaching A/C, FOD, weather, birds, equipment ▪ Apron markings (location diagram) ▪ Know how, why and when to complete Incident and Accident reports and procedures for processing documentation ▪ Fire and evacuation procedures for landside and airside ▪ Personal Protective Equipment (PPE) and when it should be worn/used ▪ Manual Handling techniques
1.3 Show an understanding of procedures in response to emergency situations and identify and respond to situations that threaten security	Learners to include: <ul style="list-style-type: none"> ▪ General Health and Safety maintained within terminal building ▪ Procedures for dealing with an unattended bag ▪ Procedures for dealing with a suspicious passenger ▪ Identify the different security passes and the levels of authorisation to restricted areas ▪ Dangerous Goods Regulations and restrictions
1.4 Participate in preparing for an interview for a Customer Service Agent position	Demonstrate the following: <ul style="list-style-type: none"> ▪ Positive body language ▪ Communication skills and understand differences in communicating with peers and interviewers ▪ Presentation skills ▪ Active listening ▪ One to one interviews and panel interviews

UNIT 2 UNDERSTANDING PASSENGER HANDLING STANDARDS

Introduction

This unit gives the learner the knowledge and understanding of the key duties and requirements of Customer Service Agents. This includes knowledge of the checks carried out on travel documentation, production of a typical Passenger Address (PA) script, insight into missing/damaged bags and knowledge of different types of passengers.

WHAT YOU NEED TO LEARN

- Know the checks carried out on passenger travel documentation
- Know how to deal with different types of passengers at check-in and boarding
- Know what information is required within an typical PA script
- Have an understanding of Baggage Facilities and Property Irregularity Reports.

What you need to do

Assessment Criteria	Evidence Indicators
2.1 Identify the checks that need to be carried out on passenger travel documentation at check-in, security and boarding	Learners to show knowledge of the following and the checks that are carried out: <ul style="list-style-type: none"> ▪ Different forms of identification including passports and ID cards ▪ Visas – British Citizen/Subject, different types of visas ▪ Airline tickets, including 'E' Tickets, charter, scheduled, ATB etc ▪ Boarding cards
2.2 Identify and describe different types of passengers and the procedures for dealing with passengers with special needs	Learners to have understanding of what should be taken into consideration when checking in the following types of passengers: <ul style="list-style-type: none"> ▪ Families ▪ Groups ▪ Frequent flyers/Business passengers ▪ Wheelchair passengers ▪ Meet and Assist (MAAS) ▪ Unaccompanied Minors (UNMRs) ▪ Business/first class ▪ Sensory types ▪ Non-English speaking passengers ▪ Standby/Rebate and Duty ▪ All other types of passengers ▪ Seating and problems that can occur with regards to passengers with special needs
2.3 Produce a typical passenger address (PA) script	Complete a typical PA script for the following: <ul style="list-style-type: none"> ▪ Full boarding PA ▪ Final boarding call ▪ Final call by name ▪ Delay PA
2.4 Show and understanding of how to help passengers and who to contact when dealing with missing or damaged bags	Learners to show understanding of the following: <ul style="list-style-type: none"> ▪ Baggage Facilities and the systems used for tracing missing bags ▪ Property Irregularity Reports (PIR) and when and why they are used

UNIT 3 DELIVERING PASSENGER HANDLING STANDARDS

Introduction

This unit gives the learner the opportunity to implement practically the knowledge and understanding they gained in the previous unit on the role of a Customer Service Agent. This includes carrying out check-in and boarding procedures, delivering a typical Passenger Address (PA) script and identifying and resolving passenger problems and complaints.

WHAT YOU NEED TO LEARN

- Know the requirements of the complete check-in and boarding service
- Know what information is required within an typical PA script
- Know how to identify and try to resolve passenger problems and complaints.

