

# **Level 3 Diploma in Aircraft Maintenance (Military Aircraft Weapons Maintenance) (2675-03)**

February 2019 Version 2





## Qualification at a glance

<b>Subject area</b>	Aeronautical Engineering
<b>City &amp; Guilds number</b>	2675
<b>Age group approved</b>	16-18, 19+
<b>Entry requirements</b>	<p>City &amp; Guilds does not set a minimum requirement for entry to this qualification. The apprenticeship framework <b>suggests</b> the following:</p> <p>Employers would be interested in candidates that:</p> <ul style="list-style-type: none"> <li>• Are keen and motivated to work in an engineering environment</li> <li>• Are willing to undertake a course of training both on-the-job and off-the-job and apply this learning in the workplace</li> <li>• Have previous work experience or employment in the sector</li> <li>• Have completed a 14 to 19 Diploma in Engineering or Manufacturing</li> <li>• Have completed a Young Apprenticeship in Engineering or other related area</li> <li>• Have GCSEs in English, Maths and Science</li> <li>• Have completed tests in basic numeracy, literacy and communication skills and have spatial awareness</li> </ul> <p>As a guide, the Engineering Manufacturing framework is suitable for applicants who have five GCSEs grades D to E in English, Maths and Science.</p>
<b>Assessment</b>	Assignment, Multiple Choice test
<b>Fast track</b>	Available
<b>Support materials</b>	Centre handbook
<b>Registration and certification</b>	Consult the City & Guilds website for information

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 3 Diploma in Aircraft Maintenance (Military Aircraft Weapons Maintenance)	720	800	2675-03	600/1973/6

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.1 March 2014	Correction in unit 203 - Density: kgm <sup>-2</sup> to Density: kgm <sup>-3</sup>	Units
1.2 June 2014	Test Spec amended	Assessment
1.3 September 2017	Added TQT details  Deleted QCF	<b>Qualification at a glance and Structure</b>  <b>Throughout</b>
V2 February 2019	Removed range from Unit 203 Outcome 1 List 3  Corrected layout and numbering	<b>Unit 203</b>  <b>All units</b>



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# 1 Introduction



This document tells you what you need to do to deliver the qualification

<b>Area</b>	<b>Description</b>
Who is the qualification for?	For candidates who work or want to work in the aeronautical engineering sector across a range of roles and career routes.
What does the qualification cover?	Allows candidates to learn, develop and practise the skills required for employment and/or career progression in the aeronautical engineering sector.
Is the qualification part of a framework or initiative?	This qualification is recognised as a technical certificate in the Engineering Manufacture apprenticeship framework.
What opportunities for progression are there?	Further opportunities for candidates include: <ul style="list-style-type: none"><li>• Level 2 NVQ Diploma in Aeronautical Engineering (City &amp; Guilds 1789)</li><li>• Level 3 Diploma in Aircraft Engineering (City &amp; Guilds 2675)</li><li>• Level 3 Certificate/Diploma in Aircraft Manufacturing (City &amp; Guilds 4597)</li><li>• Level 3 Diploma in Survival Equipment (City &amp; Guilds 5412)</li></ul>

## Structure

Learners require **80 credits** to achieve the Level 3 Diploma in Aircraft Maintenance (Military Aircraft Weapons Maintenance).

Learners can obtain a further 5 credits from the Elective Unit 111. However, these credits do not contribute to the required minimum for the qualification.

### Mandatory Units

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
M/503/1263	Unit 035	Human factors in aviation	5
A/503/0956	Unit 201	Fundamentals of electronics and avionics	10
L/503/0959	Unit 202	Military policy and regulation in aviation	4
D/503/0965	Unit 203	Aerodynamics and control in a fixed-wing aircraft	5
L/503/1111	Unit 211	Maintaining aircraft armament expendable stores	18
L/503/1139	Unit 212	Maintaining aircraft assisted escape systems	12
R/503/1112	Unit 213	Maintaining aircraft gun systems	10
Y/503/1113	Unit 214	Maintaining aircraft weapons electrical systems	8
D/503/1128	Unit 215	Aviation mathematics and science for technicians	8
<b>Elective Unit</b>			
<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
D/503/0951	Unit 111	Working safely with aircraft armament systems	5

## Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Level 3 Diploma in Aircraft Maintenance (Military Aircraft Weapons Maintenance)	720	800

## 2 Centre requirements



### Approval

For Level 2, centres already delivering the Level 2 City & Guilds Certificate in Aeronautical Engineering (2597) will be automatically approved to run the Level 2 routes in this qualification.

For Level 3, centres already delivering the City & Guilds Certificate in aeronautical Engineering (2661) will be automatically approved to run this new qualification at both levels 2 and 3.

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

### Resource requirements

#### Physical resources and site agreements

Centres can use specially designated areas within a centre to assess, for example, the installation of specialised electrical systems, alignment and setting up of electric motors and driven devices (pumps, compressors, and generators). The equipment, systems and machinery must meet industrial standards and be capable of being used under normal working conditions, for example electric motors must have a method of applying sufficient power and not be connected up to show movement.

Please note that to gather the requisite evidence, access to flight worthy aircraft is required on a regular basis.

#### Centre staffing

Centre staff must satisfy the requirements for occupational expertise for this qualification. These requirements are as follows:

Staff should be technically competent in the areas for which they are delivering training and/ or should also have experience of providing training.

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

### **Assessors and internal verifiers**

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for the qualification.

### **Continuing professional development (CPD)**

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification

### **Verifier Requirements (internal and external)**

Internal quality assurance (Internal Verification) must be carried out by competent Verifiers that as a minimum must hold the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practices. Current and operational Internal Verifiers that hold internal verification units V1 or D34 will not be required to achieve the Level 4 Award as they are still appropriate for the verification requirements set out in this Unit Assessment Strategy. Verifiers must be familiar with, and preferably hold, either the nationally recognised Assessor units D32 and/or D33 or A1 and/or A2 or the Level 3 Award in Assessing Competence in the Work Environment.

External quality assurance (**External Verification**) must be carried out by competent External Verifiers that as a minimum must hold the Level 4 Award in the External Quality Assurance of Assessment Processes and Practices. Current and operational External Verifiers that hold external verification units V2 or D35 will not be required to achieve the Level 4 Award as they are still appropriate for the verification requirements set out in this Unit Assessment Strategy. Verifiers must be familiar with, and preferably hold, either the nationally recognised Assessor units D32 and/or D33 or A1 and/or A2 or the Level 3 Award in Assessing Competence in the Work Environment

External and Internal Verifiers will be expected to regularly review their skills, knowledge and understanding and where applicable undertake continuing professional development to ensure that they are carrying out workplace Quality Assurance (verification) of Assessment Processes and Practices to the most up to date National Occupational Standards (NOS) Verifiers, both Internal and External, will also be expected to be fully conversant with the terminology used in the NVQ units against which the assessments and verification are to be carried out, the appropriate Regulatory Body's systems and procedures and the relevant Awarding Organisation's documentation.

### **Candidate entry requirements**

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully so should have the opportunity to gather work based evidence.

The SEMTA Engineering Manufacture apprenticeship framework suggests that:

Employers would be interested in candidates that:

- Are keen and motivated to work in an engineering environment
- Are willing to undertake a course of training both on-the-job and off-the-job and apply this learning in the workplace
- Have previous work experience or employment in the sector

- Have completed a 14 to 19 Diploma in Engineering or Manufacturing
- Have completed a Young Apprenticeship in Engineering or other related area
- Have GCSEs in English, Maths and Science
- Have completed tests in basic numeracy, literacy and communication skills and have spatial awareness.

As a guide, the Engineering Manufacturing framework is suitable for applicants who have five GCSEs grades D to E in English, Maths and Science. The selection process on behalf of employers may include initial assessment where applicants will be asked if they have any qualifications or experience that can be accredited against the requirements of the apprenticeship. They may also be required to take tests in basic numeracy and literacy, communications skills and spatial awareness. There may also be an interview to ensure applicants have selected the right occupational sector and are motivated to become an apprentice, as undertaking an apprenticeship is a major commitment for both the individual and the employer.

### **Recognition of prior learning**

Without evidence of formal qualifications, candidates must demonstrate adequate prior knowledge and experience to ensure they have the potential to gain the qualification. It is recognised that learners come from a wealth of applicable backgrounds and in these cases it is recommended that the centre assess learner competence against their claims.

### **Age restrictions**

There is no age restriction for this qualification unless this is a legal requirement of the process or the environment.



## 3 Delivering the qualification

### Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Support materials

The following resources are available for these qualifications:

Description	How to access
Centre devised forms	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a> , 2675 qualification pages
Centre devised generic guidance: <ul style="list-style-type: none"><li>• Centre guidance</li><li>• Generic grading criteria</li></ul>	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a> , 2675 qualification pages
Guidance for producing centre devised tasks (specific guidance for each unit within a pathway)	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a> , 2675 qualification pages
Example assignments (for selected units only)	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a> , 2675 qualification pages



## 4 Assessment

### Assessment of the qualification

This qualification is assessed by a combination of e-assessments (multiple choice tests) and centre devised assignments covering practical skills and underpinning knowledge. The table below provides details on the assessment methods for each unit.

#### Mandatory Units

City & Guilds unit number	Unit title	Assessment method
2675-035	Human factors in aviation	e-assessments
2675-201	Fundamentals of electronics and avionics	e-assessments
2675-202	Military policy and regulation in aviation	Centre Devised Assignment
2675-203	Aerodynamics and control in a fixed-wing aircraft	e-assessments
2675-211	Maintaining aircraft armament expendable stores	Centre Devised Assignment
2675-212	Maintaining aircraft assisted escape systems	Centre Devised Assignment
2675-213	Maintaining aircraft gun systems	Centre Devised Assignment
2675-214	Maintaining aircraft weapons electrical systems	Centre Devised Assignment
2675-215	Aviation mathematics and science for technicians	e-assessments

#### Elective Unit

City & Guilds unit number	Unit title	Assessment method
Unit 111	Working safely with aircraft armament systems	Centre Devised Assignment

### Online multiple-choice assessments

The online multiple-choice assessments for this qualification will be in the form of a question with three options to choose from (a, b, c) and calculators are **not** permitted. This is to bring it in line with the CAA exams and the expectation from industry that candidates can do basic mathematics (including long division) without a calculator. Please refer to the 2675-001 sample questions to understand the level of maths required of candidates – this will be available to download from the City & Guilds website.

### Centre set assignments

Centres must refer to '*Developing assignments – guidance for centres*' and the associated assignment development forms which are available to download from [www.cityandguilds.com](http://www.cityandguilds.com).

Example assignments and specific assessment guidance for each unit is also available for this qualification and can be found on <http://www.cityandguilds.com>.

### Approval process for centre set assignments

Centre set assignments must be approved by the external verifier before use. For each assignment, the *assignment sign off sheet* (AD3) must be completed and be made available to the EV for inspection.

### Time constraints

Timings for e-assessments are indicated in the test specifications. The centre set and marked assignments will need to have some limits to the time available. The time available may be based on practicalities such as scheduling marking during the required period, but the time available must always be sufficient for candidates to tackle the task fairly, and candidates will be able to negotiate extra time in appropriate circumstances.

### Test specifications

The way the knowledge is covered by each online test is laid out in the tables below:

**Test 1:** Unit 035 Human Factors in Aviation  
**Duration:** 60 minutes

<b>Outcome</b>	<b>Number of questions</b>	<b>%</b>
01 Understand why human factors are important in aviation	2	5
02 Know features of human performance	6	15
03 Know aspects of social psychology	6	15
04 Know personal factors that affect human performance	6	15
05 Know physical aspects of working environments that affect human performance	5	12.5
06 Know categories of task that can affect human performance	5	12.5

07 Understand communication in the workplace	3	7.5
08 Understand how human error occurs	3	7.5
09 Know hazards and risks in aeronautical engineering environments	4	10
<b>Total</b>	<b>40</b>	<b>100</b>

**Test 2:** Unit 201 Fundamentals of electronics and avionics

**Duration:** 90 minutes

<b>Outcome</b>	<b>Number of questions</b>	<b>%</b>
01 Understand the principles of electrical current and charge	9	15
02 Understand the principles of aircraft electrical power generation	8	13
03 Understand the principles and uses of aircraft batteries	7	12
04 Understand the use of aircraft cables and associated devices	8	13
05 Understand aircraft cabling tasks	1	2
06 Understand aircraft power supplies	7	12
07 Understand aircraft flight instruments and lighting systems	7	12
08 Understand digital aircraft control and monitoring systems	13	22
<b>Total</b>	<b>60</b>	<b>100</b>

**Test 3:** Unit 203 Aerodynamics and control in a fixed-wing aircraft

**Duration:** 90 minutes

<b>Outcome</b>	<b>Number of questions</b>	<b>%</b>
01 Know the basic properties of the Earth's atmosphere	4	7
02 Understand the nature of airflow around aerodynamic bodies	13	22
03 Understand the characteristics of the basic wing planforms	4	6
04 Understand the principles of aircraft control	9	15

05 Understand the principles of aircraft stability	7	12
06 Understand the purpose and operation of secondary flying control surfaces	10	16
07 Understand methods of balancing and trimming control surfaces	6	10
08 Understand the basic theory of high speed flight	7	12
<b>Total</b>	<b>60</b>	<b>100</b>

**Test 4:** Unit 215 Aviation mathematics and science for technicians  
**Duration:** 105 minutes

<b>Outcome</b>	<b>Number of questions</b>	<b>%</b>
01 Be able to use principles of arithmetic	8	11.5
02 Be able to use SI, Imperial and US customary units	7	10
03 Be able to manipulate algebraic expressions and formulae using standard techniques	7	10
04 Be able to calculate physical properties of common two and three dimensional shapes	5	7
05 Be able to use graphs to determine values and solve engineering problems	6	8.6
06 Understand the nature of matter	9	12.9
07 Understand principles of statics	9	12.9
08 Understand principles of linear, angular and oscillating motion related to aircraft in flight	8	11.4
09 Understand principles of dynamics related to aircraft in flight	7	10
10 Understand principles of fluid motion related to aircraft in flight.	4	5.7
<b>Total</b>	<b>70</b>	<b>100</b>



## 5 Units

### Availability of units

Below is a list of the learning outcomes for all the units. If you want to download a complete set of units, go to **[www.cityandguilds.com](http://www.cityandguilds.com)**

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance

## Unit 035

## Human factors in aviation

**Level:** 3

**Credit value:** 5

**UAN:** M/503/1263

### Unit aim

The aim of this unit is to give the learner a comprehensive knowledge of human factors within the aircraft industry to assist them in living and working safely. It is a mandatory subject within the industry. The unit covers the complete syllabus of EASA Module 9 for Category B1 and B2 licences.

### Learning outcomes

There are **ten** learning outcomes to this unit. The learner will:

1. understand why human factors are important in aviation
2. understand features and limitations of human performance
3. understand aspects of social psychology
4. understand personal factors that affect human performance
5. understand how physical aspects of the working environment affect human performance
6. understand how categories of tasks can affect human performance
7. understand communication in the workplace
8. understand the causes of human error
9. understand the human factors aspects of aircraft incidents
10. understand risk assessments in aeronautical engineering environments

### Guided learning hours

It is recommended that **40** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Aeronautical Engineering Level 2 NOS Unit 001 and Level 3 NOS Unit 003.

