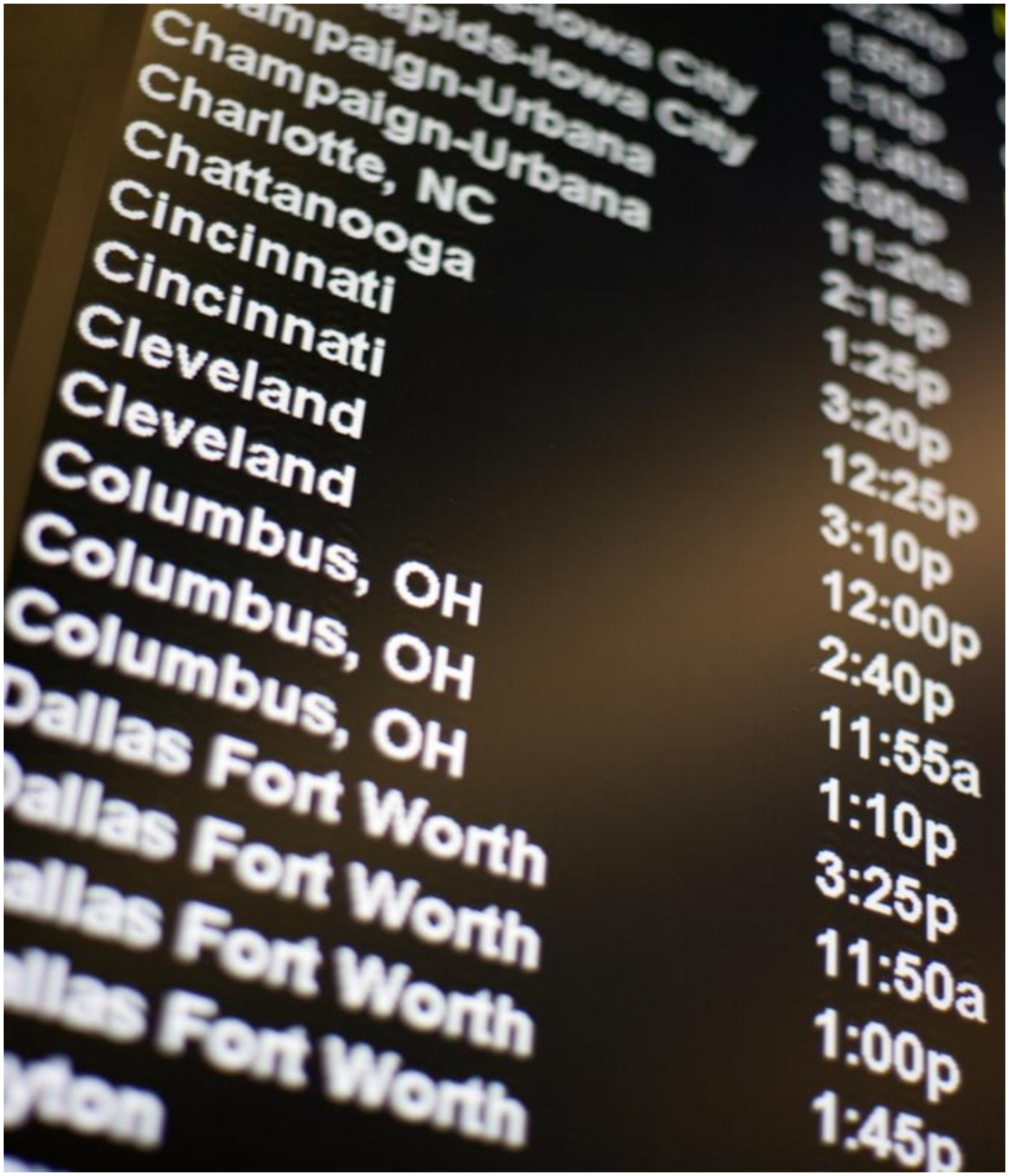
Level 2 Certificate/Diploma in Aviation Environment (4955)

