



# CAP1814 Guidance Material

## Accreditation of Apprenticeships in Aviation

### (Maintenance & Engineering)

(England and Scotland)

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## Abbreviations and Terms

*Regulation Interpretation* – In this publication, references to EU regulations are to those regulations as retained and amended in UK domestic law under the European Union ( withdrawal0 Act 2018 and are referenced as “UK Regulation ( EU) year / number “ or “ UK regulation (EU)No. number/ year”.

AAG	Apprenticeship Approvals Group (Scotland)	MTO	Maintenance Training Organisation
AMC	Acceptable means of Compliance	MTOE	Maintenance Training Organisation Exposition (Document)
AML	Aircraft maintenance licence	OEM	Original Equipment Manufacturer
ATA	Air Transport Association of America	Part 66	EASA Engineer Training Regulations
CAA	Civil Aviation Authority	Part 145	EASA Maintenance Regulations
CAP	Civil Aviation Publication	Part M	EASA Continued AW Regulations
CR	EU Commission Regulation	Part 21	EASA Design & Production Regulations
CS	EASA Certification Specification	PD	Professional Discussion
DfT	Dept Of Transport	SAAB	Scottish Advisory Apprenticeship Board
EASA	European Aviation Safety Agency	SCQF	Scottish Credit and Qualifications Framework
Emulation Zone		SDS	Skills Development Scotland
Enginuity	(Formally Science, Engineering and Manufacturing Technologies, SEMTA - Responsible for Scottish Frameworks)	SSC	Sector Skills Council
EPA	End Point Assessment	SME	Subject Matter Expert

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## Abbreviations and Terms contd

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EPAO	End Point Assessment Organisation	SVQ	Scottish Vocational Qualifications
ESFA	Education and Skills Funding Agency	TBG	Trailblazer Group
Gateway	Refer to Annex 3	TNA	Training Need Analysis
HNC/HND	Higher National Certificate/Diploma		
IfATE	Institute for Apprenticeships and Technical Education		

## Introduction

The ongoing intent of this Civil Aviation Publication (CAP) is to provide guidance for the accreditation of National Qualifications, issued by Further and Higher Education Training Establishments in the United Kingdom and Northern Ireland however, at this current time, this revision only covers the specific accreditation for England and Scotland.

The document will be revised accordingly as and when the other two nations wish to be considered.

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The UK Civil Aviation Authority (CAA) is the regulatory body for aviation within the UK and specifies the qualifying requirements for maintenance & continuing airworthiness personnel.

Those requirements are defined within the respective regulations (Regulations 748/2012 for Design & Production & 1321/2014 for Continued Airworthiness).

Those requirements are defined within the respective regulations (UK Regulation EU 748/2012 for Design & Production and UK Regulation EU 1321/2014 for Continuing Airworthiness).

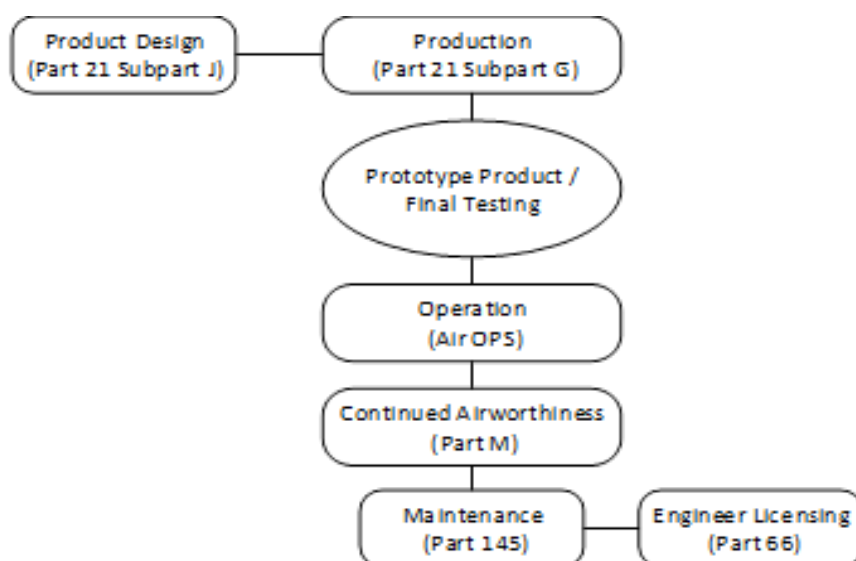
These regulations require companies and individuals to be approved to undertake design, manufacturing, maintenance and maintenance training tasks. For certain personnel involved in aircraft maintenance, there is a requirement to hold an Aircraft Maintenance Engineer's Licence (AMEL).