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SEMTA.

**Key Skills**

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Communication
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

**Assessment and grading**

This unit will be assessed by:

- An online multiple-choice test.

## **Unit 035**

## **Human factors in aviation**

### **Outcome 1**

Understand why human factors are important in aviation

#### **Assessment Criteria**

The learner can:

1. explain the term 'Human Factors'
2. explain why Human Factors is important in the aeronautical engineering workplace
3. explain categories of Human Factor that are important to aeronautical engineering staff

#### **Range/Scope/Unit content**

##### **List 1**

Meaning of the term and how it is used in aviation

SHEL Model, 'Murphy's Law', anthropometry

##### **List 2**

Eg:

Safety of employees, passengers, people on the ground etc

Safety of assets (eg: aircraft, equipment etc)

Long-term health of employees

Efficiency of the organisation

##### **List 3**

Eg:

Working environment

Work patterns

Social habits

Work load

Communication

Employee health.

## **Unit 035**

## **Human factors in aviation**

### Outcome 2

Understand features and limitations of human performance

#### **Assessment Criteria**

The learner can:

1. explain how images are seen and interpreted by humans
2. explain how sounds are heard and interpreted by humans
3. explain limitations of human memory
4. describe factors that affect mental attention span
5. describe how variations in an individual's sight and hearing can affect their behaviour
6. explain how working in challenging environments presents risks to airworthiness.

#### **Range/Scope/Unit content**

##### **List 1**

To include:

Main parts of the eye

How each part of the eye reacts to light

Rods and cones

Seeing in high and low light

Peripheral vision

Interpretation by the brain

##### **List 2:**

To include:

Main parts of the ear

Vulnerable parts of the ear

Effect of noise – percussive, prolonged high intensity, varying pitch

Noise Induced Hearing Loss (NIHL)

Legal requirements for hearing protection

Correct protection for frequency range

##### **List 3**

Simple explanation eg:

Time from exposure to information

Form that information is in (audio, visual, words, pictures etc.)

Fatigue

Age

Complexity of information

Artificial stimulants/depressants

Types (iconic, echoic, episodic, symantic)

**List 4**

Eg:

Overconfidence

Boredom

Fatigue

Complexity of information

Artificial stimulants/depressants

**List 5**

Individually and in combination (such as in older people)

Sight eg:

- Long and short sight
- Optical illusion including the strobe effect
- Persistence
- Moving from light area to work in the dark
- Optimum lighting for typical tasks
- Long and short sight
- Use of spectacles and magnifiers

Hearing eg:

- High and low tone deafness
- Tinnitus
- Hearing damage, poor communication

Social isolation (at work and at home)

**List 6**

At height and in confined spaces eg:

Claustrophobia

Fear of heights

Limited access/egress to a large space

Confined space

Specific tasks (eg: inspections on fuselage crown or in equipment bays)

Low concentration

Rushing the task

Cutting corners

Poor vision.

## **Unit 035**

## **Human factors in aviation**

### **Outcome 3**

### **Understand aspects of social psychology**

#### **Assessment Criteria**

The learner can:

1. explain areas of individual and group responsibility in aircraft engineering environments
2. explain motivation and de-motivation
3. explain 'peer pressure'
4. explain company culture
5. explain the concepts of team working
6. identify the primary responsibilities of engineering managers and supervisors
7. discuss the basic concept of leadership

#### **Range/Scope/Unit content**

##### **List 1**

Outline of a typical organisation (must include maintenance)

Typical roles and responsibilities

Individuals and groups or teams

Individual responsibility when working alone and within a team

Group or team responsibilities

Overview of group and inter-group dynamics (eg: rivalry, polarisation, 'social loafing')

##### **List 2**

Overview of:

Fulfilling individual needs

Maslow's Hierarchy of Needs

Individual motivation

Motivation by management

Characteristics of motivation and de-motivation

How they can be affected by internal and external factors eg:

Management decisions

Personal situation

##### **List 3**

Eg:

Conformity and non-conformity

Pressure from co-workers, not management

Advice and pressure from more experienced colleagues to adopt particular work practices

How it can affect performance of maintenance tasks

**List 4**

Overview of different types of culture (eg: safety, organisational, shift, team, social etc.)

More detailed knowledge of safety culture and the individual  
How company culture can compromise best working practices

**List 5**

What is a team?

Advantages and disadvantages of team working

Team identity

Working with other teams

Ownership of tasks

Communication

Co-operation

Mutual support

**List 6**

Difference between management and supervisor roles

What should an employee expect from a supervisor? (eg motivation, support, guidance etc.)

Engineering organisations (eg: part145, military maintenance organisation)

**List 7**

What is a leader?

The basic characteristics of a leader

How and when any individual might provide leadership eg:

Passing on knowledge and experience to colleagues

Organising and directing group tasks

Inspection and reporting on the work of others.

## **Unit 035**

## **Human factors in aviation**

### Outcome 4

Understand personal factors that affect human performance

#### **Assessment Criteria**

The learner can:

1. explain effects of personal health and fitness on work performance
2. identify types of stress
3. explain effects of setting time deadlines on individual work performance
4. explain the concept of work overload and underload
5. explain the effects of shift work on sleep and fatigue
6. explain the effects of alcohol, medication and substance abuse
7. explain the personal legal obligations of individuals in the aviation industry.

#### **Range/Scope/Unit content**

##### **List 1**

Legal requirement for individual physical and mental fitness while at work

Types of medical condition that might affect work eg:

Minor illness (eg: cold, 'flu, sickness etc.)

Major physical illness (eg: heart attack, stroke, cancer etc.)

Mental illness (eg: depression etc.)

Minor physical injury (eg: sprained wrist, pulled muscle, cramp etc.)

Major physical injury (eg: broken bones, lacerations etc.)

Effects of toxins and other substances (eg: carbon monoxide, alcohol, drugs etc.)

Gradual deterioration in physical condition

##### **List 2**

Define 'stress' (eustress, distress, acute stress, chronic stress, hypo stress, hyper stress)

Sources:

- Home (eg: family illness, divorce etc.)
- Work (organisational, task related)

Types:

- Acute and chronic stress

Signs of stress (physical, health, behaviour, cognitive, other)

Explain how stress can affect individual performance at work

##### **List 3**

Actual, perceived and self-imposed deadlines

Effects of time pressure and deadlines

Managing time pressure and deadlines

**List 4**

Definition of work overload and underload  
Results of work overload and underload  
Factors determining workload  
Workload management

**List 5**

What is sleep?  
Five stages of sleep  
Circadian rhythms  
Fatigue (causes, symptoms)  
Advantages and disadvantages of shift work  
Working at night  
Types of shift pattern

**List 6**

Effects of alcohol  
Removal of alcohol from the blood  
Effects while fatigued, hungry or combined with medication  
Types, effects, short and long term consequences of abuse of:  
Alcohol  
Prescription medication  
Over-the-counter medication  
Illegal drugs  
Effects on individual work performance

**List 7**

Eg:  
Alcohol limits and legal requirements for aircraft engineers  
CAP 562/AN47  
Transport legislation/AN45  
Health and Safety legislation.

## **Unit 035**

## **Human factors in aviation**

### Outcome 5

Understand how physical aspects of the working environment affect human performance

#### **Assessment Criteria**

The learner can:

1. explain effects of noise on individuals and groups
2. explain effects of fumes on individual performance
3. explain effects of varying illumination on an individual performance
4. explain effects of variations in climate on an individual performance
5. explain effects of exposure to constant motion and vibration while working
6. explain effects of layout of a working environment on individual performance.

#### **Range/Scope/Unit content**

##### **List 1**

Eg effects on:

Concentration

Communication

##### **List 2**

Eg effects on:

Concentration

Communication

Longer term effects

Safe oxygen levels

##### **List 3**

Eg:

Ability to see detail

Moving between areas of different illumination, including well-lit hangar and night flight line

Strobe effect and propellers

##### **List 4**

Eg:

Cold/wet, warm/dry, hot/humid environments

##### **List 5**

Eg:

Working at height on scissor platforms and cherry picker

Unsteady platforms

Use of rotating or percussive tools

Vibration White Finger (VWF)

## **List 6**

Eg:

The three components of a working environment

Layout

Cleanliness

Ease of movement between work areas

Lighting, noise, atmosphere, temperature etc

Social environment

Tasks, tools and information.

## **Unit 035**

## **Human factors in aviation**

### Outcome 6

Understand how categories of tasks can affect human performance

#### **Assessment Criteria**

The learner can:

1. explain the importance of planning the execution of a task
2. explain effects of physically demanding work on individual performance
3. explain effects of repetitive tasks on individual performance
4. explain aspects of visual inspection
5. explain aspects of working on complex systems.

#### **Range/Scope/Unit content**

##### **List 1**

Eg:

Defining the task

Defining the resources

Personal skills and proficiency

Information

##### **List 2**

Eg:

Health and physical condition, effects of ageing

Work environment

Physical effort

Effects of ageing

##### **List 3**

Eg:

Ignoring manuals, job cards etc.

Complacency

Making assumptions

##### **List 4**

Eg:

Importance of good eyesight

Knowledge of the inspection area

Illumination

Concentration

Systematic search

##### **List 5**

Eg:

Simple system: transparent to the engineer

Complex system: opaque to the engineer

Clear understanding of the purpose of the system

System-specific training

Pooling of knowledge and skills

Clear and comprehensive information and guidance.

## **Unit 035**

Outcome 7

## **Human factors in aviation**

Understand communication in the workplace

### **Assessment Criteria**

The learner can:

1. explain the importance of good communication in the workplace
2. explain the importance of accurate work logging
3. explain modes of communication between individuals and teams
4. explain the importance of maintaining individual professional currency
5. explain the importance of information dissemination

### **Range/Scope/Unit content**

#### **List 1**

Within and between groups eg:

Prevention of accidents

Maintaining good working relations

Organisational efficiency

#### **List 2**

Eg:

Formal work logging

Shift logging

Shift handover

Task staging

Duplicate

Inspection

Stage sheets/check

#### **List 3**

Eg:

Verbal

Written

Body language

Workplace social culture

Communication between all levels of an organisation

#### **List 4**

Eg:

Refresher training

Reading briefing material

Notices and amendments to maintenance procedures

Reading professional journals

Undertaking up-skilling and further licence training.

## **Unit 035**

Outcome 8

## **Human factors in aviation**

Understand the causes of human error

### **Assessment Criteria**

The learner can:

1. explain the error models and theories used in aeronautical engineering
2. explain types of error that occur during work on aircraft
3. describe the error-incident-accident chain
4. describe methods of managing and avoiding errors.

### **Range/Scope/Unit content**

#### **List 1**

Eg

Induced

Variable

Reversible/irreversible

Slips, lapses and mistakes

The 'Swiss Cheese Model'

#### **List 2**

Eg:

Complacency

Environmental capture

Rule-based errors

Violations

Individual practices and habits

Errors associated with visual inspection

Latent/active errors

#### **List 3**

Eg:

Self discipline

Safety Management System

Anonymous and blame-free reporting

Training

Logging and analysis.

## **Unit 035**

Outcome 9

## **Human factors in aviation**

Understand the human factors aspects of aircraft incidents

### **Assessment Criteria**

The learner can:

1. analyse an incident report to extract information
2. identify a sequence of events from a narrative report
3. identify human factors contributing to an incident
4. draw conclusions from incident data.

### **Range/Scope/Unit content**

#### **List 1**

Using extracts from an actual report or a realistic example  
Filter out irrelevant detail

#### **List 2**

How, why, when where, who  
Use presentation aids such as flow diagrams  
Identify what should have been done

#### **List 3**

Analyse the information and identify contributing factors  
Including where possible:

- Personal behaviour
- Environmental conditions
- Management
- Organisational culture

Using eg:

- MEDA
- MEMS

#### **List 4**

Including where necessary, brief details of:

Environment

Personal issues

Organisation

Nature and mix of allocated tasks

Recommendations for preventative action.

## **Unit 035**

Outcome 10

## **Human factors in aviation**

Understand risk assessments in aeronautical engineering environments

### **Assessment Criteria**

#### **The learner can:**

1. define the terms associated with risk assessment
2. describe the five steps to risk assessment
3. describe the associated risks for workplace hazards
4. describe conclusions from risk assessments
5. explain how to manage workplace emergencies.

### **Range/Scope/Unit content**

#### **List 1**

Hazard

Risk

Severity

Likelihood (probability)

#### **List 2**

1 - Identify hazards

2 - Decide who might be harmed and how

3 - Evaluate risks and decide on precautions

4 - Record findings and implement them

5 - Review and update

#### **List 3**

Step 2

#### **List 4**

Steps 2 and 3

Recommend ways of eliminating or reducing to an acceptable level, a range of identified risks

#### **List 5**

Steps 3 and 4 eg:

Reduce the likelihood of them happening

Management of workplace emergency situations such as fire, spillage, personal injury etc.

## **Unit 035                    Human factors in aviation**

### Notes for guidance

The teaching of the knowledge content of this unit should be referenced to the Civil Aviation Authority (CAA) publication CAP715 or its military equivalents. The City & Guilds GOLA examination is based on the content of CAP 715.

This unit contains the complete syllabus of EASA 2042/2003 part 66 Basic Knowledge Requirements Module 9 – Human Factors. The equivalent EASA knowledge level indicators for each of the above outcomes are listed below with an abridged description of each level:

Level 1 – “A familiarisation with the principal elements of the subject”

Level 2 – “A general knowledge of the theoretical and practical aspects of the subject”

Level 3 – “A detailed knowledge of the theoretical and practical aspects of the subject”

Outcome 1:    EASA Level 2

Outcome 2:    EASA Level 2

Outcome 3:    EASA Level 1

Outcome 4:    EASA Level 2

Outcome 5:    EASA Level 1

Outcome 6:    EASA Level 1

Outcome 7:    EASA Level 2

Outcome 8:    EASA Level 2

Outcome 9:    EASA Level 2

Outcome 10:   EASA Level 2

Note: the above list equates to the EASA requirement for category B licences and is for guidance only. It is primarily for those learners wishing to sit the CAA examination in this subject.

## Unit 111

# Working safely with aircraft armament systems

**Level:** 2  
**Credit value:** 5  
**UAN:** D/503/0951

### Unit aim

The aim of this unit is to give learners a solid grounding in safe working on aircraft fitted with armament systems and assisted escape systems (AAES).

### Learning outcomes

There are **nine** learning outcomes to this unit. The learner will:

1. understand explosive safety
2. understand aircraft assisted escape systems (AAES)
3. know aircraft armament role equipment
4. know aircraft stores management systems
5. know aircraft gun systems
6. know aircraft missiles
7. understand aircraft countermeasure systems
8. know aircraft weapons
9. understand safety precautions for armed aircraft

### Guided learning hours

It is recommended that **40** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Aeronautical Engineering Level 2 NOS Units 7 and 8

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SEMTA.

### Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number

### Assessment and grading

(Note: due to the safety implications of this unit, and its product-specific content, the assessment must be centre-set. The pass-mark will be 100% in this case, which is the industry standard.