What you need to do

Assessment Criteria	Evidence Indicators
3.1 Identify all elements and demonstrate the complete check-in process, showing understanding of all elements involved	Learners to demonstrate understanding in either written form or a simulated check-in, following the correct procedure for checking in different types of passengers. To include: <ul style="list-style-type: none"> ▪ Demonstrate the complete check-in process ▪ Have understanding of through check-in and Transfer passengers ▪ Hold and hand baggage restrictions ▪ Procedures for dealing with excess baggage ▪ Bag tags and boarding cards
3.2 Identify all elements and demonstrate the complete boarding process, showing understanding of all elements involved	Learners to demonstrate understanding in written form for some elements and a simulated boarding service following the correct procedure for boarding different types of passengers. To include: <ul style="list-style-type: none"> ▪ Different ways to board an aircraft (A/C), including automated, "pulling" and manual boarding ▪ Differences between remote A/C and boarding via an airbridge and the safety implications ▪ Procedures for dealing with oversized hand baggage at the gate area ▪ Produce a typical PA which includes appropriate information ▪ Have understanding of boarding reports and the information required to complete them
3.3 Identify and resolve aviation problems	Learners to include: <ul style="list-style-type: none"> ▪ Different types of passenger problems/complaints/concerns that can occur at check-in, in departure lounge, at boarding gate, when meeting flights, in baggage reclaim area and in arrivals and they how they should be dealt with ▪ Demonstrate questioning and active listening techniques ▪ Understand appropriate level of authority to liaise with, depending on the severity of the problem/complaint

UNIT 4 COMMUNICATING WITH AIRPORT STAFF AND PASSENGERS

Introduction

In this unit, the learner will gain knowledge of how important effective communication for Customer Service Agents is. They will learn about the different departments within a handling agent and other airport and airline staff a CSA might communicate with on a regular basis; those colleagues a CSA might not communicate with regularly and the reasons why communication might be necessary. This unit also gives the learner insight into different forms of communication and an understanding of airline jargon and terminology.

WHAT YOU NEED TO LEARN

- Show an understanding of the different departments within a handling agent and when and why you might communicate with other airport and airline staff
- Understand different forms of communication
- Understand airline jargon and terminology.

What you need to do

Assessment Criteria	Evidence Indicators
4.1 Describe other airport/airline staff you might communicate with and the reasons why	Learners to gain understanding and knowledge of the following and the information that might be passed between a CSA and the following employees: <ul style="list-style-type: none"> ▪ Different departments within a handling agent i.e. Dispatch, Ramp, Baggage etc. ▪ Other airport/airline staff i.e. Security, Emergency Services, Cleaners, Catering etc.
4.2 Communicate appropriate information to relevant individuals and organisations in the appropriate format	To identify: <ul style="list-style-type: none"> ▪ Different forms of communication i.e. telephone, radio, electronic, PA's, fax, text etc. ▪ Common Aviation Terminology and jargon ▪ Have understanding of FID screens (Flight Information Display) and the information available
4.3 Receive, call and escort passengers to A/C	Learners to practically demonstrate escorting passengers. These passengers could be: <ul style="list-style-type: none"> ▪ UNMR ▪ Blind ▪ Nervous, ▪ Elderly ▪ Single Parent The learner must complete a PA before receiving the passenger.

APPENDIX 1

SUMMARY RECORD OF ACHIEVEMENT

Ascentis Level 2 Certificate in Airline Customer Service Agent Skills

Centre Name: _____

Learner Name: _____

	Date completed	Assessor signature	Internal moderator signature (if sampled)
Unit 1			
Unit 2			
Unit 3			
Unit 4			

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

APPENDIX 2

TRACKING SHEETS

UNIT 1 – PREPARING FOR AIRPORT CUSTOMER SERVICE DUTY

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify typical location and purpose of key areas within an airport				
1.2 Describe the possible risks throughout the airport, including ramp area, and understand your personal responsibilities in maintaining a safe environment				
1.3 Show an understanding of procedures in response to emergency situations and identify and respond to situations that threaten security				
1.4 Participate in preparing for an interview for a Passenger Service Agent position				

The above evidence has been assessed against the standards and has been judged for validity, authenticity and reliability.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Moderator Signature (if sampled) _____ Date _____

UNIT 2 – UNDERSTANDING PASSENGER HANDLING STANDARDS

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
2.1 Identify the checks that need to be carried out on passenger travel documentation at check-in, security and boarding				
2.2 Identify and describe different types of passengers and the procedures for dealing with passengers with special needs				
2.3 Produce a typical passenger address (PA) script				
2.4 Show and understanding of how to help passengers and who to contact when dealing with missing or damaged bags				