There are a significant number of common core skills found in the non-aviation manufacturing and maintenance environments and it is important to acknowledge that these may be transferable to the aviation sector.

As part of an initial government incentive the trailblazer group was set up to identify potential apprenticeship standards for the aviation sector. Additionally, the CAA was approached by several key industry representatives to establish and implement a process for the acceptance and recognition of UK Apprenticeships. This also included recognised Degrees and industry qualifications.

The scope of this CAP includes the UK Part 66 Syllabus, equivalent aerospace qualifications within design, manufacturing, continued airworthiness, and maintenance disciplines.

*The diagram below, details the close links between aviation production and the other aviation regulations.*



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## Accreditation (England and Scotland)

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### Introduction

#### England:

In England the Institute for Apprenticeships and Technical Education (IfATE) regulate and approve apprenticeships. These apprenticeships are developed by employer led groups called Trailblazers and replace previous Apprenticeship Frameworks.

With guidance from the IfATE and other professional bodies, the Trailblazer groups (TBG) propose to develop the Apprenticeship Standards and define the roles and duties of those involved. Only apprenticeships developed by a TBG and approved by the IfATE can be funded from the Government's Apprenticeship Levy.

#### Scotland:

In Scotland the Apprenticeship Approvals Group (AAG) regulate and approve apprenticeships. These apprenticeships are developed by Sector Skills Councils (SSCs). SSCs consult with employers and key partners in their sector to produce a training programme, which meets the needs of employers.

Skills Development Scotland (SDS) administers Scottish Apprenticeships on behalf of Scottish Government, which incorporates Foundation Apprenticeships (FAs), Modern Apprenticeships (MAs) and Graduate Apprenticeships (GAs). Only approved Apprenticeship Frameworks will be eligible for funding support from SDS who should be contacted to establish the availability and level of support for each Framework.

### Remit within Apprenticeships

This document defines the process that the CAA follows, when accepting apprenticeship programmes which encompass aircraft design, manufacturing, continued airworthiness and maintenance.

The Organisational Architecture Diagram in Annex 1 contains all the apprenticeships that have been recognised as of August 2021. Subsequent approved apprenticeships will be included by further revisions to this CAP.

## Proposing an Apprenticeship (England and Scotland)

### England:

Within England organisations considering using apprenticeships should first consult relevant government website [Home / Institute for Apprenticeships and Technical Education](#) to establish whether a standard already exists.

If there is no pre-existing standard and an aviation industry 'need' has been identified, a TBG should be established to clearly define the new standard in an easy to follow and employer centric format.

Other organisations with an interest in the proposed standard (sector or trade bodies, professional bodies, training providers, industry training boards or potential assessment organisations) can also be invited to join the group.

Whilst these other members cannot take on the role of group leader, they should be actively encouraged to provide their support and to contribute to the development of the apprenticeship standard.

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## Proposing an Apprenticeship (England and Scotland) contd:

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### Scotland

Within Scotland the Sector Skills Councils (SSCs) are independent employer-led organisations which seek to build a skills system that is driven by employer demand. The SSC is the first point of contact in Scotland for any enquiries in relation to the Apprenticeship Framework. Enginuity (formally SEMTA) are the recognised SSC for Science, Engineering and Manufacturing Technologies and as such include aviation and aerospace.

Led by employers and representatives from industry bodies across a range of sectors, the Scottish Apprenticeship Advisory Board (SAAB) provides employer leadership and contribution to the development of apprenticeships in Scotland; ensuring they are aligned with industry and economic needs.