This unit will be assessed by:

- Centre-set multiple –choice test covering underpinning knowledge
- Centre-set practical assessment.

## Unit 111

# Working safely with aircraft armament systems

### Outcome 1

### Understand explosive safety

#### Assessment Criteria

The learner can:

1. describe what explosives are and how they are categorised
2. describe the Explosive Train
3. explain explosive liding
4. describe the dangers of static electricity and explosive devices
5. define thunderstorm risk categories and actions
6. describe general explosive safety rules
7. describe dangers involving armed aircraft
8. state the use of role colours and hazard application bands on explosive devices
9. describe the United Nations classification of explosives
10. describe the dangers in relation to Radio Frequency hazards and Explosive devices.

#### Range/Scope/Unit content

##### List 1

Define the term 'explosive'

Define terms related to explosives:

Velocity of Detonation

Figure of Power

Figure of Insensitivity

Describe the hierarchy of explosives

Describe the difference between Low and High Explosive

##### List 2

Eg:

Step-up-System of Detonation

Low explosive train (eg: primer – igniter – propellant)

High explosive train eg:

Two-step (eg: detonator – explosive)

Three step (eg: detonator – booster – main charge)

##### List 3

Eg:

How explosives deteriorate over time

Effects of environment (temperature, humidity etc)

Labelling and recording of manufacture and expiry dates

##### List 4

Eg: potential to detonate when in contact with static discharge

**List 5**

Thunderstorm Category & Definition:

Category 1 (High) - Thunderstorms will develop / have developed in the area

Category 2 (Moderate) - Thunderstorms may develop in the area

Category 3 (Low) - Thunderstorms are not expected in the area. Category & Definition

**List 6**

General and organisation-specific rules contained in eg:

BAe Systems Explosive & Prohibited Weapons Safety (QMS)

JAP 100A

**List 7**

Armed aircraft danger areas potential risks

Eg:

Front – Guns, Missiles & Rockets.

Rear – Missiles, Rockets, Chaff & Flare, Towed Decoy, Smoke Marker/Sonar buoy Discharger.

Generally- Bombs, Ejector Release Units, Drop Tanks, Explosive Start Valves

**List 8**

Colour Coding and Marking of Stores:

Explosive stores carry markings used to indicate:

Primary role

Degree of danger or hazard to personnel who come in contact or handle them

**List 9**

Reason eg: to facilitate fire fighting

Explosives and ammunition divided according to their behaviour when involved in a fire

Symbols: orange coloured with black numerals denoting the fire division

**List 10**

Eg: spontaneous detonation of EEDs in the presence of external RF radiation

Define 'intrinsically safe'.

## Unit 111

## Working safely with aircraft armament systems

### Outcome 2

Understand aircraft assisted escape systems (AAES)

#### Assessment Criteria

The learner can:

1. describe ejection seats fitted to military fast-jet aircraft
2. describe ejection seat major assemblies
3. describe the purpose of ejection seat components
4. describe Command Ejection systems
5. describe Canopy Jettison and Fragmentation Systems.

#### Range/Scope/Unit content

##### List 1

One or more seats eg: Tornado, Typhoon

Including safety pin positions and other device selections for:

Safe for Parking

Safe for Maintenance

##### List 2

Description of:

BTRU

Drogue Gun

Head Box

Top Latch Assembly

Firing Units

Cartridges

Main Gun

QRF

Rocket Pack

##### List 3

Locate and explain the purpose of:

Main beam assembly

Main Gun Assembly

Top Latch Assembly

Seat pan Assembly

Parachute harness and head box

Quick Release Fittings (QRF)

Barostatic Time Release Unit (BTRU)

Drogue Gun/Parachute Deployment Unit (PDU)

Emergency Oxygen System (EO2)

Leg/Limb Restraint Systems

Harness Power Retraction Unit (HPRU)

Personal Equipment Conector (PEC)

Personal Survival Pack (PSP)  
Auto Deployment Unit (ADU)  
Auto Liferaft Inflation Unit (ALIU)  
Trip rods  
Armed/Safe/Egress Handle

**List 4**

For specific aircraft eg: Tornado, Typhoon:  
Command Control Valve  
Command Ejection Controller  
Command Mode Selector

**List 5**

For specific aircraft eg: Tornado, Typhoon eg:  
MDC  
CLC.

## Unit 111

## Working safely with aircraft armament systems

### Outcome 3

Know aircraft armament role equipment

#### Assessment Criteria

The learner can:

1. identify types of suspension lugs
2. identify items of carriage and release equipment used on aircraft
3. explain the operation of carriage and release equipment.

#### Range/Scope/Unit content

##### List 1

Purpose of including:

Bail Lugs

MACE Lugs

##### List 2

Including:

Wing Pylons

Fuselage Pylons

Twin Store Carrier (TSC)

Carrier Bomb Light Store (CBLS)

Ejector Release Units (ERU): No.122EX; LDERU; HDERU; ALDERU; AHDERU

Fuzing Units

##### List 3

Operation and purpose of including:

Wing Pylons

Fuselage Pylons

Twin Store Carrier (TSC)

Carrier Bomb Light Store (CBLS)

Ejector Release Units (ERU)

Fuzing Units.

## **Unit 111**

## **Working safely with aircraft armament systems**

### **Outcome 4**

Know aircraft stores management systems (SMS)

#### **Assessment Criteria**

The learner can:

1. state the purpose of a SMS
2. identify the components of the SMS.

#### **Range/Scope/Unit content**

##### **List 1**

For typical aircraft:

Requirement for managing armament stores

Basic function of the SMS

##### **List 2**

Including:

Weapon Programming Unit

Weapon Control Panels

Attack / Weapon Release Button

Master Armament Safety Switch (MASS)

Late Arm Switch

Selective / Emergency Jettison

Trigger

Armament System Ground Test Switch (ASGTS).

## **Unit 111**

## **Working safely with aircraft armament systems**

### **Outcome 5**

Understand aircraft gun systems

#### **Assessment Criteria**

The learner can:

1. state the purpose of aircraft gun systems
2. identify components of aircraft gun systems
3. explain the operation of aircraft gun systems.

#### **Range/Scope/Unit content**

##### **List 1**

Specific aircraft eg: Tornado, Typhoon

##### **List 2**

Locate and name components eg:

Breech

Barrel

Cocking mechanism

##### **List 3**

Eg:

Loading ammunition tanks

Cocking

Firing

Spent case ejection

Ammunition feed

Live round insertion.

## Unit 111

## Working safely with aircraft armament systems

### Outcome 6

### Know aircraft missiles

#### Assessment Criteria

The learner can:

1. identify Air-to-Air and Air-to-Ground missiles
2. identify components of an air-to-air missile
3. explain the operation of an air-to-air missile.

#### Range/Scope/Unit content

##### List 1

Identify and name missiles eg:

Sidewinder

ASRAAM

Brimstone

ALARM

##### List 2

Identify and name components of eg: Sidewinder

##### List 3

Explain the purpose and operation of eg: Sidewinder.

## **Unit 111**

## **Working safely with aircraft armament systems**

### **Outcome 7**

Understand aircraft countermeasure systems

#### **Assessment Criteria**

The learner can:

1. identify countermeasure systems used on aircraft
2. state the purpose of countermeasure systems
3. explain the operation of countermeasure systems.

#### **Range/Scope/Unit content**

##### **List 1**

Eg:

Chaff

Flare

##### **List 2**

Eg: to disrupt and distract enemy airborne target acquisition systems

##### **List 3**

Including:

Chaff dispensers and the action of chaff

Flare dispensers and the action of flares.

## Unit 111

## Working safely with aircraft armament systems

Outcome 8

Know aircraft weapons

### Assessment Criteria

The learner can:

1. identify bomb types including
2. identify major bomb components
3. identify role and hazard colour coding.

### Range/Scope/Unit content

#### List 1

Eg:

3kg and 14kg practice bombs

#### List 2

Tail units

Shear Wires

Lead Electrical Fuzing and Arming (LEFA)

#### List 3

Colour Coding and Marking of Stores

## **Unit 111**

## **Working safely with aircraft armament systems**

### **Outcome 9**

Understand safety precautions for armed aircraft

#### **Assessment Criteria**

The learner can:

1. understand safety precautions relating to armed aircraft.

#### **Range/Scope/Unit content**

##### **List 1**

Including:

Aircraft Armed signs

Safe Approach to the aircraft

Angle of approach

Check the Master Armament Safety Switch

Undercarriage locks and earthing leads.

# **Unit 111                    Working safely with aircraft armament systems**

## Notes for guidance

This unit has been designed to cover the essential safety knowledge required by all personnel working on or near aircraft that are fitted with any weapon or device that includes explosive charges. The nature of the subject requires a clear, unambiguous understanding of all of the safety rules, instructions and procedures and this unit allows recognition of an individual's achievement of that understanding. The knowledge in this unit will be assessed by both written and practical (walk-through) means to ensure that the learner is able to relate class-room knowledge to real working environments.

## Unit 201

# Fundamentals of electronics and avionics

**Level:** 3  
**Credit value:** 10  
**UAN:** A/503/0956

### Unit aim

This unit aims to give the learner sufficient knowledge of aircraft electrical and avionic principles to allow further study on specific systems.

### Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. understand the principles of electrical current and charge
2. understand the principles of aircraft electrical power generation
3. understand the principles and use of aircraft batteries
4. know the use of aircraft cables and associated devices
5. understand aircraft cabling tasks
6. understand aircraft power supplies
7. understand aircraft flight instruments and lighting systems
8. understand digital aircraft control and monitoring systems

### Guided learning hours

It is recommended that **75** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Aeronautical Engineering Level 3 NOS Units 121, 123 etc

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SEMTA.

### Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

### Assessment and grading

This unit will be assessed by:

- An online multiple choice test.

## **Unit 201**

## **Fundamentals of electronics and avionics**

### **Outcome 1**

Understand the principles of electrical current and charge

#### **Assessment Criteria**

The learner can:

1. describe the structure of the atom
2. describe the distribution of electrical charge in different types of particle
3. describe the molecular structure of electrical materials
4. explain the principle of attraction and repulsion of charged particles
5. explain electrical conduction in different media
6. describe the nature of static electricity
7. describe safety precautions associated with static electricity
8. define terms associated with electricity
9. Illustrate the relationship between voltage, current, resistance and power.

#### **Range/Scope/Unit content**

##### **List 1**

To a depth which allows understanding of:

Electrical current

Static electricity

Molecules

Compounds

##### **List 2**

Atom

Molecule

Compound

##### **List 3**

To a depth which allows understanding of:

Electrical current

Operation of semi-conductors

Electrical resistance

Conductors

Insulators

##### **List 4**

Simple explanation

Including Coulomb's Law

##### **List 5**

Solid, liquid, gas, vacuum

##### **List 6**

Eg:

Mechanism of formation of static electricity (friction then separation of different materials)

Types of materials

Environmental conditions

Generation of high discharge voltages

Potential to damage semiconductors etc

Practical examples

### **List 7**

With practical, aircraft-related examples eg:

Refuelling

Conductive tyres

Workshop practice

Lox plants

### **List 8**

Including SI and Imperial (where appropriate) units for each:

Coulomb

Charge

Current

Resistance

Conductance

Electron flow

Conventional current flow

Potential difference

Electromotive force

Voltage

Electrical power

### **List 9**

Practically and theoretically:

Ohms Law

Kirchhoff's Current and Voltage Laws

Series and parallel

Solve practical problems

## **Unit 201**

## **Fundamentals of electronics and avionics**

### Outcome 2

Understand the principles of aircraft electrical power generation

#### **Assessment Criteria**

The learner can:

1. describe how electricity can be produced using a range of methods
2. explain how to calculate the internal resistance of a battery
3. describe the features of a sinusoidal waveform
4. explain terms relating to a sinusoidal waveform
5. describe the features of other common wave forms
6. make calculations relating to alternating current, voltage and power
7. describe a range of sensors.

#### **Range/Scope/Unit content**

##### **List 1**

Including:

Light (photoelectric cells)

Heat Thermocouples)

Pressure (piezoelectric)

Chemical action (battery)

Magnetism and motion (generators)

##### **List 2**

Standard calculation

Include the effects of internal resistance on an electrical circuit

##### **List 3**

Including definitions of:

Phase

Frequency

Cycle

##### **List 4**

Sinusoidal values:

Instantaneous

Average

Root mean square

Peak

Peak-to-peak

**List 5**

Triangular (saw-tooth)

Square

**List 6**

Calculations for:

Instantaneous

Average

Root mean square

Peak

Peak-to-peak

**List 7**

The construction, operation and typical aircraft applications of eg:

Piezoelectric crystal

Thermocouple

Photoelectric cell/Light Dependent Resistor (LDR)

“Firewire”.

## Unit 201

## Fundamentals of electronics and avionics

### Outcome 3

Understand the principles and uses of aircraft batteries

#### Assessment Criteria

The learner can:

1. explain the chemical action of electrical cells
2. describe aircraft batteries
3. explain how the state of charge of aircraft batteries can be determined
4. describe the mandatory safety precautions for the servicing of aircraft batteries
5. describe maintenance procedures for aircraft batteries
6. explain how aircraft batteries are capacity-tested
7. explain constant voltage and constant current charging of aircraft batteries
8. explain 'thermal runaway'

#### Range/Scope/Unit content

##### List 1

Basic principles

Qualitative explanation of action

Primary and secondary cells

Standard cell voltages

##### List 2

Construction and operation of typical:

Dry battery

Lead-acid battery

Nickel-cadmium battery

Other alkaline cells

##### List 3

Using standard procedures

##### List 4

Including during:

Charging

Testing

Transportation

Installation

Removal

##### List 5

Lead-acid

Nickel-cadmium

##### List 6

Explaining how and why, including:  
Definition of capacity  
Why capacity reduces  
Consequences of un-noticed reduction in capacity  
Minimum permissible capacity

**List 7**

Define constant current  
Basic explanation of constant current charging  
How and why it is done

**List 8**

Including:  
How thermal runaway happens  
Consequences of thermal runaway  
How to avoid thermal runaway

## Unit 201

## Fundamentals of electronics and avionics

### Outcome 4

Understand the use of aircraft cables and associated devices

#### Assessment Criteria

The learner can:

1. describe aircraft cables
2. explain the effect on performance of individual cables when placed in a loom or conduit
3. describe connector types used in aircraft
4. describe crimping tools used in aircraft applications
5. demonstrate the use of wire selection charts
6. describe installation procedures for aircraft cable looms
7. describe the process of soft soldering
8. describe the function and use of general aircraft test equipment
9. describe techniques for testing aircraft cables
10. explain aircraft electrical safety devices.