Qualification handbook

www.cityandguilds.com
September 2017
Version 2.1

Certificate in Aviation Operations on the Ground (Knowledge)
Diploma in Aviation Environment



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Qualification title	Number	QAN
Level 2 Certificate in Aviation Operations on the Ground (Knowledge)	**4955-22**	501/0814/1
Level 2 Diploma in Aviation Environment	**4955-23**	501/0494/9

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Contents

1	Introduction to the qualifications	1
2	Centre requirements	6
3	Course design and delivery	7
4	Assessment	8
5	Units	11
Unit 201	Health and safety within aviation	12
Unit 202	Aviation security	16
Unit 203	Aviation communications	20
Unit 204	Airport check in services	24
Unit 205	Aircraft boarding and arrival services	30
Unit 206	Airport baggage processing	36
Unit 207	Loading and unloading of aircraft	42
Unit 208	Airport baggage facilities	46
Unit 209	Aviation passengers with special requirements	50
Unit 210	Aircraft Load Instruction Reports	54
Unit 211	Aircraft marshalling	60
Unit 212	Support Flight Operations	64
Unit 213	Aircraft dispatch process	68
Unit 214	Employment rights and responsibilities in the passenger transport sector	73
Appendix 1	Glossary	77
Appendix 2	Aviation specific websites	79
Appendix 3	Relationships to other qualifications	81
Appendix 4	Sources of general information	83

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1 Introduction to the qualifications

This document contains the information that centres need to offer the following qualifications:

Qualification title and level	GLH	TQT	City & Guilds qualification number	Qualification accreditation number	Last registration date	Last certification date
Level 2 Certificate in Aviation Operations on the Ground (Knowledge)	108	130	4955-22	501/0814/1	31/12/2014	31/12/2016
Level 2 Diploma in Aviation Environment	310	400	4955-23	501/0494/9	31/12/2014	31/12/2016

Area	This qualification…
Who is the qualification for?	… meets the needs of candidates who work or want to work in a ground operations role in the aviation sector.
What does the qualification cover?	… allows candidates to learn, develop and practise the skills required for employment and/or career progression in the aviation sector.
Why has the qualification been developed?	… provides valuable accreditation of skills and/or knowledge for candidates, without requiring or proving occupational competence. …replaces the City & Guilds Level 2 Diploma in the Aviation Environment (4941) which expires on 31/12/2010.
Who did we develop the qualification with?	… was developed in association with GoSkills.

Version and date	Change detail	Section
2.1 September 2017	Added TQT details Deleted QCF	Introduction and Structure Throughout
2.0 Oct 2011	Addition of ERR unit	**1.1, 4, 5**

1.1 Qualification structure

To achieve the Level 2 Certificate in Aviation Operations on the Ground, learners must achieve 12 credits from the mandatory units and a minimum of 1 credit from the optional units available.

To achieve the Level 2 Diploma in Aviation Environment, learners must achieve 12 credits from the mandatory units and all 28 credits from the optional units available.

The diagram below illustrates the unit titles, the credit value of each unit and the title of the qualification which will be awarded to candidates successfully completing the required combination of units and/or credits. It also shows any excluded combination of units.

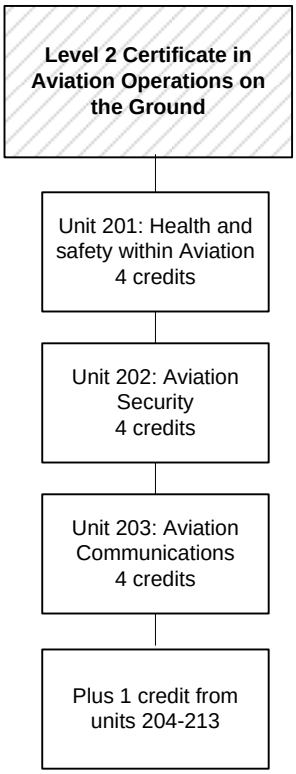
Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for qualification 4955-22	Credit value	Mandatory/ optional for qualification 4955-23
L/601/6456	201	Health and safety within aviation	Mandatory	4	Mandatory
Y/601/6458	202	Aviation security	Mandatory	4	Mandatory
Y/601/6461	203	Aviation communication	Mandatory	4	Mandatory
M/601/6465	204	Airport check in services	Optional	6	Mandatory
F/601/6468	205	Aircraft boarding and arrival services	Optional	4	Mandatory
J/601/6472	206	Airport baggage processing	Optional	3	Mandatory
M/601/6479	207	Loading and unloading of aircraft	Optional	3	Mandatory
M/601/6482	208	Airport baggage facilities	Optional	2	Mandatory
A/601/6484	209	Aviation passengers with special requirements	Optional	1	Mandatory
J/601/6486	210	Aircraft Load Instruction Report	Optional	2	Mandatory