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## Developing an Apprenticeship

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An overview of both the English and Scottish processes are as follows:

### England

- Define the occupation to be served by the Apprenticeship.
- Clearly describe the duties, knowledge, skills and attitudes/behaviours that will be required for the requisite competence to be established.
- Clearly define the level of the apprenticeship, which must contain at least a year of training (before the end-point assessment) with off-the-job training accounting for at least 20% of the apprenticeship
- Create and agree with employers and IfATE a suitable End Point Assessment
- Ensure the standard aligns with the registration requirements of the stakeholder Professional Bodies.
- The programme must contain the minimum English and Maths requirements.
- The programme must include mandatory qualifications, as specified by the current regulatory bodies.
- For more detailed information on developing an apprenticeship standard please review [Home / Institute for Apprenticeships and Technical Education](#)



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## Developing an Apprenticeship contd

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### Scotland

Where a need for a qualification has been established and the Business Case has been approved by Scottish Qualification Authority (SQA) to proceed to development, SQA will assign an SQA Lead Officer to support the lead centre with the development, validation, and operationalisation of the qualification. Qualification Portfolio Management (QPM) team monitor and report on progress of the development.

The development stage comprises four phases:

Phase 1 - establishing content, structure, and support materials

- Establishing a Qualification Design Team (QDT)
- QDT deliverables
- Considering the content of the qualification structure
- Core Skills

Phase 2 - developing new/revised Units for a Group Award

- Unit development and validation process
- Validating Units
- Graded Units

Phase 3 - developing Assessment Support Packs (ASP's)

- ASP production

Phase 4 - developing the Group Award specification

- Group Award specification production

For further information on apprenticeships in Scotland visit [Apprenticeships | Skills Development Scotland](#)

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## Apprenticeship requirements

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### Qualifications and Apprenticeships

#### England

Aviation Apprenticeships are approved in England by the IfATE and their standards will define any applicable qualifications, required to pass the apprenticeship. The mandated qualifications listed below are required for each occupation listed below and referred to in Annex 1: Occupational Architecture. Reference Annex 2 for explanation of Levels and Annex 4 for the list of relevant AO qualifications.

#### Aerospace Engineer

- A Higher Development Competence Qualification at Level 4
- An Engineering Degree Qualification at Level 6

#### Aerospace Software Engineer

- A Higher Development Competence Qualification at Level 4
- An Engineering Degree Qualification at Level 6

#### Aircraft Certifying Technician

- A Foundation Competence Qualification at Level 2
- A Development Competence Qualification at Level 4
- A Technical Knowledge Qualification at Level 4

#### Aircraft Maintenance Technician

- A Foundation Competence Qualification at Level 2
- A Development Competence Qualification at Level 3
- A Technical Knowledge Qualification at Level 3

#### Aerospace Engineering Technician

- A Foundation Competence Qualification at Level 2
- A Development Competence Qualification at Level 3
- A Technical Knowledge Qualification at Level 3

#### Airworthiness, Planning, Quality and Safety Technician (draft)

- A Foundation Competence Qualification at Level 2
- A Development Competence Qualification at Level 3
- A Technical Knowledge Qualification at Level 3

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## Qualifications and Apprenticeships contd

### Scotland

SDS administers Scottish Apprenticeships on behalf of Scottish Government, which incorporates Foundation Apprenticeships (FAs), Modern Apprenticeships (MAs) and Graduate Apprenticeships (GAs). The SAAB works with SDS to give employers and industry a leading role in developing apprenticeships in Scotland. The Apprenticeship Advisory Group (AAG) has responsibility for approving all Scottish apprenticeships from 1st April 2020, it is the employer led group aimed at ensuring Scottish apprenticeships meets the needs of employers.

Aviation related apprenticeships are contained within the Engineering Group of qualifications under Aeronautical Engineering. Where the qualification is defined as an aircraft maintenance licence (AML), the relevant Part 66 modules will be listed as part of the End Point Assessment portfolio (England) in order to complete the apprenticeship. Evidence must be provided to the assessor that these modules/qualifications have been achieved. Those apprenticeships aimed at a prospective AML list the knowledge and practical competency tasks, relevant to the ATA 100 series. The candidate must successfully complete the ATA elements during the apprenticeship term. All knowledge and practical competencies are continually assessed throughout the apprenticeship.