#### Range/Scope/Unit content

##### List 1

Define EWIS (Electrical Wiring Interconnection System)

The construction and purpose of typical cables eg:

High tension

Co-axial

'Kapton' (explain special safety issues)

Special-purpose

General purpose

##### List 2

Eg:

Reduced current-carrying

Possible signal interference

##### List 3

Eg connectors used for:

High tension

Power

Data

Communications

Fibre-optics

##### List 4

Full range of aircraft-use tools for, including:

Ring tongue terminals

Splices

Miniature connectors

Explain:

Construction and operation

Calibration and pre-use checks

Consequences of using an incorrectly calibrated crimp tool

### **List 5**

Explain why and how they are used

Demonstrate using standard industry tables

### **List 6**

Eg:

Safety precautions

Routing

Securing

Protection

Cooling

Screening

Individual cables

Looms

Connectors and connector pins

### **List 7**

When and how it would be used including:

Flux

Solder composition

Heat sources

Cleanliness

Application

Joint inspection

### **List 8**

Electrical and avionic general test equipment including:

Ammeter

Voltmeter

Multimeter (analogue and digital)

Basic oscilloscope

### **List 9**

Including:

Automatic test equipment

Multimeter

Continuity tester

Insulation tester

Time Domain Reflectometer (TDR)

### **List 10**

The function and use of devices such as:

Relays

Fuses

Differential current detection

## Unit 201

## Fundamentals of electronics and avionics

### Outcome 5

### Understand aircraft cabling tasks

#### Assessment Criteria

The learner can:

1. explain the use of crimping tools to terminate cables
2. explain construction processes for aircraft cable looms
3. describe how aircraft cables are identified using the ATA 100 system.

#### Range/Scope/Unit content

##### List 1

Use of a range of terminations and crimp tools eg:

Ring tongue terminals

Splices

Miniature connectors

Standard connectors

Testing crimp joints

##### List 2

General principles and methods using representative aircraft cable and components including:

Different sizes of cable

Different types of cable

Signal and power

Different types of loom tie

Inspection

Repair and maintenance

Standards of cleanliness

##### List 3

Marking systems eg: ATA100

Marking materials eg:

Ink

Sleeves

Stamping

For a range of cables eg:

Screened

Co-axial

High tension.

## Unit 201

## Fundamentals of electronics and avionics

### Outcome 6

### Understand aircraft power supplies

#### Assessment Criteria

The learner can:

1. describe aircraft battery systems
2. describe the layout of a generic multi-engine electrical power distribution system
3. describe components of an aircraft electrical power distribution system
4. describe the main categories of aircraft electrical-powered services
5. explain how aircraft electrical power is maintained in the event of emergencies
6. explain the sequence of connection and disconnection of aircraft ground/external electrical power
7. describe the standard DC and AC ground power connectors.

#### Range/Scope/Unit content

##### List 1

Block diagram

Including the purpose of each component

##### List 2

Block diagram

Including the purpose of each component

##### List 3

Generator

Constant speed drive unit

Main battery

Emergency battery

Rotary and static inverters

Transformer rectifier units

Generator control unit

Bus tie relay

Generator control relay

Battery isolation switch

RCCB (Reverse Current Circuit Breaker)

##### List 4

Vital services

Essential services

Non-essential services

**List 5**

Using:

Standby generators

Duplication of systems

Batteries

Emergency batteries

Ram air turbines

Transformer rectifier units

Static inverters

Auxiliary power unit

**List 6**

Engine(s) running, pre/post taxi

DC battery trolley

Ground maintenance

Petrol/diesel power set

Electric/electric power set

**List 7**

DC and AC connectors

Position and purpose of each pin.

## Unit 201

## Fundamentals of electronics and avionics

### Outcome 7

Understand aircraft flight instruments and lighting systems

#### Assessment Criteria

The learner can:

1. explain the operation of pitot-static instruments
2. explain gyroscopic motion
3. explain the operation of gyroscopic flight instruments
4. compare the operation of direct and remote reading compasses
5. describe the layout and operation of aircraft stall warning systems
6. describe the layout and operation of the three main aircraft lighting systems.

#### Range/Scope/Unit content

##### List 1

Altimeter

Airspeed indicator

Vertical speed indicator

Mach meter

##### List 2

Qualitative explanation

Define related terms including:

Degrees of freedom

Rigidity

Precession

Gimballing

Topple

##### List 3

Principles and purpose of:

Artificial horizon

Attitude indicator

Direction indicator

Turn and slip indicator

##### List 4

Function, purpose and components of eg:

Emergency magnetic compass

Detector unit

Compass computer

Compass indicator

**List 5**

Typical arrangement and operation of eg:

Sensors

Warning devices

**List 6**

External: navigation, landing, taxiing, ice

Internal: cabin, cockpit, cargo

Emergency

## Unit 201

## Fundamentals of electronics and avionics

### Outcome 8

Understand digital aircraft control and monitoring systems

#### Assessment Criteria

The learner can:

1. explain types of electrical signal
2. explain computer terminology
3. explain the purpose of a range of aircraft computer hardware
4. describe the main features of aircraft auto-flight control systems
5. explain radio signals
6. describe aircraft communication systems
7. describe the airborne navigation aids
8. explain the term 'databus'
9. describe aircraft electronic instrument systems
10. describe safety precautions when working on aircraft avionic equipment
11. describe aircraft onboard maintenance systems.

#### Range/Scope/Unit content

##### List 1

Analogue and digital

Simple explanation using sketched wave-forms

##### List 2

Commonly used terminology eg:

Bit

Byte

Software

Hardware

CPU

Chip

Memory:

RAM

ROM

PROM

Hard Drive

##### List 3

Input devices

Output devices

Microprocessor and interface devices

Visual display

Storage devices

#### **List 4**

Eg:

The inherent instability of aircraft

The need for automatic stabilisation

Axes of control

Sensing devices (eg: rate gyros)

Basics of negative and positive feedback and their effect on a control system

Full automatic control including heading and height

Inputs from other systems and ability to program in way-points etc

#### **List 5**

Simple explanation of what they are and how they are propagated:

Nature eg:

Electromagnetic waves

Basic frequency bands and their uses

Modulation types (frequency and amplitude)

Propagation eg:

Ionosphere

Sky wave

Typical ranges

Typical shapes of aircraft antennae

#### **List 6**

Typical layout and operation of:

VHF

UHF

HF

Intercom

Satcom

#### **List 7**

Basic function, inputs and outputs of:

VHF Omni-directional Ranging (VOR)

Instrument Landing System (ILS)

Automatic Direction Finder (ADF)

Distance Measuring Equipment (DME)

Global Positioning System (GPS)

Identification Friend or Foe/Secondary Surveillance Radar (IFF/SSR)

Traffic Alert and Collision Avoidance System (TCAS)

Weather Radar

Radio Altimeter

RNAV/FMS

#### **List 8**

Simple explanation including aircraft applications

Overview of databus types and designations

**List 9**

Layout and operation of a typical system eg:

Electronic Flight Instrument System (EFIS)

Engine Indicating and Crew Alerting System (EICAS)

Electronic Centralised Aircraft Monitoring (ECAM)

Automatic Flight Control System (ACS)

**List 10**

Eg:

ESD protection

Manual handling

Power management

Working at height

**List 11**

Typical layout, components and information outputs for a maintenance system eg:

Simple explanation of main monitoring areas and information output

Standard for OMS is ARINC 624

# Unit 201                      Fundamentals of electronics and avionics

## Notes for guidance

This unit contains the complete syllabus of EASA 2042/2003 part 66 Basic Knowledge Requirements Module 3 – Electrical Fundamentals for the EASA Category A licence. It also contains parts of the B category requirements for other relevant modules.

The unit is intended to give a broad understanding of electrical and avionics systems in preparation for studying units 019, 020 and 021 of this qualification.

This unit contains the syllabus of EASA 2042/2003 part 66 Basic Knowledge Requirements Module 3 A Category and for parts of B Category modules. The equivalent EASA knowledge level indicators for each of the above outcomes - required for the A Category items - are listed below with an abridged description of each level:

Level 1 – “A familiarisation with the principal elements of the subject”

Level 2 – “A general knowledge of the theoretical and practical aspects of the subject”

Level 3 – “A detailed knowledge of the theoretical and practical aspects of the subject”

- Outcome 1: EASA Level 1 (Module 3)
- Outcome 2: EASA Level 1 (Module 3)
- Outcome 3: EASA Level 1 (Module 3)
- Outcome 4: EASA Level 3 (Module 7.7 – B1 & B2)
- Outcome 5: EASA Level 3 (Module 7.7 – B1 & B2)
- Outcome 6: EASA Level 3 (Module 13.5 – B2 only)
- Outcome 7: EASA Level 2 (Module 11.5 – B1 only)
- Outcome 8: EASA Level 3 (Module 11.5 – B1 only)

Note: the above list equates generally to the EASA requirement and is for guidance only. It is primarily for those learners wishing to sit the CAA examination in this subject.

## Unit 202

## Military policy and regulation in aviation

**Level:** 3  
**Credit value:** 4  
**UAN:** L/503/0959

### Unit aim

This unit aims to give a working knowledge of military aviation policy and regulation and how aircraft maintenance records are created and archived.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. understand military aviation policy
2. understand military aviation documentation
3. be able to create and maintain military aircraft maintenance documentation.

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Aeronautical Engineering Level 2 NOS Units 001, 002 etc.

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SEMTA.

### Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

### Assessment and grading

This unit will be assessed by:

- an assessment covering practical skills and underpinning knowledge.

## Unit 202

## Military policy and regulation in aviation

### Outcome 1

Understand military aviation policy

#### Assessment Criteria

The learner can:

1. describe the principal sources of military aviation policy
2. explain the responsibility of maintenance personnel towards local orders and procedures
3. describe the function of military organisational manuals in aircraft maintenance
4. explain the significance of signatures on aircraft maintenance documents
5. explain the levels of personal authority in military aircraft maintenance.

#### Range/Scope/Unit content

##### List 1

Eg:

Military Aviation Authority

JAP 100A (Military Aviation Engineering Policy & Regulations)

Current Single Service Aviation Engineering Orders and Procedures

##### List 2

Eg:

Any Local Military Aviation Engineering Orders

##### List 3

Eg:

AP 33376 (Trade Structure of the Royal Air Force)

Catalogue of Army Qualifications (CATAQ)

B.R. 3 (Naval Personnel Management)

##### List 4

Eg:

Legally binding signature

Implications of false declaration

##### List 5

Eg:

Signing for work

Supervisory

Individual authorisation

Acceptable Deferred Faults Log

Limitations Log

Authority levels (JAP 100A).

## **Unit 202**

## **Military policy and regulation in aviation**

### **Outcome 2**

Understand military aviation documentation

#### **Assessment Criteria**

The learner can:

1. describe the content of military aircraft maintenance publications
2. explain the contents of the MOD Form 700 series
3. explain the independent check regulations
4. explain electronic data recording for maintenance purposes
5. explain terminology used in the Aircraft Safety and Servicing Notes
6. explain the purpose and typical content of maintenance instructions.

#### **Range/Scope/Unit content**

##### **List 1**

Eg:

System of numbering of Air Publications

Main titles common to all aircraft

Examples of main titles (eg: Power plant, Undercarriage, Communications etc.)

##### **List 2**

Eg:

Description

Legal status

Sections

Information contained in the folder

##### **List 3**

Purpose

From JAP100A-01 Chapter 6.10

##### **List 4**

A typical system of Purpose

What it records

How information is organised

Security provisions and procedures

How information is inserted

Legal status of entries

Password

Data accuracy

##### **List 5**

As required from list in JAP 100A-01 chapter 0.4

## **List 6**

Purpose

From JAP 100A-01

eg

- o Special Technical Instructions (STI)
- o Servicing Instructions (SI)
- o Urgent Technical Instructions (UTI)
- o Routine Technical Instructions (RTI)
- o Modifications
- o Special Trial Fits (STF)

## **Unit 202**

## **Military policy and regulation in aviation**

### **Outcome 3**

Be able to create and maintain typical military aircraft maintenance documentation

#### **Assessment Criteria**

The learner can:

1. extract information from engineering Air Publications for given maintenance tasks
2. carry out all actions required to report a fault on an aircraft that renders it 'unserviceable'
3. complete all required documentation following an aircraft repair task
4. complete all required documentation following scheduled maintenance tasks
5. complete documentation for equipment or components removed from an aircraft.

#### **Range/Scope/Unit content**

##### **List 1**

For relevant trade tasks eg:

Diagnosis

Repair/replacement

Adjustment

Post-repair testing

##### **List 2**

Eg

MOD F700 series forms

Electronic data recording

##### **List 3**

Eg

MOD F700 series forms

Electronic data recording

##### **List 4**

Eg

MOD F700 series forms

Electronic data recording

##### **List 5**

Using relevant equipment conditioning documentation

## **Unit 202                    Military policy and regulation in aviation**

### Notes for guidance

This unit has been produced to meet military aviation training requirements. On completion of this unit the learner will be able to show a comprehensive knowledge of the aviation policy and regulation relating to the servicing of military aircraft.

Assessment is to be designed to demonstrate underpinning knowledge and use of relevant documentation.

## Unit 203

# Aircraft aerodynamics and control in fixed-wing aircraft

**Level:** 3  
**Credit value:** 4  
**UAN:** D/503/0965

### Unit aim

This unit aims to give the learner a working knowledge of aircraft aerodynamics and control to as a basis for further study. It contains syllabi for the EASA 2042/2003 part 66 Basic Knowledge Requirements Module 8 and for part of Module 11A (11.1 only).

### Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. know the properties of the Earth's atmosphere
2. understand the nature of airflow around aerodynamic bodies
3. understand the characteristics of the basic wing plan forms
4. understand the principles of aircraft control
5. understand the principles of aircraft stability
6. understand the purpose and operation of secondary flying control surfaces
7. understand methods of balancing and trimming control surfaces
8. understand the basic theory of high speed flight

### Guided learning hours

It is recommended that **40** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Aeronautical Engineering Level 3 NOS Units 140, 154 etc

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SEMTA.

### Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

### Assessment and grading

This unit will be assessed by:

- An online multiple choice test.

## Unit 203

# Aircraft aerodynamics and control in fixed-wing aircraft

### Outcome 1

Know the basic properties of the Earth's atmosphere

#### Assessment Criteria

The learner can:

1. describe the basic nature and composition of the Earth's atmosphere
2. describe the main layers of the Earth's atmosphere
3. solve problems using the basic gas laws
4. describe the use of the International Standard Atmosphere (ISA) in aviation.

#### Range/Scope/Unit content

##### List 1

Air composition

Temperature

Pressure

Density

Position on the Earth's surface

Climatic conditions

##### List 2

Including the region of constant temperature (with altitude)

##### List 3

Boyle's Law

Charles' Law

Gay-Lussac's Law

Combined Gas Law

##### List 4

Quoting values at sea level in SI and Imperial units:

Pressure: psi, Nm<sup>-2</sup>, bar, millibar, hectopascal

Density: kgm<sup>-3</sup>

Temperature: °C, Kelvin, °F

## Unit 203

# Aircraft aerodynamics and control in fixed-wing aircraft

## Outcome 2

Understand the nature of airflow around aerodynamic bodies

### Assessment Criteria

The learner can:

1. describe the main properties of airflow
2. describe how air flows around an aerodynamic body
3. explain how an aerofoil stalls
4. explain the effect of a stalled aerofoil on an aircraft in flight
5. describe the main characteristics of symmetrical and cambered aerofoils
6. describe how the airflow around aerofoils changes with angle of attack and velocity
7. explain how lift and drag affect aircraft performance
8. use standard equations to explain how lift and drag can vary
9. explain how a high lift device alters the flow characteristics of an aerofoil
10. explain how the total drag of an aircraft is generated
11. describe common methods of drag reduction.