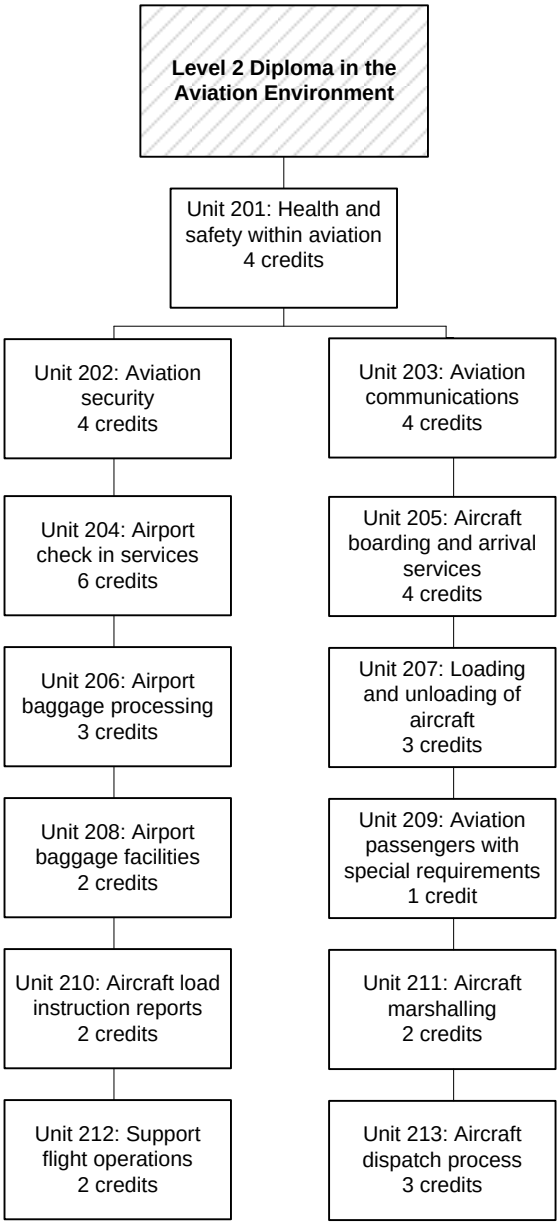
L/601/6487	211	Aircraft marshalling	Optional	2	Mandatory
R/601/6488	212	Support flight operations	Optional	2	Mandatory
Y/601/6492	213	Aircraft dispatch process	Optional	3	Mandatory
L/602/5934	214	Employment rights and responsibilities in the passenger transport sector	Optional	3	n/a

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.

Title and level	GLH	TQT
Level 2 Certificate in Aviation Operations on the Ground (Knowledge)	108	130
Level 2 Diploma in Aviation Environment	310	400


Level 2 Certificate in Aviation Operations on the Ground
Unit 201: Health and safety within Aviation
4 credits
Unit 202: Aviation Security
4 credits
Unit 203: Aviation Communications
4 credits
Plus 1 credit from units 204-213