In both instances, for England and Scotland, the CAA will also look to accredit experience gained within a manufacturing environment under the skilled worker privilege that exists within Part 66.A.30.

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## Gateway (England Only)

Within the apprenticeship, a gateway process will be utilised by the employer to ascertain and confirm that the individual is occupationally competent with regard to the knowledge, skills and behaviours which will allow the individual to progress to the End Point Assessment.

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## Grading /Marking of Apprenticeships

Each Nation will have its own method to assess, grade and mark apprenticeships however the relevant requirement to obtain a AML do not change and are detailed with Part 66.

Examples of these assessment processes are provided below:

### England

All apprenticeships will have an End Point Assessment (EPA) carried out by an approved and registered End Point Assessment Organisation (EPAO).

### Scotland

All apprenticeships will use a continuous assessment plan which is derived prior to the apprenticeship commencing.

The UK CAA reserves the right to review and amend the grading to ensure the intent of the regulations is fulfilled.

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## Developing an End Point Assessment Plan (England Only)

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All Apprenticeships delivered are required to have an independent End Point Assessment Organisation (EPAO) to ensure that the apprentice has achieved the required standard for the issuance of an Apprenticeship certificate.

These must be rigorous and comprehensive to ensure that the standards and skills, expected by the CAA and subsequent employers, have been attained.

The following key areas should be covered during the EPA: -

- **Knowledge** – The ability to recall the information, delivered during the training, at the required level and utilise it in the working environment.
- **Skills** – The ability to effectively use the skills which were given during the apprenticeship and use these in the workplace in a safe and productive manner.
- **Behaviours/Attitudes** – Consistently demonstrate the behaviours and attitudes which are required to work within the Aviation sector.

An EPA Plan should clearly describe the approach and requirements for reviewing, assessing and testing the knowledge, skills and behaviours that were prescribed by the apprenticeship standard. The apprentice will be assessed by an authorised person(s) (Refer to Annex 3) from an End Point Assessment Organisation (EPAO), who are in turn approved by the ESFA to offer assessment services for a specific standard.

In some circumstances it may not be practical for the apprentice to have the EPA conducted in their own workplace. For example, a person who is employed solely by an aircraft line maintenance organisation, may not have the required exposure to activities associated with a Base maintenance environment.

Therefore, either an approved Emulation zone (within a Part-147 Maintenance training organisation) and/or a base maintenance environment (within a Part 145 Maintenance organisation), is to be considered as the most appropriate and practical way forward in meeting the EPA key areas of assessment.

Guidelines for the EPA are detailed within the IfATE website, see link below.

<https://www.instituteforapprenticeships.org/developing-new-apprenticeships/developing-an-end-point-assessment-plan/>

## Competency

Within the regulations there is a requirement for the employer to ensure the competency of all staff involved in aircraft maintenance and manufacturing. It is therefore incumbent on the employer that appropriate methods of assessment are in place to ensure apprentices are competent to fulfil their respective roles.

### England

The EPA must identify the type of assessment process that will be used to confirm the apprentice has reached the required level of competence, typically between Levels 3-6.

These will typically consist of:

- Professional Discussion (PD) with portfolio of evidence (Viva/Interview)
- Workplace Observation including questions

Or

For assessments of Level 5 and above: based upon project assessment at degree level.

### Scotland

The competence is continually assessed with specific formal assessments of competency in practical abilities in the workplace by both employers and external assessors. Observation of the candidate, a signed portfolio of evidence and a series of professional discussions are used.