### Range/Scope/Unit content

#### List 1

Eg:

Compressible

Viscosity

Changed by temperature, solid objects etc.

#### List 2

Related to different types of flow including:

Laminar, turbulent (boundary layer)

Free stream

Up and down wash

Vortices

Features including:

Stagnation point/region

Transition and separation points

#### List 3

Mechanism in terms of airflow

#### List 4

Effect in terms of passage through the air and degree of control available

Eg: level stall, spin.

**List 5**

Related to 2 and including:

Chord line  
Mean camber line  
Angle of attack  
Angle of incidence  
Fineness ratio  
Thickness to chord ratio (percentage)

**List 6**

With reference to Bernoulli's principle

Including resulting static pressure changes following:

Changes in angle of attack, including around the stall  
Velocity changes

Effects including changes in:

Pressure distribution  
Total air reaction  
Lift  
Drag

**List 7**

Simple explanation

**List 8**

Including, for both cambered and symmetrical aerofoils:

How the following change with angle of attack:

Lift coefficient  
Drag coefficient  
Lift/drag ratio

**List 9**

Eg:

Airflow separation  
Changes in lift and drag coefficients

**List 10**

Including explanations of:

Induced drag  
Pressure or form drag  
Skin friction  
Interference drag  
Parasite drag

**List 11**

Eg:

Polished surfaces  
Fairings  
Special materials  
Aerodynamic shape

## Unit 203

# Aircraft aerodynamics and control in fixed-wing aircraft

### Outcome 3

Understand the characteristics of the basic wing planforms

#### Assessment Criteria

The learner can:

1. describe the basic wing planforms and their typical applications
2. apply simple dimensional calculations for each basic wing planform
3. describe the airflow over each basic wing planform
4. describe the effect of ice, snow and frost build-up on the performance of aerofoils.

#### Range/Scope/Unit content

##### List 1

Rectangular

Tapered

Swept

Delta

##### List 2

Span

Aspect ratio

Taper ratio

Gross wing area

Wash in

Wash out

##### List 3

Using simple diagrams:

In normal flight

At or near the stall

##### List 4

Eg:

Change of shape

Increase in weight

Variation in thickness

## Unit 203

# Aircraft aerodynamics and control in fixed-wing aircraft

## Outcome 4

Understand the principles of aircraft control

### Assessment Criteria

The learner can:

1. explain the relationship between the four main forces acting on an aircraft
2. explain the meaning of 'aircraft control'
3. describe the operation and effect of the primary aircraft control surfaces
4. explain the need for instinctive control
5. describe typical aircraft performance in different phases of flight
6. describe how turning flight is related to the stall
7. describe how turning flight changes the loading on an airframe.

### Range/Scope/Unit content

#### List 1

Lift

Drag

Thrust

Weight

Balancing effect of the tailplane

#### List 2

Any accepted definition

#### List 3

Elevator

Aileron

Rudder

#### List 4

Define instinctive control

Describe the relationship between:

Control movements made by the pilot

Control surface movement

Movement of the aircraft

#### List 5

Straight and level flight

Climb

Descent

Glide

Turn

**List 6**

Aerodynamic explanation

Spins

**List 7**

Simple explanation including the effect on structural defects.

## Unit 203

# Aircraft aerodynamics and control in fixed-wing aircraft

## Outcome 5

Understand the principles of aircraft stability

### Assessment Criteria

The learner can:

1. explain the nature of aircraft flight stability
2. relate the three aircraft axes to different types of stability
3. explain the differences between statically stable, unstable and neutral aircraft
4. describe major components on an aircraft that affect stability in flight
5. describe typical methods of enhancing stability.

### Range/Scope/Unit content

#### List 1

Eg:

Active stability

Passive stability

#### List 2

Eg:

Pitch stability eg:

Short period pitch oscillation

Long period pitch oscillations (Phugoid)

Lateral stability eg:

Dutch roll

Directional stability eg:

Weathercocking

#### List 3

Definitions and examples of:

Static or positive stability

Negative stability (unstable)

Zero stability (neutral)

#### List 4

Eg:

Position and size of vertical stabiliser(s)

Shape and mounting of the wings (eg: anhedral/dihedral, aspect ratio etc.)

Design of the tailplane

#### List 5

Eg:

Adjusting the centre of gravity

Design of lifting and control surfaces (eg: wings, canards, tailplane etc.)

## Unit 203

## Aircraft aerodynamics and control in fixed-wing aircraft

### Outcome 6

Understand the purpose and operation of secondary flying control surfaces

#### Assessment Criteria

The learner can:

1. describe secondary effects of roll and yaw and methods of overcoming them
2. describe the arrangement and operation of alternative and combined flying controls
3. describe the general flow characteristics of high lift devices
4. compare the performance of trailing edge high-lift devices
5. describe the aerodynamic problems caused by asymmetric flap operation
6. compare the performance of leading edge high-lift devices
7. explain the purpose and operation of stall strips/wedges
8. describe methods of boundary layer control
9. compare the operation of high drag devices.

#### Range/Scope/Unit content

##### List 1

Description in terms of airflow over control surfaces

Main issue is adverse yaw

Explain the effect of adverse yaw on roll rate

Ways of counteracting adverse yaw eg:

Differential ailerons

Frise ailerons

Roll spoilers

Explain the secondary roll effect of applying rudder

Explain this is worse in V-tailed aircraft

Co-ordinated use of rudder and aileron

##### List 2

Arrangement, operation and reasons for:

Spoilers

All-moving tailplane (slab/stabilator)

Tailerons

Canards

Elevons

Ruddervators

Flaperons

**List 3**

Using the example of eg: a trailing edge flap

Explanation to centre on:

Airflow changes on deployment eg:

Change in lift and drag coefficients

Airflow separation

**List 4**

Advantages, disadvantages with respect to aerodynamic effectiveness and operation:

Plain flap

Split flap

Slotted flap

Fowler flap

**List 5**

Explanation of asymmetric flap and how it happens

Description of the effect on aircraft attitude

**List 6**

Advantages, disadvantages with respect to aerodynamic effectiveness and operation:

Krueger flap

Leading edge droop

Slots

Slats

**List 7**

Reason

Position

How they operate

**List 8**

Eg:

Blown air

Suction

Wing fences

**List 9**

Including limitations in flight and on the ground

Spoilers

Lift dumpers

Speed brakes

## Unit 203

# Aircraft aerodynamics and control in fixed-wing aircraft

## Outcome 7

Understand methods of balancing and trimming control surfaces

### Assessment Criteria

The learner can:

1. explain the effects of airspeed on flying controls
2. explain the need for aerodynamic balancing
3. explain the operation of control surface trimming devices
4. describe control surface flutter
5. explain mass balance

### Range/Scope/Unit content

#### List 1

Eg: Increased airspeed = greater force on controls

Eg: Increased airspeed = smaller controlled movements required

#### List 2

Eg: Counter-acting increased force from increased airspeed

#### List 3

Include reasons for trimming devices

Balance tab

Anti-balance tab

Spring tab

Trim tab

Servo tab

Variable incidence tailplane

#### List 4

Related to airspeed

Effects of vibration on:

Pilot

Airframe

Control linkage

#### List 5

Why is it done and how is it achieved?

Include explanations of:

Out of balance force

Forward and rear limits

Centre of gravity

## Unit 203

# Aircraft aerodynamics and control in fixed-wing aircraft

## Outcome 8

Understand the basic theory of high speed flight

### Assessment Criteria

The learner can:

1. explain the significance of 'speed of sound' to an aircraft in flight
2. explain terms related to high speed flight
3. explain 'Mach number' and 'critical Mach number'
4. describe the formation and development of shock waves
5. explain terms related to transonic flight
6. explain methods of overcoming problems during transonic flight
7. describe the factors affecting airflow through an intake of a high speed aircraft.

### Range/Scope/Unit content

#### List 1

Define 'speed of sound'

Include variation of speed of sound with atmospheric conditions eg:

Altitude

Air density

Temperature

#### List 2

Subsonic flight

Transonic flight

Supersonic flight

#### List 3

Including their significance to aircraft flight

#### List 4

Including:

How and when they are formed

How and why they develop

Their properties

Effect on the airflow eg:

Movement of the centre of pressure

**List 5**

Compressibility  
Buffet  
Shockwave formation  
Spanwise flow  
Shock stall  
Boundary layer flow separation  
Control ineffectiveness  
Instability

**List 6**

Swept wings  
Wing fences  
Saw-tooth leading edges  
Notched leading edges  
Vortex generators  
Area rule  
Spoilers  
Slab tailplane/stabilators  
Active stability devices

**List 7**

Intakes eg:  
Engine intakes  
Air scoops  
Problems with high speed and supersonic air eg:  
Shock wave  
Air too fast for engine intake  
Solutions eg:  
Variable geometry intakes

# **Unit 203                      Aircraft aerodynamics and control in fixed-wing aircraft**

## Notes for guidance

It is expected that the learner will carry out suitable practical experiments to assist understanding of some aspects of this unit, however these will not be assessed.

This unit contains the syllabus of EASA 2042/2003 part 66 Basic Knowledge Requirements Module 8 and for part of Module 11A (11.1 only). The equivalent EASA knowledge level indicators for each of the above outcomes - required for the B1 and B2 categories - are listed below with an abridged description of each level:

Level 1 – “A familiarisation with the principal elements of the subject”

Level 2 – “A general knowledge of the theoretical and practical aspects of the subject”

Level 3 – “A detailed knowledge of the theoretical and practical aspects of the subject”

Outcome 1: EASA Level 2

Outcome 2: EASA Level 2

Outcome 3: EASA Level 2

Outcome 4: EASA Level 2

Outcome 5: EASA Level 2

Outcome 6: EASA Level 2 (B1 only)

Outcome 7: EASA Level 2 (B1 only)

Outcome 8: EASA Level 2 (B1 only)

Note: the above list equates generally to the EASA requirement and is for guidance only. It is primarily for those learners wishing to sit the CAA examination in this subject.

## Unit 211

# Maintaining aircraft armament expendable stores

**Level:** 3

**Credit value:** 18

**UAN:** L/503/1111

### Unit aim

To provide learners with a detailed understanding of aircraft armament expendable stores and associated practical skills.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. understand Explosives Regulations for aircraft armament expendable stores
2. know the operation, maintenance, handling and preparation of airborne munitions
3. understand the procedures for the Issue and receipt of dangerous goods, explosives and non-explosive stores
4. understand the dangers, regulation and associated hazards when working with Electro-Explosive Devices (EED).

### Guided learning hours

It is recommended that **175** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Aeronautical Engineering Level 3 NOS Units 209, 210 etc

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SEMTA

### Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

### Assessment and grading

This unit will be assessed by:

- A centre-set written examination covering underpinning knowledge.

## Unit 211

## Maintaining aircraft armament expendable stores

### Outcome 1

Understand Explosives Regulations for aircraft armament expendable stores

#### Assessment Criteria

The learner can:

1. explain the development and uses of a range of explosives
2. identify the hazards associated with explosives
3. explain the Regulations for Explosive Storage Areas (ESA)
4. explain the documentation, posters and signage used in an ESA
5. explain the purpose of the fire division signs and the hazards associated with each
6. identify the hazards and precautions associated with Radio Frequency (RF) radiation and explosives
7. identify typical explosives containers and describe their use.

#### Range/Scope/Unit content

##### List 1

Basic history of explosive development

Uses of explosives for selected military purposes:

Eg Offensive, defensive, constructive

Definition of explosion, detonation, maker, date and lot

##### List 2

Hazards associated with common explosives

Hazard and Role markings

International System of Classification for Dangerous Goods

##### List 3

Basic rules and regulations:

Layout and positioning of a typical ESA

Personal matters

Security

Estate maintenance

Vehicles entering/leaving site

Need for and purpose of electrical standards

Types of ESA building

Purpose of periodic explosives inspections

Fire and safety precautions

Explosive regulations

##### List 4

Including the meaning and purpose of:

ESA forms and posters

Quantity distances and explosives classifications

**List 5**

Fire regulations

Fire Signs:

Eg Hazard division signs, Supplementary signs, Fire posters

**List 6**

Identification of EED cartridges

Storage of EED cartridges

Causes of accidental initiation

Precautions in preventing accidental initiation

**List 7**

Explosive and weapon transit containers

Need and purpose of transit container markings

Need and purpose of Hermetic and Authenticity sealing

Regulations for opening containers

Regulations for stacking of explosives and containers

Disposal action for containers, fired brass and scrap

Segregation and isolation of stored explosives.

## **Unit 211**

# **Maintaining aircraft armament expendable stores**

### **Outcome 2**

Know the operation, maintenance, handling and preparation of airborne munitions

#### **Assessment Criteria**

The learner can:

1. describe the operation and handling procedures for aircraft bombs, fuses and components
2. describe the operation and usage of aircraft bomb tail units
3. describe the fundamentals of bomb guidance using a Global Positioning System (GPS)
4. describe the procedures to load/unload airborne munitions and associated equipment.

#### **Range/Scope/Unit content**

##### **List 1**

Purpose of aircraft bombs, exploders, plates, markings, housings and lugs  
Identification of aircraft bombs, exploders, plates, markings, housings and lugs  
Safety precautions  
Frequency of maintenance  
Locations for maintenance activities  
Typical maintenance processes  
Lifing and recording policy  
Reporting and documentation action to be taken on discovering a fault  
Extrusion/exudation  
Store life and recording  
Identification of bomb fuses

##### **List 2**

Purpose and operation  
Identification  
Life and recording policy  
Shear wires  
Safety precautions when handling  
Retard and ballistic roles

##### **List 3**

Purpose and operation of laser guided bomb systems  
The GPS system  
Identification and purpose of Precision Guided Munitions (PGM) and components  
Identification and purpose of Precision Guided Munitions (PGM) adapter kits  
Safety and handling precautions for PGM adapter kits

#### **List 4**

Munitions eg

- Bombs 1000lb
- Bombs Paveway II and III
- Bombs practice 14kg and 3kg

Equipment eg

- Carrier Bomb Light Stores (CBLs) 100 and 200's
- CRV7 Launcher 5002
- Cradle Aircraft Fuel Tank Loading, Type B
- Hoist Universal Weapons (HUW)
- Transporting trolley Type S
- Stores Management System (SMS)
- Tool kits
- Voltage detector Mk 6

Missile and rocket launcher load/unload

Aircraft bomb load/unload

Load/unload aircraft countermeasures: chaff and flares

## **Unit 211**

## **Maintaining aircraft armament expendable stores**

### Outcome 3

Understand the procedures for the issue/receipt of dangerous goods, explosive and non-explosive stores

#### **Assessment Criteria**

The learner can:

1. explain the procedures for issue/receipt of dangerous goods, explosive and non-explosive stores

#### **Range/Scope/Unit content**

##### **List 1**

Issue/receipt documentation

Storage

Opening explosives containers

Resealing explosives containers

Disposal of explosives containers

## **Unit 211**

## **Maintaining aircraft armament expendable stores**

### Outcome 4

Understand the dangers, regulations and associated hazards when working with Electro-Explosive Devices (EED)

#### **Assessment Criteria**

The learner can:

1. describe the hazards and precautions associated with Electro Explosive Devices (EED)
2. explain the testing procedures for typical Electro-explosive Devices (EED)

#### **Range/Scope/Unit content**

##### **List 1**

Purpose of typical EED  
Types and sources of RF hazard  
Prohibitive RF areas  
Safety precautions in RF areas  
Accidental initiation  
Lifting and recording policy  
Occupational hazards in RF areas

##### **List 2**

Eg aircraft fire bottles  
Safety  
Documentation

## Unit 212

# Aircraft Assisted Escape Systems (AAES)

**Level:** 3  
**Credit value:** 12  
**UAN:** L/503/1139

### Unit aim

To provide learners with a detailed understanding of aircraft assisted escape systems (AAES) and associated practical skills.

### Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. understand the construction and operation of a typical AAES
2. understand AAES safety devices
3. know the equipment and safety precautions for working on AAES
4. be able to fit safety devices on AAES
5. be able to disarm and remove an ejection seat from an aircraft
6. be able to carry out maintenance on AAES assemblies and components
7. be able to arm and fit an ejection seat to an aircraft.

### Guided learning hours

It is recommended that **115** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the SEMTA Aeronautical Engineering Suite 3 NOS 112.

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SEMTA.

### Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Unit 212

## Aircraft Assisted Escape Systems (AAES)

### Outcome 1

Understand the construction and operation of a typical AAES

#### Assessment Criteria

The learner can:

1. explain the need for AAES
2. describe AAES construction
3. describe a seat operating sequence
4. explain the purpose of the command selector valve
5. describe developments related to AAES.

#### Range/Scope/Unit content

##### List 1

Including:

Outline development history

Aircrew survivability

Increase in aircraft speed/manoeuvrability

##### List 2

Identify its components and describe their function including:

Command ejection

Canopy jettison system

Cartridges

Firing units

Ejection gun

Rocket pack

Seat pan firing handle

Breech Type Time Delayed Firing Unit (BTTDFU)

Drogue gun

Barostatic Time Release Unit (BTRU)

Manual separation system

Personal Equipment Connector (PEC)

Emergency Oxygen system

Leg restraint system

Personal Survival Pack (PSP)

Harness Power Retraction Unit (HPRU)

Seat Raising Actuator (SRA)

##### List 3

Typical operating sequence

Manually initiated

Cartridge operated

Rocket assisted

Fully automatic

**List 4**

Purpose of command ejection

Describe the use:

Selections (Front & Rear)

Initiation of command ejection

Command ejection sequence including valve operation

Compare systems fitted to two or more different aircraft

**List 5**

Including:

Night Vision Goggles (NVG)

Recent modifications

Future AAES.

## Unit 212

## Aircraft Assisted Escape Systems (AAES)

### Outcome 2

Understand AAES safety devices

#### Assessment Criteria

The learner can:

1. explain the purpose of AAES safety pins
2. identify AAES pin conditions and when they are used
3. explain personal legal responsibilities for positioning AAES safety pins
4. explain the use of documentation related to safety pin movement.

#### Range/Scope/Unit content

##### List 1

Purpose and positions

Eg:

Seat pan firing handle

Canopy jettison system

Miniature Detonating Cord

##### List 2

Stowage

Safe for Parking

Safe for Maintenance

Safe condition

##### List 3

Authority required for movement of pins between each condition

Who can move pins (eg weapons technician, aircraft technician, aircrew)

##### List 4

eg

Recorded using relevant servicing documentation

##### List 5

Stowage

Safe for Parking

Safe for Maintenance

Safe condition

##### List 6

Accurate recording of pin movement

Recorded using relevant servicing documentation

## Unit 212

## Aircraft Assisted Escape Systems (AAES)

### Outcome 3

Know the equipment and safety precautions for working on AAES

#### Assessment Criteria

The learner can:

1. describe the safety precautions to be observed for the canopy jettison system
2. describe the lifting equipment for handling an ejection seat
3. describe the safety precautions for the removal of an ejection seat
4. describe safe storage conditions for AAES explosives
5. describe safe storage conditions for removed seats and seat pans
6. describe the purpose and use of ejection seat stands
7. describe the maintenance requirements for ejection seat stands
8. describe the safety precautions for ejection seat maintenance
9. explain the importance of recorded details of an ejection seat and its components.

#### Range/Scope/Unit content

##### List 1

Eg:

Canopy jettison initiator unit

Jack head piston

Canopy unlocking jacks

Canopy rocket motors

Miniature Detonating Cord

##### List 2

Including safety precautions required when using including:

Slings and lifting straps (serviceable tags fitted)

Hoists

Pre-use checks

Maintenance of lifting equipment

##### List 3

Safety precautions necessary before and during seat removal eg:

Cartridge removal

##### List 4

Eg:

Environment

Labelling, sets

Storage and fitted life

In accordance with current regulations

**List 5**

Location  
Environment  
Labelling/Serial No/Seat Set  
Transportation

**List 6**

Safe seat transportation  
Prevent seat damage

**List 7**

Including:  
Pre-use checks  
Inspection  
Lubrication  
Wheels and tyre pressures

**List 8**

Before and during the maintenance procedure

**List 9**

Component serial numbers  
Modification state of ejection seat and components  
Vital Checks  
Independent checks

## **Unit 212**

## **Aircraft Assisted Escape Systems (AAES)**

### **Outcome 4**

Be able to fit safety devices on AAES  
Assessment Criteria

The learner can:

1. perform pin moves
2. create documentation related to safety pin movement.

### **Range/Scope/Unit content**

#### **List 1**

Stowage

Safe for Parking

Safe for Maintenance

Safe condition

#### **List 2**

Accurate recording of pin movement

Recorded using relevant servicing documentation.

## Unit 212

## Aircraft Assisted Escape Systems (AAES)

### Outcome 5

Be able to disarm and remove an ejection seat from an aircraft

#### Assessment Criteria

The learner can:

1. use the correct maintenance procedures
2. disarm relevant systems
3. remove the ejection seat
4. disarm remaining armed components
5. store explosives removed from the AAES.

#### Range/Scope/Unit content

##### List 1

Identify correct maintenance procedures

Use procedures in eg: Air Publications, Maintenance procedures

##### List 2

Identify relevant systems

Using information in eg: Air Publications, Relevant maintenance documentation

Disarm the system eg: Remove and label cartridges

Temporarily store cartridges

Label system

##### List 3

Ensure the aircraft is prepared for seat removal eg: canopy removal

Remove seat eg:

Disconnect hoses, lanyards etc

Disconnect seat securing devices eg: pins, bolts etc

Attach lifting device

Use safety assistants

Lift seat from aircraft

Secure seat on correct stand

Labelling/serial numbers

Documentation

##### List 4

Safety

Labelling/serial numbers

##### List 5

Storage of cartridges In accordance with current regulations.

## Unit 212

## Aircraft Assisted Escape Systems (AAES)

### Outcome 6

Be able to carry out maintenance on AAES assemblies and components

#### Assessment Criteria

The learner can:

1. use relevant maintenance procedures
2. maintain documentation
3. maintain ejection seat components
4. replace ejection seat components
5. test the ejection seat gas system
6. use correct maintenance procedures.

#### Range/Scope/Unit content

##### List 1

Eg:

Air publications

Relevant maintenance documentation

Servicing Instructions

Technical Instructions

Modifications

##### List 2

Eg:

F707

Seat set maintenance records

##### List 3

Components eg: ,Parachute pack, PEC connector, Personal Survival Pack

Seat pan

Drogue gun

Breech Type Time Delay Firing Unit (BTDFU)

Barostatic Time Release Unit (BTRU)

##### List 4

Leg/arm restraint lines

Harness Power Retraction Unit (HPRU) straps

Seat pan firing handle

Oxygen cylinder

Parachute pack, PEC connector, Personal Survival Pack

**List 5**

Integrity and pressurisation:

Seat pan

Manual separation

**List 6**

Special Instructions

Special technical instructions

Preliminary warning Instructions

Urgent Technical Instructions

Advance information leaflets

After Flight (A/F)

Before Flight (B/F)

Turnround (T/R)

A/F-B/F

Loose Article search

Using relevant servicing documentation.

## Unit 212

## Aircraft Assisted Escape Systems (AAES)

### Outcome 7

Be able to arm and fit an ejection seat to an aircraft

#### Assessment Criteria

The learner can:

1. describe safety precautions for ejection seat fitting
2. explain the importance of stage checks whilst refitting an ejection seat
3. create and maintain documentation
4. use correct maintenance procedures
5. re-arm systems and components in sequence
6. prepare an ejection seat for refitting
7. fit an ejection seat.

#### Range/Scope/Unit content

##### List 1

Safety precautions before and during the seat fit

##### List 2

Vital checks

Independent checks

Relevant documentation

Air publications

##### List 3

Relevant servicing documentation

Component life records

##### List 4

Eg:

Servicing Instructions

Technical Instructions

Modifications

Relevant servicing documentation

##### List 5

Safety

Air publications

Maintenance documentation

Vital checks

Independent checks

Cartridges

**List 6**

Eg:

Slings and lifting straps (serviceable tags fitted)

Hoists

Pre-use checks

Maintenance of lifting equipment

Safety

**List 7**

Information from Air Publications

Vital checks

Independent checks

Complete maintenance documentation.

## **Unit 212            Aircraft Assisted Escape Systems (AAES)**

Notes for guidance

This unit has been produced to meet military aviation training requirements.

On completion of this unit the learner will be able to show a comprehensive knowledge of the Aircraft Assisted Escape Systems used in military aircraft.

Assessment is to be designed to demonstrate underpinning knowledge and use of relevant documentation.

## Unit 213

## Maintaining aircraft gun systems

**Level:** 3  
**Credit value:** 10  
**UAN:** R/503/1112

### Unit aim

To provide learners with a detailed understanding of aircraft gun systems and associated practical skills.

### Learning outcomes

There are **nine** learning outcomes to this unit. The learner will:

1. understand the operation of aircraft gun systems
2. understand ammunition used in aircraft guns
3. be able to assemble ammunition belts
4. understand the fitting, removal and harmonisation of aircraft guns
5. be able to work on aircraft gun installations
6. be able to load and unload aircraft gun systems
7. understand the maintenance of aircraft gun barrels
8. be able to maintain aircraft guns and components
9. understand actions to be taken following hazardous incidents.

### Guided learning hours

It is recommended that **100** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the SEMTA Aeronautical Engineering Suite 3 (2008) NOS 111

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SEMTA.

### Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

### Assessment and grading

This unit will be assessed by:

- centre-set assignments covering practical skills and underpinning knowledge.

## **Unit 213**

### Outcome 1

## **Maintaining aircraft gun systems**

Understand the operation of aircraft gun systems

### **Assessment Criteria**

The learner can:

1. describe safety issues surrounding aircraft guns and their maintenance
2. describe the construction and configuration of aircraft guns
3. describe gun safety devices and their principles of operation
4. explain the operation of an aircraft gun.

### **Range/Scope/Unit content**

#### **List 1**

Eg:

Explosives

Manual handling

Cocking and firing mechanism

Misfires and stoppages

Positioning of armed aircraft

#### **List 2**

eg:

Barrel

Cradle group

Breech cylinder housing group

Electric firing unit and re-cocking cable

Feed mechanism and locking pin

Feed configuration

#### **List 3**

Mechanical

Electrical

#### **List 4**

Operation of a typical gun and the function of each part eg components of:

Barrel

Cradle group

Breech cylinder housing group

Electric firing unit and re-cocking cable

Feed mechanism and locking pin

And

Re-cocking unit

Gun electronic unit

Automatic fire

Gas purging

Misfires and stoppages.

## **Unit 213**

### **Outcome 2**

## **Maintaining aircraft gun systems**

Understand ammunition used in aircraft guns

### **Assessment Criteria**

The learner can:

1. explain principles of operation of ammunition types
2. describe the construction of ammunition and associated items.

### **Range/Scope/Unit content**

#### **List 1**

Use and purpose including eg:

Drill

Target practice

Target practice tracer

High Explosive

Armour piercing

Re-cocking cartridge

#### **List 2**

Eg:

Ammunition:

Drill

Target practice

Target practice tracer

High Explosive

Armour piercing

Re-cocking cartridge

Colour Coding

Other items eg:

Ammunition fuses

Ammunition links.

## **Unit 213**

### **Outcome 3**

## **Maintaining aircraft gun systems**

### **Be able to assemble ammunition belts**

#### **Assessment Criteria**

The learner can:

1. apply the safety precautions for handling ammunition
2. assemble ammunition belts
3. perform joining and breaking lengths of belt
4. perform tests on belts of ammunition
5. replace faulty links
6. complete gun system documentation.

#### **Range/Scope/Unit content**

##### **List 1**

Including conditions for handling loose and belted ammunition eg:

Electrically initiated ammunition

One belt on the table at a time

Avoid impact of anything on percussion cap

Loading areas to be licensed by local area/current regulations

Ammunition prep room

ESA

##### **List 2**

Eg:

Linking/delinking machine

Correctly aligned rounds

Safety precautions

##### **List 3**

Using links and ammunition in the correct sequence

##### **List 4**

For example:

Flexibility eg: role test, spread test, rotation test

Roll test

Rotation test

Spreading test

Exchanging faulty links

##### **List 5**

Using serviceable links and correct ammunition

##### **List 6**

Relevant documentation recording eg:

Quantity, type and sequence of ammunition

## **Unit 213**

### Outcome 4

## **Maintaining aircraft gun systems**

Understand the fitting, removal and harmonisation of aircraft guns

### **Assessment Criteria**

The learner can:

1. explain principle of aircraft gun installations
2. describe the safety precautions for fitting and removing an aircraft gun
3. explain the principles of aircraft gun harmonisation
4. explain the equipment and information required for aircraft gun harmonisation
5. describe the safety precautions required for gun harmonisation
6. describe the basic procedures for harmonising an aircraft gun.

### **Range/Scope/Unit content**

#### **List 1**

Including the purpose eg:

Strong attachment points

Ammunition tanks

Adjustments to be made for harmonisation

#### **List 2**

Including:

Check all switches in accordance with maintenance schedules

Gun hoisting/lifting equipment

Manual handling

Ground support equipment

#### **List 3**

Purpose and basic principles including:

Meaning of 'harmonisation'

Reason for harmonisation: - Gun aiming, bullet trajectory

Forward looking sensors (HUD etc)

#### **List 4**

Information: data and procedures

Purpose of the equipment eg: Gun harmonisation boards, Harmonisation diagrams, Aircraft jacks

Levelling beams

Clinometer

Gun harmonisation equipment eg:

Telescope

Gauge

Reticule and adapter

Laser unit

Mandrel

**List 5**

Eg:

Ensure the gun is unloaded

Cockpit switch checks

**List 6**

Eg:

Aircraft jacking and levelling

Use of the gun harmonisation kit

Use of the mandrel and laser unit

Harmonisation board and its position

## **Unit 213**

Outcome 5

## **Maintaining aircraft gun systems**

Be able to work on aircraft gun installations

### **Assessment Criteria**

The learner can:

1. prepare and fit an aircraft gun to an aircraft
2. remove an aircraft gun from an aircraft
3. complete gun fit/removal documentation
4. harmonise an aircraft gun to within operational limits
5. record actions on relevant documentation.