Level 2 Diploma in the Aviation Environment
Unit 201: Health and safety within aviation
4 credits
Unit 202: Aviation security
4 credits
Unit 203: Aviation communications
4 credits
Unit 204: Airport check in services
6 credits
Unit 205: Aircraft boarding and arrival services
4 credits
Unit 206: Airport baggage processing
3 credits
Unit 207: Loading and unloading of aircraft
3 credits
Unit 208: Airport baggage facilities
2 credits
Unit 209: Aviation passengers with special requirements
1 credit
Unit 210: Aircraft load instruction reports
2 credits
Unit 211: Aircraft marshalling
2 credits
Unit 212: Support flight operations
2 credits
Unit 213: Aircraft dispatch process
3 credits

1.2 Opportunities for progression

On completion of these qualifications candidates may progress into employment or to the following City & Guilds qualifications:

- Level 2 Diploma in Aviation Operations on the Ground (4877-02)
- Level 2 Apprenticeship in Aviation Operations on the Ground
- Level 2 Certificate in Air Cabin Crew (4878-02)
- Level 2 Diploma in Travel and Tourism
- Level 3 Diploma in Travel and Tourism.

1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for these qualifications:

Description	How to access
Qualification Handbook	www.cityandguilds.com
Assessment pack for centres	www.cityandguilds.com
Answer pack for centres	www.cityandguilds.com
Fast track approval forms	www.cityandguilds.com

2 Centre requirements

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification Level 2 Diploma in the Aviation Environment (4941) will receive automatic approval for the new Level 2 in Aviation Environment (4955-22/23), which will be made available from 01 September 2010**.**

2.1 Resource requirements

Human resources

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

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

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

2.2 Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

These qualifications are not approved for use by candidates under the age of 16 and City & Guilds cannot accept any registrations for candidates in this age group. Restrictions may also apply to certain units where there are legal restrictions on the process or the environment.

3 Course design and delivery

3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

3.2 Recommended delivery strategies

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

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualifications.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualifications. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

4 Assessment

4.1 Summary of assessment methods

City & Guilds provides the following assessments:

Unit No.	Title	Assessment Method	Where to obtain assessment materials
201	Health and safety within aviation	Assignment 4955-201 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Stock code: EN024955
202	Aviation security	Assignment 4955-202 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Stock code: EN024955
203	Aviation communications	Assignment 4955-203 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Stock code: EN024955
204	Airport check in services	Assignment 4955-204 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Stock code: EN024955

Unit No.	Title	Assessment Method	Where to obtain assessment materials
205	Aircraft boarding and arrival services	Assignment 4955-205 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Stock code: EN024955
206	Airport baggage processing	Assignment 4955-206 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Stock code: EN024955
207	Loading and unloading of aircraft	Assignment 4955-207 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Stock code: EN024955
208	Airport baggage facilities	Assignment 4955-208 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Stock code: EN024955
209	Aviation passenger with special requirements	Assignment 4955-209 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Stock code: EN024955

Unit No.	Title	Assessment Method	Where to obtain assessment materials
210	Aircraft load instruction reports	Assignment 4955-210 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Stock code: EN024955
211	Aircraft marshalling	Assignment 4955-211 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Stock code: EN024955
212	Support flight operations	Assignment 4955-212 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Stock code: EN024955
213	Aircraft dispatch process	Assignment 4955-213 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	Assessment pack Stock code: EN024955
214	Employment rights and responsibilities in the passenger transport sector	This unit is assessed by a portfolio of evidence. This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning, professional discussion, written and product evidence are all sources of evidence which can be used.	n/a

4.2 Recording forms

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at: **www.cityandguilds.com/eportfolios**.

5 Units

Structure of units

The units in these qualifications are written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number
- 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 201 Health and safety within aviation

Level: 2
Credit value: 4
NDAQ number: L/601/6456

Unit aim
The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of the principles of health and safety within aviation. This will enable the candidate to create an environment contributing to a healthy and safe workplace. The significance of health and safety within the industry is re-enforced by relevant case studies of accidents and incidents relating to aviation and the airport environment.

The knowledge provided within this unit is fundamental to all activities within the airport environment and the unit is appropriate for all candidates prior to them undertaking activities at an airport regardless of specific job.