An overview of the Engineering Modern Apprenticeship Framework in Scotland is as follows:

|                         |                                                                                                                                                                                                                                        |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Core Skills</b>      | SCQF Level 5 minimum to include: <ul style="list-style-type: none"> <li>• Communication</li> <li>• Working with Others</li> <li>• Problem Solving</li> <li>• Information &amp; Communication Technology</li> <li>• Numeracy</li> </ul> |
| <b>Foundation Phase</b> | Performing Engineering Operations SVQ (2)<br>8 Practical Hand Skills Units at SCQF Level 5<br>Min 6 months - Max 12 Months                                                                                                             |
| <b>Educational</b>      | NC/HNC or equivalent as per training provider                                                                                                                                                                                          |
| <b>Sector Specific</b>  | SVQ Level 3 Aeronautical Engineering (SCQF Level 6)<br>Min 2 years - Max 2.5 Years                                                                                                                                                     |
| <b>Total Duration</b>   | 45-48 Months                                                                                                                                                                                                                           |

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## Behavioural/Skills Assessments

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During the apprenticeship it will be necessary to assess the competence of the apprentice, to establish they are able to work safely and demonstrate the correct behaviours, for the environment they will be working in. These behaviours include:

### Personal responsibilities:

- Comply with health and safety guidance and procedures.
- Be disciplined and have a responsible approach to risk.
- Work diligently and comply with any organisational policies/codes of conduct.
- Work effectively within teams, lead teams and give support to others.
- Effective communication and interpersonal skills.
- Focus on quality and problem solving.
- Continuous personal development.

### Feedback:

The expectation is that the individual will be provided with evidence of any shortfalls and these should be addressed and presented with a further development plan in order to support the individual.

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## Protected training environment

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The following paragraphs define the concept of a Protected training environment and must be considered when developing an Apprenticeship Standard.

### Safe training environment

A Protected learning environment provides training and instruction to be carried out in a safe setting where the individual's level of risk is minimised and is still sufficient to ensure the learner receives situational awareness and safe exposure to the potential dangers which they may face in their aviation career.

The level of risk and the realism of the training tasks, that the learner is exposed to, should be increased gradually as the learner progresses through their training.

During the early stages of their training, the risks should be minimised by use of simulated environments and direct supervision, to allow the learner to successfully recognise or recall risks and skills appropriate to their training and how to deal with them.

The learner should be fully supported in realistic working environments, to allow the learner to interpret the information in their own words and apply it in such a way as to carry out their responsibilities, whilst they and those around them, remain safe.

The environment should include aircraft components and systems, which can be used as training aids, within a workshop or classroom, which should resemble, as close as possible, a Part 145 workshop or maintenance facility. This will allow the demonstration of best maintenance practices, troubleshooting and error capture.

### Mistakes are a learning experience and not a safety hazard

It is expected that students will make mistakes during the learning process. Within a Protected learning environment, these errors are contained and used as a positive learning experience to demonstrate the outcome of such errors.

In addition, error capturing technique documentation can be demonstrated and utilised as a positive outcome.

### Effective monitoring

The training environment should be managed in such a way that the learning experience can be used to evaluate, measure competency and identify areas, within the learner, that need further development.

### Best Behaviour can be developed and encouraged

Developing a good set of behaviours is an essential part of the training, the protected environment allows these behaviours to be closely monitored and developed. Any areas of improvement can be identified at an early stage and corrected. Behaviours must to be assessed prior to the learner moving into the active maintenance environment.