The above evidence has been assessed against the standards and has been judged for validity, authenticity and reliability.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Moderator Signature(if sampled) _____ Date _____

UNIT 3 – DELIVERING PASSENGER HANDLING STANDARDS

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
3.1 Identify all elements and demonstrate the complete check-in process, showing understanding of all elements involved				
3.2 Identify all elements and demonstrate the complete boarding process, showing understanding of all elements involved				
3.3 Identify and resolve aviation problems				

The above evidence has been assessed against the standards and has been judged for validity, authenticity and reliability.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Moderator Signature (if sampled) _____ Date _____

UNIT 4 – COMMUNICATING WITH AIRPORT STAFF AND PASSENGERS

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
4.1 Describe other airport/airline staff you might communicate with and the reasons why				
4.2 Communicate appropriate information to relevant individuals and organisations in the appropriate format				
4.3 Receive, call and escort passengers to A/C				

The above evidence has been assessed against the standards and has been judged for validity, authenticity and reliability.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Moderator Signature (if sampled) _____ Date _____

APPENDIX 3

Tracking to the National Occupational Standards for Aviation Operations on the Ground.

Ascentis Assessment Criteria	National Occupational Standards Reference Number
1.1	24.2
1.2	1.1/1.2/13.2/15.2/23.1/23.2/25.2/24.2
1.3	1.1/1.2/3.1/3.2/15.1/23.1/23.2/25.2/24.1/24.2
1.4	13.1/24.1
2.1	3.1/3.2/15.1/23.1
2.2	15.1/23.1/24.1/24.2
2.3	24.1
3.1	3.1/3.2/13.1/15.1/23.1/23.2/24.1/24.2
3.2	1.1/1.2/3.1/15.1/23.1/23.2/24.1/24.2
3.3	3.1/15.1/15.2/25.1/25.2/24.1/24.2
4.1	3.1/15.1/24.2
4.2	15.1/25.1/25.2
4.3	24.1/24.2

APPENDIX 4

OBSERVATION RECORD

Learner name _____ Unit number _____

Criteria assessed through observation
(give assessment criteria number)

What the candidate had to do

Assessor's comments on candidate performance

The above evidence has been assessed against the standards and judged for validity, authenticity and reliability.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Moderator Signature (if sampled) _____ Date _____

APPENDIX 5

RESOURCES NEEDED TO DELIVER THIS QUALIFICATION

Recommended Resources

It is recommended that the following resources are in place to effectively run the suite of airline qualifications and their endorsements:

- 1 Check-in type desk
- 2 Computer and Printer
- 3 Software to run check-in procedures
- 4 Airline trolleys/carts for service in departure lounges
- 5 Range of boarding items inc. boarding pass, baggage receipt, heavy/delicate/large/first off etc. type labels
- 6 Prohibited, restricted, dangerous items list

These should ideally be supported by the following resources:

- Checklist of operational Airline Customer Service Agent responsibilities in relation to health, safety and hygiene
- Checklist of key types of security risks and Airline Customer Service Agent responsibilities
- Literature relating to the 'History of Airports and Airlines'
- Literature relating to Regulatory Organisations
- Literature relating to Airline/Airport Operations – outline of basic stages and departments
- Glossary of Airline Jargon
- Literature on Airline Customer Service & Sales (inc. queries, concerns and complaints)
- Literature relating to Airline practice for customers with Special Needs
- Airline Customer Service Agent, responsibilities and personal qualities – key job description for airlines
- Airline Customer Service Charter
- Airline Group and Individual interview questionnaire (including job advertisement, application forms etc), tasks and techniques.