Learning outcomes
There are **two** learning outcomes to this unit. The learner will:
1. Know how to prevent and minimise risks and hazards airside
2. Understand how to contribute to airport safety

Guided learning hours
It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to the Aviation Operations on the Ground NOS.

Support of the unit by a sector or other appropriate body
This unit is endorsed by GoSkills.

Assessment
This unit will be assessed by an assignment covering practical skills and knowledge.

Unit 201 Health and safety within aviation

Outcome 1 Know how to prevent and minimise risks and hazards airside

Assessment Criteria

Knowledge

The learner can:

1. identify different types of **airside risks**
2. identify differing types of **aircraft hazards**
3. identify different types of **aircraft risks**
4. describe how risks from **airside** and aircraft hazards can be prevented or minimised
5. describe **airside surface markings**
6. describe the correct procedures for reporting safety **breaches**
7. identify the **correct persons** to report to when a breach of safety has been identified.

Range

Airside risks

Personal injury (staff, passengers), damage to equipment

Aircraft hazards

Noise, jet blast/ingestion, engine hazards and engine danger zones

Aircraft risks

Personal injury (eg hearing, ingestion)

Airside (hazards)

Moving machinery and vehicles, foreign object debris (FOD), licensing requirements for driving in airports, fuelling hazards, straying passengers on the apron, slippery pedestrian surfaces, unidentified substances, aircraft, noise, manual handling of heavy baggage

Airside surface markings

Airside road system markings and layout, road crossings, taxiways and taxiway crossings, pedestrian walkways

Breach

Actual, potential

Correct persons

Airport personnel, company personnel, health and safety representative

Unit 201 Health and safety within aviation

Outcome 2 Understand how to contribute to airport safety

Assessment Criteria

Knowledge

The learner can:

1. identify the main points of local **airport rules and regulations**
2. describe the procedures for **fire reporting**
3. describe the process for reporting **accidents and damage** locally
4. identify the **personal protective equipment (PPE)** used airside
5. explain personal responsibility for **own safety, and that of others**.

Range

Airport rules and regulations
Bylaws (eg smoking, drinking, drugs etc), CAP642, fire reporting, RIDDOR

Fire reporting
Raising a fire alarm, responding to fire alert or alarm

Accidents and damage
Personal injury, aircraft damage, damage to equipment or vehicles

Personal protective equipment (PPE)
High visibility clothing, hearing protection and safety footwear as appropriate to the work task

Own safety, and that of others
As described within the Health and Safety at Work Act, COSHH, CAP642, HSE, Manual Handling Act

Unit 201 Health and safety within aviation

Notes for guidance

It should be recognised that this unit forms a critical foundation to working in an airport environment.

The content of the outcomes focuses on unique hazards and risks within the airport environment. As such, the learning hours dedicated to meeting the learning outcomes must focus clearly on the specific detail of the hazard, risk and response at an airport whilst ensuring clear links and references are made to the generic pieces of legislation and codes of practice governing general health and safety.

When delivering the learning programme it is essential that the candidate clearly understands their personal role and responsibility in maintaining a safe and healthy workplace in conjunction with their employers' policy. This personal responsibility derives in the first instance from the 'Health and Safety at Work Act 1974' but may also be affected by separate regulations and requirements relative to the local area and bylaws.

It must also be recognised that the learning outcomes are derived from Health and Safety laws and it would be expected that tutors use the most up to date version.

Unit 202 Aviation security

Level: **2**
Credit value: **4**
NDAQ number: **Y/601/6458**

Unit aim
The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of the importance of security within aviation. This will enable the candidate to contribute to a secure air travel environment. The significance of robust security systems within the industry is re-enforced by relevant case studies of accidents and incidents relating to aviation security within the airport environment.

The knowledge provided within this unit is fundamental to all activities within the airport environment. This unit is appropriate for all candidates prior to them undertaking activities at an airport regardless of specific job.

Learning outcomes
There are **two** learning outcomes to this unit. The learner will be able to:
1. Understand threats to security
2. Understand procedures which minimise threats to security

Guided learning hours
It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body
This unit is endorsed by GoSkills.