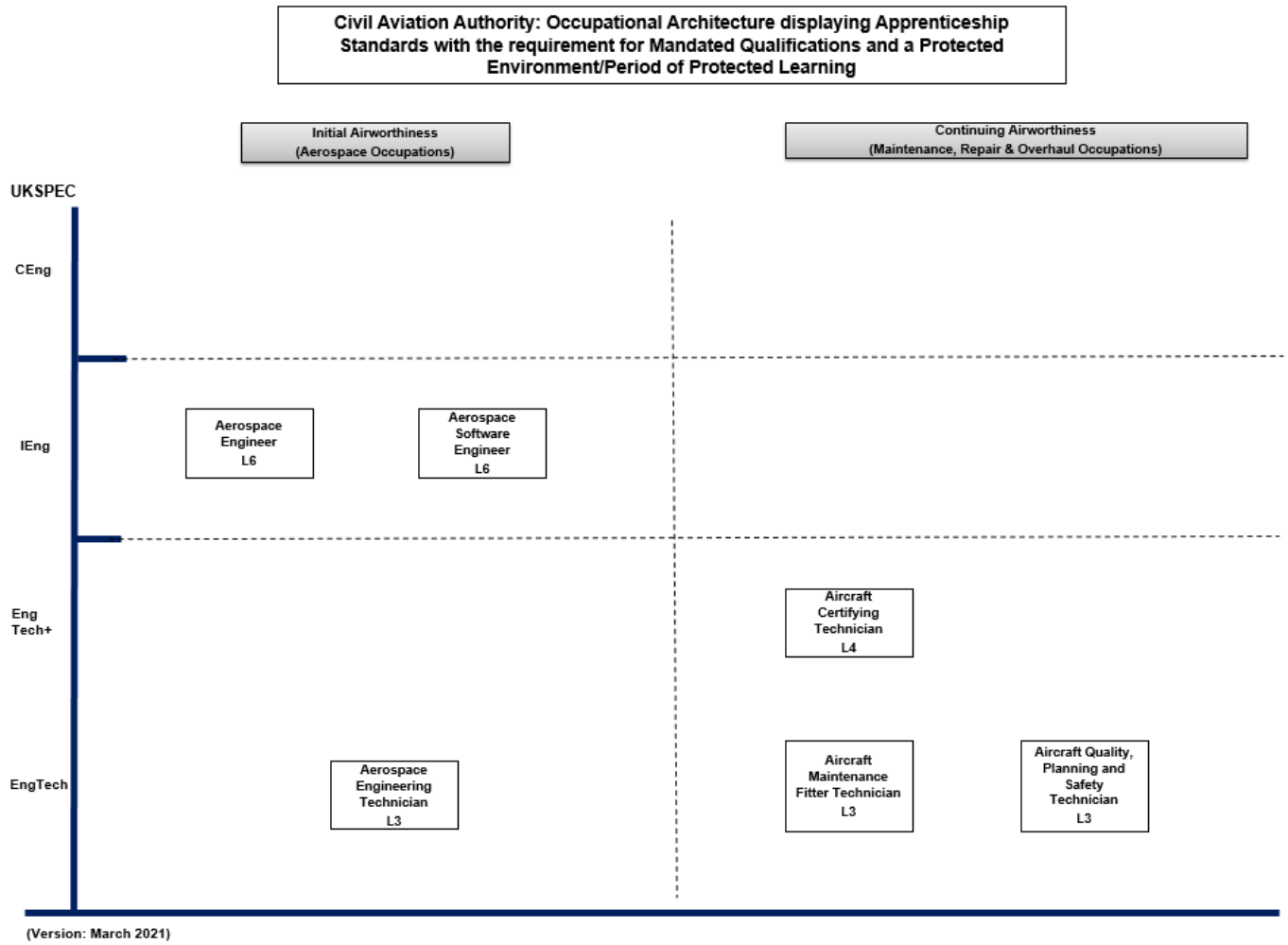
### Early identification of problems

All trainees will have varying speeds of development, therefore before a student is permitted to move out of the protected environment, their Knowledge, Skills and Behaviours, including safety awareness working around aircraft environment, must be assessed to ensure latent problems are identified and dealt with. These assessments advise the competency for the candidate to progress further.



# Annex 1

## Occupational Architecture



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## **Annex 2**

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### Levels of apprenticeship

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#### England

Level 2 Intermediate - equivalent to five good GCSE passes.

Level 3 Advanced - equivalent to two A-level passes

Level 4,5 Higher - equivalent to the first stages of higher education, such as a foundation degree.

Level 6 Degree - comparable to a bachelor or Masters degree.

#### Scotland

SCQF Level 5 Modern Apprenticeships (National Certificate)

SCQF Level 6/7 Foundation Apprenticeship, Modern Apprenticeships (Highers/HNCs)

SCQF Level 8/9 Graduate Apprenticeship, Technical Apprenticeships (HND – Ordinary Degree)

SCQF Level 10/11 Graduate Apprenticeship, Professional Apprenticeships (Honours Degree- Master's Degree)

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## Annex 3

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### Gateway & EPA

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#### England

In order that an effective End Point Assessment (EPA) is completed, it is essential that all those involved in the process understand what is expected of them, this includes the Employer and the Apprentice.