### **Range/Scope/Unit content**

#### **List 1**

Meaning of 'harmonisation'

Reason for harmonisation: - Gun aiming

Forward looking sensors (HUD etc)

#### **List 2**

Eg:

Gun harmonisation boards

Harmonisation diagrams

Aircraft jacks

Levelling beams

Clinometer

Gun harmonisation equipment eg:

Telescope

Gauge

Reticule and adapter

Laser unit

Mandrel

#### **List 3**

Eg:

Ensure the gun is unloaded

Cockpit switch checks

#### **List 4**

Eg:

Aircraft jacking and levelling

Use of the gun harmonisation kit

Use of the mandrel and laser unit

Harmonisation board and its position

**List 5**

Air publications

In accordance with maintenance procedures

**List 6**

Complete relevant documentation eg:

F707

Role equipment documentation.

## **Unit 213**

### **Outcome 6**

## **Maintaining aircraft gun systems**

Be able to load and unload aircraft gun systems

### **Assessment Criteria**

The learner can:

1. apply the safety precautions for loading and unloading aircraft guns
2. prepare and load aircraft guns
3. perform unloading procedure of aircraft guns
4. record load and unload details .

### **Range/Scope/Unit content**

#### **List1**

Including:

Aircraft pointing in a safe direction

Post safety personnel/notices

Check all switches in accordance with maintenance schedules

#### **List 2**

Using:

Air publications

Maintenance procedures

Manual handling procedures

Ground support equipment

Safety precautions

#### **List 3**

Using:

Air publications

Maintenance procedures

Manual handling procedures

Ground support equipment

Safety precautions

#### **List 4**

Eg:

Flight servicing documents F700 series

Gun record cards

## **Unit 213**

Outcome 7

## **Maintaining aircraft gun systems**

Understand the maintenance of aircraft gun barrels

### **Assessment Criteria**

The learner can:

1. describe the principle parts of an aircraft gun barrel
2. describe the process of cleaning and inspection of an aircraft gun barrel
3. explain the importance and functioning of an electronic barrel gauge.

### **Range/Scope/Unit content**

#### **List 1**

Including their function eg:

Bore  
Rifling  
Gas ports  
Blast deflector  
Barrel bearing  
Barrel catch  
Breach face

#### **List 2**

Eg importance of:

Removing debris  
Lubricant type and quantity  
Un-lubricated areas  
Inspection points to include:  
Gas erosion  
Stripped or crushed lands  
Wear to barrel catch recess and buttress guides  
Damage to two-part threads  
Excessive pitting and corrosion to the barrel bore  
Cracks  
Criteria for rejecting the barrel as unserviceable

#### **List 3**

Including:

Sensing heads  
Feeder tube and adaptors  
Transducer  
Controls and indicators  
Menus  
Pre-use checks  
Operation  
Maintenance  
Interpretation of results

## Unit 213

### Outcome 8

## Maintaining aircraft gun systems

Be able to maintain aircraft guns and components

### Assessment Criteria

The learner can:

1. perform the operation of an aircraft gun
2. select gauges and test equipment used in aircraft gun maintenance
3. disassemble an aircraft gun
4. inspect gun components
5. perform tests on gun components
6. identify faults in aircraft gun components
7. perform cleaning and lubrication of aircraft gun components
8. perform cleaning of aircraft gun barrels
9. perform lubrication an aircraft gun barrel
10. conduct gauging of aircraft gun barrels using a typical electronic gauge
11. reassemble an aircraft gun after maintenance
12. conduct tests on an aircraft gun following maintenance
13. record maintenance on relevant documentation.

### Range/Scope/Unit content

**The maintenance should be to a depth equivalent to that required by a typical 500 round maintenance procedure**

#### List 1

Operation of a typical gun and the function of each part eg components of:

- Barrel
- Cradle group
- Breech cylinder housing group
- Electric firing unit and re-cocking cable
- Feed mechanism and locking pin

And

- Re-cocking unit
- Gun electronic unit
- Automatic fire
- Gas purging
- Misfires and stoppages

**List 2**

Select and explain the purpose of:

Gun barrel gauge

Dial test indicator

Vernier gauge

Surface plate

Feeler gauges

Reference cartridges

Test set for gun electrical system

Go/No-go gauges

**List 3**

To the depth required by eg a 500 round maintenance:

Safety

Slide position

Gun unloaded

Pre-maintenance mechanical functioning checks

Component groups eg:

Barrel

Cradle group

Breech cylinder housing group

Electric firing unit and re-cocking cable

Feed mechanism and locking pin

**List 4**

Eg:

Visual inspection

Using gauges

Eg:

Dial test indicator

Vernier gauge

Surface plate

Feeler gauges

Reference cartridges

Go/No-go gauges

**List 5**

Using eg:

Test set for gun electrical system

Electrical/electronic test

**List 6**

Using correct repair methods and spares

**List 7**

In accordance with maintenance schedules

Using prescribe materials

Complete relevant documentation

**List 8**

In accordance with maintenance schedules  
Clean using prescribed materials

**List 9**

In accordance with maintenance schedules  
Using prescribed lubricants

**List 10**

Using a prescribed electronic gun barrel gauge:  
Pre-use check  
Using correct gauge and adaptors for barrel size and type  
Record and interpret results  
Classify the barrel in accordance with given criteria.  
Complete relevant documentation

**List 11**

In accordance with maintenance schedules

**List 12**

Including gauging during re-assembly eg:  
Breech cylinder/ breech cylinder housing clearance.  
Cartridge Headspace  
Safety

**List 13**

Eg:  
Hand functioning  
Mechanical functioning with drill rounds  
Re-cocking unit functioning  
Electrical functioning

**List 14**

Complete relevant documentation eg:  
F707  
Other relevant documentation.

## **Unit 213**

Outcome 9

## **Maintaining aircraft gun systems**

Understand actions to be taken following hazardous incidents

### **Assessment Criteria**

The learner can:

1. define the term 'hazardous incident'
2. explain the process of hazardous incident reporting
3. explain possible causes and consequences of a hazardous incident for gun systems.

### **Range/Scope/Unit content**

#### **List 1**

Illustrate with examples:

Heavy landing

Excessive 'g' in a controlled manoeuvre

Violent use of brakes

Excessive in-flight turbulence

Lightning strike

#### **List 2**

Eg:

Who reports?

Where are the procedures to be found?

Why are checks done?

Listing in operational flying procedures

#### **List 3**

Should include the following:

Causes:

Wind shear

Sudden loss of power or lift

Pilot error

Consequences:

Disturbance of gun harmonisation

Aircraft temporarily grounded

Hazardous incident checks (general procedure):

Visual inspection

Gun harmonisation checks.

## **Unit 213                    Maintaining aircraft gun systems**

### Notes for guidance

This unit has been produced to meet military aviation training requirements. On completion of this unit the learner will be able to show a comprehensive knowledge of the Aircraft Gun Systems used in military aircraft.

Assessment is to be designed to demonstrate underpinning knowledge and use of relevant documentation.

## Unit 214

# Maintaining weapons electrics maintenance practices

**Level:** 3  
**Credit value:** 8  
**UAN:** Y/503/1113

### Unit aim

To provide learners with a detailed understanding of aircraft weapons electrical practices with associated practical skills.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. be able to work safely on an aircraft weapons electrical installation
2. understand the selection and use of tools, equipment, material and information
3. be able to prepare and terminate aircraft electrical cables using a range of terminations
4. be able to manufacture aircraft cable assemblies
5. be able to repair aircraft cable assemblies.

### Guided learning hours

It is recommended that **75** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Aeronautical Engineering Suite 3 NOS 087, 088.

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SEMTA.

### Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## **Unit 214**

## **Maintaining weapons electrics maintenance practices**

### Outcome 1

Be able to work safely on an aircraft weapons electrical installation

#### **Assessment Criteria**

The learner can:

1. identify safety hazards in a workshop environment
2. demonstrate workshop/hangar working and emergency procedures.

#### **Range/Scope/Unit content**

##### **List 1**

Work hazards and precautions

Eg working with:

Electricity

Pressurised gasses (including oxygen)

Oils

Chemicals

Soldering /rework station

Immediate actions eg:

Fire

Spillage

Electric shock

Personal injury

##### **List 2**

Simulated or actual emergency drills and procedures

Fire extinguisher locations

First aid location

Emergency exits

Emergency telephone numbers

## **Unit 214**

## **Maintaining weapons electrics maintenance practices**

### **Outcome 2**

Understand the selection and use of tools, equipment, material and information

### **Assessment Criteria**

The learner can:

1. explain the term 'wiring husbandry' and how it applies to aircraft wiring
2. describe the function of common hand tools used in aircraft wiring tasks
3. describe correct tools and equipment required for specific tasks
4. explain the procedures used to ensure tools remain within calibration limits
5. explain the symbols and terminology used on aircraft electrical diagrams.

### **Range/Scope/Unit content**

#### **List 1**

Relevant air publications

eg:

Regular inspection

Minor repairs

Renewing protective cladding

Removal of contaminants

Correct installation and routing

#### **List 2**

Including:

Snips

Cable stripping tools

Termination tools

Torque wrench

Loom wrapping tools

Lacing

Heat shrink sleeves

Potting compound

Pin/socket insertion tools

Grommets

'P' clips

#### **List 3**

eg:

Stripping and crimping tools

Soldering iron

Heat shrink gun

**List 4**

eg:

Care in use and periodic calibration of:

Go-No Go gauges

Cable strippers

Crimp tools

Meters

**List 5**

Including those in:

Relevant Air Publications

Relevant local statutory requirements

Location diagrams

Wiring diagrams

Circuit/Cable loom coding.

## Unit 214

## Maintaining weapons electrics maintenance practices

### Outcome 3

Be able to prepare and terminate aircraft electrical cables using a range of terminations

#### Assessment Criteria

The learner can:

1. select and check correct tools and equipment
2. prepare a range of electrical cables and connectors
3. dismantle a range of electrical connectors
4. assemble a range of electrical connectors
5. terminate a range of electrical cable using soldered and crimped terminals
6. use standard test equipment to test the integrity of terminations and connectors.

#### Range/Scope/Unit content

##### List 1

Eg:

Snips

Cable stripping tools

Termination tools

Torque wrench

Loom wrapping tools

##### List 2

Cable selection charts

Aircraft cable eg:

Nyvin, thin-walled, co-axial, data-bus, fibre-optic, gore cable, high tension, GSE cable

Connectors eg: bayonet, screw, jack types

##### List3

Eg:

BNC connector

Bayonet

Screw

Jack

##### List 4

Eg:

Relevant Air Publications

Cable selection charts

Ring tongue terminals

In-line splices

Crimping tools

Soldering process

De-soldering pumps

De-soldering braid  
Safety

**List 5**

Eg:

Relevant Air Publications

Cable selection charts

Ring tongue terminals

In-line splices

Crimping tools

Soldering process

**List 6**

Relevant Air publications

Continuity tests

## Unit 214

## Maintaining weapons electrics maintenance practices

### Outcome 4

Be able to manufacture aircraft cable assemblies

#### Assessment Criteria

The learner can:

1. prepare aircraft weapon cables for assembly into looms
2. assemble aircraft weapon cable looms
3. apply protection to aircraft weapon cable looms
4. use standard test equipment to test the integrity of a cable loom.

#### Range/Scope/Unit content

##### List 1

Eg:

Use looming pattern boards

Cable identification sleeves

##### List 2

Eg:

Protect against moisture and contaminant ingress (eg: lubricants, potting compounds, paints)

Ease of identification

Access for repair and modification

Explain the reasons for using particular looming techniques

Demonstrate different looming techniques eg:

Assembling connectors (insertion and other special tools)

Lacing (including: whipping, knotted start/finish, spot ties, lock stitching, branching)

##### List 3

To include:

Selecting heat-shrink tubing (eg: Thermofit)

Safety when using a heat shrink gun

Correct fitting of heat shrink tubing

Potting compound (selection, mixing, application, curing)

Recognition of faults in protective processes

##### List 4

Eg:

Continuity tester ('buzz box' etc.)

Multimeter (AVO, Fluke etc).

Safety Ohm meter

Insulation resistance tester.

## Unit 214

## Maintaining weapons electrics maintenance practices

### Outcome 5

Be able to repair aircraft cable assemblies

#### Assessment Criteria

The learner can:

1. select a range of tools and accessories for use in cable repair
2. prepare damaged aircraft weapons cable assemblies for repair
3. repair damaged weapons cable assemblies
4. inspect repaired aircraft weapons cable assemblies
5. test repaired aircraft weapons cable assemblies

#### Range/Scope/Unit content

##### List 1

Select and explain the use of

Eg:

De-soldering tool

Solder and crimp splices

##### List 2

Eg:

Cut

Strip

Label

Correct size and type of splice

Position of splices (eg: staggered)

##### List 3

Using a range of techniques

Re-loom as necessary to original specification

Staggered splices

##### List 4

Eg:

Physical and electrical integrity of connectors

Use correct /inspection test equipment (eg: visual, continuity, insulation, bonding)

Use specialist weapons test equipment

Correct loom dimensions

Lacing and marking correct

Integrity of protective sleeves/coatings/potting.

##### List 5

Physical and electrical integrity of connectors

Use correct /inspection test equipment (eg: visual, continuity, insulation, bonding)

Use specialist weapons test equipment

Correct loom dimensions  
Lacing and marking correct  
Integrity of protective sleeves/coatings/potting.

## **Unit 214                      Maintaining weapons electrics    maintenance practices**

Notes for guidance

This unit has been produced to meet military aviation training requirements.

On completion of this unit the learner will be able to show a comprehensive knowledge of the Weapons Electrics Maintenance Practices used on military aircraft.

Assessment is to be designed to demonstrate underpinning knowledge and use of relevant documentation.

## Unit 215

## Aviation mathematics and science for technicians

**Level:** 3

**Credit value:** 8

**UAN:** D/503/1128

### Unit aim

This unit aims to give the learner the maths and science knowledge in an aviation context to allow further study of aircraft manufacturing and maintenance practices.

### Learning outcomes

There are **ten** learning outcomes to this unit. The learner will:

1. be able to use principles of arithmetic
2. be able to use SI, Imperial and US customary units
3. be able to manipulate algebraic expressions and formulae using standard techniques
4. be able to calculate physical properties of common two and three dimensional shapes
5. be able to use graphs to determine values and solve engineering problems
6. understand the nature of matter
7. understand principles of statics
8. understand principles of types of motion related to aircraft in flight
9. understand principles of dynamics related to aircraft in flight
10. understand principles of fluid motion related to aircraft in flight

### Guided learning hours

It is recommended that **70** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Aeronautical Engineering Level 3 NOS Units 155, 177 etc.

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SEMTA.

### Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number

### Assessment and grading

This unit will be assessed by:

- An online multiple choice test.