APPENDIX 6
SUMMARY OF KEY SKILLS OPPORTUNITIES

Key Skill	Part B Standard	Evidence	Ascentis
Working with others	WO2.1 Plan work with others	2.1.1 Identify what you need to achieve together 2.1.2 Share relevant information to identify what needs to be done and individual responsibilities 2.1.2 Confirm the arrangements for working together.	As part of the programme Learners will need to take part in role-plays in small groups. These activities could also contribute to the learner gaining skills in the Key Skill of working with others.
	WO2.2 Work co-operatively towards achieving the identified objectives.	2.2.1 Organise and carry out tasks safely using appropriate methods, to meet your responsibilities 2.2.2 Support co-operative ways of working to help achieve the objectives for working together 2.2.3 Check progress, seeking advice from an appropriate person when needed.	
	WO2.3 Review your contributions and agree ways to improve work with others.	2.3.1 Share relevant information on what went well and less well in working with others 2.3.2 Identify <i>your</i> role in helping to achieve things together 2.3.3 Agree ways of improving work with others.	
Problem Solving	PS2.1 Identify a problem, with help from an appropriate person, and identify different ways of tackling it.	2.1.1 Provide information to help identify a problem, accurately describing its main features 2.1.2 Identify how you will know the problem has been solved 2.1.3 Come up with different ways of tackling the problem	As part of the learning programme learners will need to evaluate the best ways to serve different type of customers. This activity could contribute to the learner gaining skills in the Key Skill of problem solving.
	PS2.2 Plan and try out at least on way of solving the problem.	2.2.1 Confirm with an appropriate person how you will try to solve the problem 2.2.2 Plan what you need to do, identifying the methods and resources you will use	

		2.2.3 Use your plan effectively, getting support and revising your plan when needed to help tackle the problem.	
	PS2.3 Check if the problem has been solved and identify ways to improve problem solving skills.	2.3.1 Check if the problem has been solved by accurately using the methods you have been given 2.3.2 Describe clearly the results, including the strengths and weaknesses of how you solved the problem 2.3.3 Identify ways of improving problem solving skills.	
Improving own learning and performance	LP2.1 Help set targets with an appropriate person and plan how these will be met.	2.1.1 Provide information to help set realistic targets for what you want to achieve 2.1.2 Identify clear action points for each target and how you will manage your time 2.1.3 Identify how to get the support you need and arrangements for reviewing your process.	As part of the learning programme the learner could be involved in devising a learning plan that would develop and generate evidence for the Key Skill of improving own learning and performance.
	LP2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.	2.2.1 Use your action points to help manage your time well; revising your plan when needed 2.2.2 Choose ways of learning to improve your performance, working for short periods without close supervision 2.2.3 Identify when you need support and use this effectively to help you meet targets.	
	LP2.3 Review progress with an appropriate person and provide evidence of your achievements.	2.3.1 Identify what you learned, and how you have used your learning in another task 2.3.2 Identify targets you have met and evidence of your achievements 2.3.3 Identify ways you learn best and how to further improve your performance.	

Communication	C2.1a Take part in a group discussion.	2.1a. 1 Make clear and relevant contributions in a way that suits your purpose and situation 2.1a.2 Respond appropriately to others 2.1a.3 Help to move the discussion forward.	As part of the learning programme the learner is required to demonstrate the ability to communicate with customers and airline colleagues. This could help develop evidence towards the Key Skill of Communication
	C2.1b Give a talk for at least four minutes.	2.1b.1 Speak clearly in a way that suits your subject, purpose and situation 2.1b.2 Keep to the subject and structure your talk to help listeners follow what you are saying 2.1b.3 Use appropriate ways to support your main points.	
	C2.2 Read and summarise information from at least two documents about the same subject. Each document must be a minimum of 500 words long.	2.2.1 Select and read the relevant documents 2.2.2 Identify accurately the main points, ideas and lines of reasoning 2.2.3 Summarise the information to suit your purpose.	
	C2.3 Write two different types of documents each one giving different information. One document must be at least 500 words long.	2.3.1 Present relevant information in a format that suits your purpose 2.3.2 Use a structure and style of writing to suit your purpose 2.3.3 Spell, punctuate and use grammar accurately 2.3.4 Make your meaning clear.	
Information and communication technology	ICT2.1 Search for and select information to meet your needs. Use different information sources for each task and multiple search criteria in at least one case.	2.1.1 Select information relevant to the tasks.	Learners should be encouraged to access information using the internet and present work using ICT during the learning programme to develop evidence in the Key Skill of information and communication technology.
	ICT2.2 Enter and develop the information to suit the task and derive new information.	2.2.1 Enter and combine information using formats that help development; 2.2.2 Develop information and derive new information as appropriate.	
	ICT2.3 Present combined information such as text with image, text with number, image with number.	2.3.1 Develop the presentation so that the final output is accurate and shows consistent use of formats; 2.3.2 Use layout appropriate to the types of information.	