The employer must ensure any managers and staff involved with apprenticeships, understand the elements of the program and that evidence obtained in the work place, is correctly documented and verified.

The Gateway should signal that the employer, provider and apprentice are ready for EPA.

The Viva, or professional discussion, is a key part of the EPA and must be carried out by an approved assessor. The viva must be carried out in an environment which is conducive to getting the best results i.e. quiet and with appropriate supporting aids (note pads or computers).

The EPA should confirm that the apprentice has achieved the level of Occupational Competence and should therefore be focused on the knowledge, skills and behaviours that are listed within the apprenticeship standard and the vocational activities he or she has completed during the apprenticeship.

If an apprentice fails an EPA, a report must be compiled identifying the areas which require further development. This report should be supported by a development plan that is intended to bring the apprentice to the required level prior to EPA being undertaken. Once the apprentice has completed the improvement plan, a review should be completed prior to conducting another EPA.

#### Required Qualifications for Assessors

All industry assessors must have and be able to evidence, suitable experience in the areas that they wish to assess. The proposed assessor should also be qualified to a nationally recognised standard, in one of the following areas:

- Industry and Manufacturing (Part 21J / 21G)
- Continued Airworthiness (Part M / 145 / 147 / 66)
- Assessor Qualifications shall be to a nationally recognised standard – i.e. NVQ, HNC, City & Guilds

Furthermore, to remain able to continue as a current Assessor, the individuals must be able to demonstrate recency in their respective fields, of 6 months experience in the preceding 24 months.

#### Scotland

SQA qualifications for assessors and verifiers are individual SVQ Units and workplace Professional Development Awards (PDAs), available at SCQF levels 8 and 9. Centres register candidates for either an SVQ Unit or the corresponding PDA. SQA is also accredited by Ofqual.

For further information please see [Qualifications for assessors and verifiers - SQA](#)

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## Annex 4

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### Qualifications in English Apprenticeships

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**Aerospace/Aviation Awarding Organisations qualifications – please note this is not an exclusive list – other AOs can provide as part of an open market provided they meet the requirements from CAA.**

#### **Level 6 Aerospace Engineer Standard**

A Development Competence Qualification at Level 4

- EAL Level 4 Diploma in Engineering and Advanced Manufacturing (Development Competence) – 601/8618/5

An Engineering Degree Qualification at Level 6

- Level 6 Bachelor Honours Degree (BEng) Stipulated by the employer and accredited by an Engineering Council licenced Professional Engineering Institution

#### **Level 6 Aerospace Software Engineer Standard**

A Development Competence Qualification at Level 4

- EAL Level 4 Diploma in Engineering and Advanced Manufacturing (Development Competence) – 601/8618/5

An Engineering Degree Qualification at Level 6

- Level 6 Bachelor Honours Degree (BEng or BSc) Stipulated by the employer and accredited by an Engineering Council licenced Professional Engineering Institution

#### **Level 4 Aircraft Certifying Technician Standard**

A Foundation Competence Qualification at Level 2

- 601/7165/0 – Pearson BTEC Level 2 Diploma in Aerospace and Aviation Engineering (Foundation Competence)
- EAL Level 2 Diploma in Aerospace and Aviation Engineering (Foundation Competence) – 601/7289/7

A Development Competence Qualification at Level 4

- Level 4 Diploma in Aerospace and Aviation (Development Competence) C&G No. 4608-40; QAN 603/6244/3
- EAL Level 4 Diploma in Aerospace and Aviation (Development Competence) – 603/5083/0

A Technical Knowledge Qualification at Level 4

- 603/0485/6 – Pearson BTEC Level 4 Higher National Certificate in Aeronautical Engineering

*Qualifications for this occupation would need to be mapped to the relevant CAA licence requirements*