## Unit 215

## Aviation mathematics and science for technicians

### Outcome 1

Be able to use principles of arithmetic

#### Assessment Criteria

The learner can:

1. define arithmetical terms
2. use standard operators on arithmetical expressions
3. calculate the LCM and HCF of arithmetical expressions
4. use basic operators on fractions
5. convert between fraction, decimal and percentage values
6. simplify fractions by cancelling
7. distinguish between ratio and proportion
8. calculate percentage values for common engineering variables
9. calculate by manipulating simple arithmetic ratios
10. distinguish between direct and inverse proportion
11. calculate the constant of proportionality for arithmetical expressions.
12. define types of decimal values
13. distinguish between 'significant figures' and 'decimal places'
14. convert numbers to standard form
15. manipulate arithmetic expressions in standard form
16. estimate values for expressions involving decimal values.

#### Range/Scope/Unit content

##### List 1

Including: positive, negative and real numbers

##### List 2

Add, subtract, multiply, divide

A range of first degree expressions in an aeronautical context

##### List 3

Expressions with at least four component values

##### List 4

Basic rules of fractions

Proper and improper fractions

##### List 5

Standard fractions found in engineering (eg: imperial sizes)

Non-standard 'awkward' fractions

Proper and improper fractions

##### List 6

Suitable proper and improper fractions

**List 7**

Nil

**List 8**

Eg:

Engine thrust

Voltage variation

Fuel tank contents

**List 9**

Nil

**List 10**

Nil

**List 11**

Nil

**List 12**

Recurring

Terminating

Non-terminating

**List 13**

Definitions and examples

**List 14**

Using more complex expressions than in '2.' with all basic operators

**List 15**

Rules of estimation

Practice with and without calculator

The implications of erroneous estimation in an engineering context.

## Unit 215

## Aviation mathematics and science for technicians

### Outcome 2

Be able to use SI, Imperial and US customary units

#### Assessment Criteria

The learner can:

1. define the base SI units of measurement
2. define the base Imperial units of measurement
3. convert base and derived units between Imperial, US Customary and SI units
4. calculate derived unit conversion factors using base units
5. explain the terms 'relative error' and 'absolute error'
6. apply error arithmetic to experimental data
7. convert aircraft fuel loads between US Customary, Imperial and SI units
8. convert system pressures between Imperial and SI units
9. extract data from analogue and digital system gauges

#### Range/Scope/Unit content

##### List 1

Metre, kilogram, second, ampere, Kelvin, Pascal, Newton Joule

Names and symbols for preferred prefixes:

Giga (G), mega (M), kilo (k), nano (n), pico (p)

Include their typical uses

##### List 2

Foot (ft), pound (lb), minute (min), Fahrenheit (F)

Include their typical uses

##### List 3

All those commonly used in engineering

With and without a calculator

Derived SI units eg: Hertz, Newton, Pascal, Joule, Watt, Volt, Ohm, °Celsius, Kelvin

Compound derived units eg:

Metres per second

Newton metre

Relevant US Imperial measures eg: US gallons

Imperial: feet, inches, yards, pounds (lb), Imp gallons,

##### List 4

Using both arithmetical means and standard reference tables/graphs/calculators

For Imperial and SI systems

**List 5**

Explanation of the definition

Using suitable examples from engineering

**List 6**

Relevant to engineering

Tolerance

**List 7**

Pounds, kilograms, litres, imperial gallons, US gallons

Explain the reasons for doing this accurately

**List 8**

Eg:

Pascal

Bar

Atmosphere

Psi

Nm<sup>2</sup>

Explain the reasons for doing this accurately

**Note:** Simulation in the form of representative drawings or photographs of relevant gauges can be used when real equipment is not available

**List 9**

Using common scales eg: pounds, kilograms, litres, US gallons

Aircraft and refueller fuel gauges

Aircraft system pressure gauges

Ground support system pressure gauges

**List 10**

Eg: oxygen, nitrogen, air, fuel

**List 11**

Eg: oxygen, nitrogen, air, fuel

## Unit 215

## Aviation mathematics and science for technicians

### Outcome 3

Be able to manipulate algebraic expressions and formulae using standard techniques

#### Assessment Criteria

The learner can:

1. factorise algebraic expressions
2. define 'algebraic expression', 'equation' and 'identity'
3. simplify expressions containing brackets, powers and roots
4. solve simultaneous equations
5. solve second degree equations
6. evaluate aeronautical and scientific formulae by substituting data
7. use formulae to obtain engineering and scientific data

#### Range/Scope/Unit content

##### List 1

By grouping and extracting common factors

##### List 2

Basic definitions with examples

##### List 3

Using BODMAS

Including nested brackets

Indices and powers

Negative and fractional indices

##### List 4

Simple equations using basic methods

##### List 5

With one unknown

##### List 6

Eg:

Gas laws

Aircraft weighing

Aircraft loading (C of G etc)

##### List 7

Eg: Specific gravity, Pressure, Temperature and heat.

## Unit 215

## Aviation mathematics and science for technicians

### Outcome 4

Be able to calculate physical properties of common two and three dimensional shapes

#### Assessment Criteria

The learner can:

1. define the components of a circle
2. solve problems related to dimensions of a circle
3. create geometrical constructions
4. use coordinate systems
5. use formulae to calculate dimensions of plane figures
6. use formulae to calculate surface area and volume of common solids.

#### Range/Scope/Unit content

##### List 1

Radius

Diameter

Circumference

Arc

Chord

##### List 2

Radius

Diameter

Circumference

##### List 3

Simple constructions on paper eg:

Triangle

Square

Rectangle

Parallelogram

Circle

##### List 4

Rectangular

Polar

**List 5**

Using:

sine, cosine and tangent relationships

Triangle

Square

Rectangle

Parallelogram

**List 6**

Cube

Cylinder

Cone

Sphere

## Unit 215

## Aviation mathematics and science for technicians

### Outcome 5

Be able to use graphs to determine values and solve engineering problems

#### Assessment Criteria

The learner can:

1. select scales and origins for graph axes
2. extract values from graphs
3. extrapolate linear graphs to determine x and y intercepts
4. determine  $y$ ,  $x$ ,  $m$  and  $c$  from linear equations and graphs
5. solve graphically pairs of simultaneous equations
6. recognise graphical representations of sine and cosine waveforms
7. determine data values from graphs and tables
8. apply graphical techniques to the solution of engineering problems.

#### Range/Scope/Unit content

##### List 1

By examining experimental data using various origins

##### List 2

Including interpolate between known points

##### List 3

Extrapolate Graph Trends

##### List 4

Graphically and by calculation

##### List 5

First order equations

##### List 6

Recognise peak values and phase difference

##### List 7

Pressure

Density

Relative density

Temperature

##### List 8

Eg:

ICAO tables

Take-off performance graphs

Fuel data.

## Unit 215

## Aviation mathematics and science for technicians

### Outcome 6

### Understand the nature of matter

#### Assessment Criteria

The learner can:

1. explain the kinetic theory of matter
2. identify common engineering chemical elements by name and symbol
3. explain the three basic states of matter and the changes of state of common substances
4. explain the three main bonds at molecular level
5. describe the nature of molecules found in metals and non-metals
6. explain the difference between heat and temperature
7. explain the relationship between the common temperature scales
8. convert temperature values between the common temperature scales
9. use the ISA tables to derive specific values.

#### Range/Scope/Unit content

##### List 1

Explanation including:

Random motion of particles

Brownian motion

Gas properties of pressure, temperature and volume

Conduction, Convection, Radiation, Adiabatic compression

##### List 2

Eg carbon, iron, aluminium, copper

##### List 3

Solid, liquid, gas

Include all state changes: solid > liquid > gas > liquid > gas

Basic explanation of latent heat

Common features of state changes such as the expansion of water when frozen.

##### List 4

Metallic

Ionic

Covalent

Relative strengths of each bond

Reasons for forming each type

**List 5**

Materials used in aircraft eg:

Steel

Aluminium alloys

Plastics

Conductors

Insulators

**List 6**

Engineering explanation using aircraft related examples

**List 7**

Kelvin

Degrees Fahrenheit

Degrees Celsius

Thermometers

**List 8**

Kelvin

Degrees Fahrenheit

Degrees Celsius

**List 9**

Eg:

Altitude

Temperature

Density.

## Unit 215

## Aviation mathematics and science for technicians

### Outcome 7

### Understand principles of statics

#### Assessment Criteria

The learner can:

1. identify forces represented graphically as vectors
2. explain the concept of equilibrium
3. define the meaning of 'the moment of a force about a point'
4. define centre of gravity
5. solve problems involving straight levers, bell cranks and aircraft loading
6. solve problems graphically using the 'triangle of forces' theorem
7. solve problems graphically using the 'parallelogram of forces' theorem
8. define pressure and its units
9. explain the difference between gauge pressure and absolute pressure
10. solve problems involving atmospheric, gauge and absolute pressures
11. calculate pressures in liquids using basic physical measurement.

#### Range/Scope/Unit content

##### List 1

Define 'vector'

Draw vector lines to represent forces in a system

##### List 2

With respect to mechanical systems

##### List 3

Basic principle of moments

##### List 4

Explain the meaning

Examples of position in common objects including aircraft

##### List 5

Relate problems to aircraft eg:

Bell crank on control cables

Aircraft balance about main undercarriage on the ground

Aircraft loading to adjust C of G

##### List 6

Including some aircraft-related problems

##### List 7

Including some aircraft-related problems

##### List 8

The atmosphere

Free liquids and gases  
Constrained liquids and gases  
Stress and strain of materials  
Gas laws (Boyle's Charles)

**List 9**

Aircraft-related examples

**List 10**

Aircraft related

**List 11**

Measuring height  
Applying  $p = \rho gh$

## Unit 215

## Aviation mathematics and science for technicians

### Outcome 8

Understand principles of linear, angular and oscillating motion related to aircraft in flight

#### Assessment Criteria

The learner can:

1. define speed, velocity and acceleration
2. state Newton's Laws of Motion
3. explain the relationships  $F = ma$  and  $W = mg$
4. define the equations of linear motion for constant acceleration
5. solve problems related to an aircraft in flight
6. define basic terms for angular motion
7. define terms for oscillating motion
8. explain simple harmonic motion in terms of mass-spring and simple pendulum systems
9. calculate the natural frequency of small oscillations in a pendulum.

#### Range/Scope/Unit content

##### List 1

Including acceleration due to gravity and its approximate value

##### List 2

In standard form

Include aircraft-related examples

##### List 3

Including aircraft-related examples

##### List 4

$$s = ut + \frac{1}{2} at^2$$

$$v = u + at$$

$$v^2 = u^2 + 2as$$

##### List 5

Using:

Newton's Laws of Motion

Linear motion equations

##### List 6

Centripetal acceleration

Centrifugal force

Angular velocity

Calculations

**List 7**

For elastic systems:

Free vibration

Simple harmonic motion

Forced vibration

Resonance

Time period

Cycle

Frequency

Amplitude

**List 8**

Applying definitions in (7.)

**List 9**

Using the simplified version of the pendulum formula for small oscillations.

## Unit 215

## Aviation mathematics and science for technicians

### Outcome 9

Understand principles of dynamics related to aircraft in flight

#### Assessment Criteria

The learner can:

1. define terms relating to simple machines
2. solve problems involving simple machines
3. explain terms related to gyroscopic motion
4. define work and power
5. define common forms of energy
6. explain the concept of the conservation of energy
7. solve simple problems involving potential and kinetic energy
8. explain terms related to friction
9. solve simple problems involving friction affecting objects on horizontal surfaces.

#### Range/Scope/Unit content

##### List 1

Velocity ratio

Mechanical advantage

Efficiency

##### List 2

Related to aircraft where possible:

Relationship between pressure, force and area

Pulley systems

Worm and wheel

Levers

Gears

Screw jack

Efficiency

##### List 3

Momentum

Inertia

Rigidity

Precession

Gimbal Lock, Degrees of freedom

##### List 4

Calculations

**List 5**

Potential

Kinetic

Heat

Electrical

Chemical

**List 6**

Eg: 'energy can neither be created nor destroyed, but only converted from one form to another'

**List 7**

Related to aircraft where possible:

**List 8**

Static friction

Dynamic friction

Coefficient of friction

Reaction

Normal force

**List 9**

Applying definitions in 8

## Unit 215

## Aviation mathematics and science for technicians

### Outcome 10

Understand principles of fluid motion related to aircraft in flight

#### Assessment Criteria

The learner can:

1. explain density and relative density (specific gravity)
2. solve simple problems involving changing altitude
3. explain viscosity
4. describe the effects of streamlining on the properties of air over an aerofoil surface
5. explain Bernoulli's Principle for a non-viscous fluid
6. explain the relationship between Bernoulli's principle, a venturi and lift on an aerofoil

#### Range/Scope/Unit content

##### List 1

Including practical examples eg: fuel

##### List 2

Changes with altitude of air properties:

Density

Pressure

Temperature

##### List 3

In terms of:

Resistance to fluid flow

Shear stresses close to the system boundary

##### List 4

Velocity of the air

Resistance of the air

##### List 5

Eg: potential energy, kinetic energy and pressure energy remain constant in the streamline

##### List 6

Simplified explanation.

# Unit 215                    Aviation mathematics and science for technicians

## Notes for guidance

This unit contains the complete syllabus of EASA 2042/2003 part 66 Basic Knowledge Requirements Module 1 – Mathematics and Module 2 – Physics, for Category A Licences but is taught to the depth for Category B1. B1 syllabus paragraphs not covered are:

- 1.2b – Logarithms (only)
- 2.3b – Thermodynamics
- 2.4 – Optics (Light)
- 2.5 – Wave Motion and Sound

The equivalent EASA knowledge level indicators for each of the above outcomes are listed below with an abridged description of each level:

Level 1 – “A familiarisation with the principal elements of the subject”

Level 2 – “A general knowledge of the theoretical and practical aspects of the subject”

Level 3 – “A detailed knowledge of the theoretical and practical aspects of the subject”

- Outcome 1: EASA Level 2  
Outcome 2: EASA Level 2  
Outcome 3: EASA Level 2 (3.1-3) EASA Level 2 (3.4-7)  
Outcome 4: EASA Level 2 (except 4.3 – EASA Level 1)  
Outcome 5: EASA Level 2  
Outcome 6: EASA Level 1 (except 6.6-8 – EASA Level 2)  
Outcome 7: EASA Level 2  
Outcome 8: EASA Level 2  
Outcome 9: EASA Level 2  
Outcome 10: EASA Level 2

Note: the above list equates to the EASA requirement for category B licences and is for guidance only. It is primarily for those learners wishing to sit the CAA examination in this subject.



## Appendix 1 Relationships to other qualifications

### Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)
- Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)
- Essential Skills Wales – see [www.cityandguilds.com/esw](http://www.cityandguilds.com/esw)



## Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

**Centre Manual - Supporting Customer Excellence** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

**Our Quality Assurance Requirements** encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

**Access to Assessment & Qualifications** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

## Useful contacts

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### UK learners

#### General qualification information

**T: +44 (0)844 543 0033**

**E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)**

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### International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: **[intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)**

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### Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: **[centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)**

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### Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: **[singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)**

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### International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: **[intops@cityandguilds.com](mailto:intops@cityandguilds.com)**

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### Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: **[walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)**

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: **[business@cityandguilds.com](mailto:business@cityandguilds.com)**

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### Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

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## **About City & Guilds**

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## **City & Guilds Group**

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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