## Qualifications and Apprenticeships contd

### Level 3 Aircraft Maintenance Technician Standard

#### A Foundation Competence Qualification at Level 2

- Level 2 Diploma in Aerospace and Aviation Engineering (Foundation Competence) 601/7165/0 – Pearson BTEC
- Level 2 Diploma in Aerospace and Aviation Engineering (Foundation Competence) C&G No. 4605-02; QAN 601/7310/5
- Level 2 Diploma in Aerospace and Aviation Engineering (Military Foundation Competence) C&G No.4608-50; QAN 603/1388/2
- EAL Level 2 Diploma in Aerospace and Aviation Engineering (Foundation Competence) – 601/7289/7

#### A Development Competence Qualification at Level 3

- Level 3 Diploma in Aerospace and Aviation Engineering (Development Competence) 601/99051/6 – Pearson BTEC
- Level 3 Diploma in Aviation Maintenance (Development Competence) C&G No.4608-30; QAN 601/9036/X
- Level 3 Diploma in Aviation Maintenance (Development Competence) – Military C&G4608-60; QAN603/2068/0
- EAL Level 3 Diploma in Aviation Maintenance (Development Competence) – 603/0372/4

#### A Technical Knowledge Qualification at Level 3

- Level 3 Diploma in Aerospace and Aviation Engineering (Development Technical Competence) 601/9063/2 – Pearson BTEC
- Level 3 Diploma in Aircraft Maintenance (Civil Aircraft Mechanical) C&G No. 2675-05; QAN 600/1929/3
- Level 3 Diploma in On-Aircraft Maintenance Category A C&G No. 2675-04; QAN 600/1927/X
- Level 3 Diploma in Aircraft Maintenance (Military) C&G No. 4708-30; QAN 603/1392/4

### Level 3 Aerospace Engineering Technician Standard

#### A Foundation Competence Qualification at Level 2

- Level 2 Diploma in Aerospace and Aviation Engineering (Foundation Competence) 601/7165/0 – Pearson BTEC
- Level 2 Diploma in Aerospace and Aviation Engineering (Foundation Competence) C&G No. 4605-02; QAN 601/7310/5
- EAL Level 2 Diploma in Aerospace and Aviation Engineering (Foundation Competence) – 601/7289/7

#### A Development Competence Qualification at Level 3

- 601/99051/6 – Pearson BTEC Level 3 Diploma in Aerospace and Aviation Engineering (Development Competence)
- EAL Level 3 Diploma in Aerospace Manufacturing (Development Competence) – 603/0051/6

#### A Technical Knowledge Qualification at Level 3

- 601/9063/2 – Pearson BTEC Level 3 Diploma in Aerospace and Aviation Engineering (Development Technical Competence)

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## Qualifications and Apprenticeships contd

### **Level 3 Airworthiness, Planning, Quality and Safety Technician Standard (draft)**

#### A Foundation Competence Qualification at Level 2

- 601/7165/0 – Pearson BTEC Level 2 Diploma in Aerospace and Aviation Engineering (Foundation Competence)
- Level 2 Diploma in Aerospace and Aviation Engineering (Foundation Competence) 4605-02; QAN 601/7310/5
- EAL Level 2 Diploma in Aerospace and Aviation Engineering (Foundation Competence) – 601/7289/7

#### A Development Competence Qualification at Level 3

- 601/99051/6 – Pearson BTEC Level 3 Diploma in Aerospace and Aviation Engineering (Development Competence)
- EAL Level 3 Diploma in Aerospace Manufacturing (Development Competence) – 603/0051/6

#### A Technical Knowledge Qualification at Level 3

- 601/9063/2 – Pearson BTEC Level 3 Diploma in Aerospace and Aviation Engineering (Development Technical Competence)
- Level 3 Diploma in Aircraft Maintenance (Civil Aircraft Mechanical) C&G No. 2675-05; QAN 600/1929/3
- Level 3 Diploma in Aircraft Maintenance (Military) C&G No. 4708-30; QAN 603/1392/4

*(Qualifications for Airworthiness Planning Quality and Safety Technician occupation would need to be amended to include relevant units)*