Assessment
This unit will be assessed by an assignment covering practical skills and knowledge.

Unit 202 Aviation security

Outcome 1 Understand threats to security

Assessment Criteria

Knowledge

The learner can:

1. describe how potential **security risks** can impact on aviation business
2. explain appropriate responses to **security breaches**
3. describe the personal responsibility in relation to **security risks**
4. identify the main role of key **aviation regulatory bodies**
5. identify restricted zones.

Range

Security risks

Related to: weapons, restricted items, unidentified persons in restricted zones, airside vehicles, hi-jack threat, bomb threat, unescorted passengers, unattended items, travel documentation

Security breaches

Related to: security doors, coded/swipe-restricted areas, unauthorised access to aircraft, passenger miss-board, hi-jack, ID, inappropriate responses to security questions

Aviation regulatory bodies

DfT, CAA, IATA, FAA, EASA

Restricted zones

Airside, landside, staff areas, cargo warehouses

Unit 202 Aviation security

Outcome 2 Understand procedures which minimise threats to security

Assessment Criteria

Knowledge

The learner can:

1. identify **legislation** relating to security in the aviation environment
2. summarise the key features of **legislation** that relate to security in the aviation environment
3. describe the security **procedures and protocols** in the airport environment
4. explain the **importance of security procedures and protocols**
5. describe the key stages of AAA.

Range

Legislation

Aviation and Maritime Security Act 1990, Anti-terrorism, crime and Security Act 2001

Procedures and protocols

Search and screening facilities, documentation inspection, security identification passes, coded/swipe areas, security questions, rush bags

Importance of security procedures and protocols

Employees (personal safety, personal security); employer (company reputation, image, to meet legislative requirements, to meet duty of care); customer (personal safety)

Stages of AAA

Check-in, baggage hall, loading, dispatch

Unit 202 Aviation security

Notes for guidance

It should be recognised that this unit forms a critical foundation to working in an airport environment.

The content of the outcomes focuses on unique risks within the airport environment. As such the learning hours dedicated to meeting the learning outcomes must focus clearly on the specific detail of the risk and response, at an airport whilst ensuring clear links and references are made to the generic pieces of legislation and codes of practice governing Security.

When delivering the learning programme it is essential that the candidate clearly understands their personal role and responsibility in maintaining a secure airport environment. This personal responsibility derives in the first instance from the 'Aviation and Maritime Act 1990' as well as all DfT requirements in relation to airports and aircraft.

It must also be recognised that the learning outcomes are derived from law and it would be expected that tutors use the most up to date version.

Possible sources of information for this unit are

- Department for Transport
- Civil Aviation Authority
- the 'Aviation and Maritime Security Act 1990'
- the 'Anti-terrorism, Crime and Security Act 2001'
- 'AAA'

Unit 203 Aviation communications

Level: **2**
Credit value: **4**
NDAQ number: **Y/601/6461**

Unit aim

The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of the principles of communication within aviation. This will enable the candidate to communicate relevant information both formally and informally to all relevant and interested parties. Accurate communication within the industry is paramount.

The knowledge provided within this unit is fundamental to all activities within the aviation industry. This unit is appropriate for all candidates prior to them undertaking activities at an airport regardless of specific job.

Learning outcomes

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

1. Be able to carry out effective aviation communications
2. Be able to carry out effective transfer of aviation information

Guided learning hours

It is recommended that **34** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit will be assessed by an assignment covering practical skills and knowledge.

Unit 203 Aviation communications

Outcome 1 Be able to carry out effective aviation communications

Assessment Criteria

Practical skills

The learner can:

1. communicate using correct **communication methods** and **protocols**

Knowledge

The learner can:

1. explain **systems** used for aviation communication
2. identify **communication methods** used in aviation
3. describe the **terminology** used in aviation communication
4. explain the importance of accuracy in aviation communication
5. identify **protocols** that should be adhered to when communicating
6. explain time **related codes** relevant to aviation.

Range

Communication methods

Face-to-face, telephone, written, electronic, two-way radio, PA systems

Protocols

Disclosure of information, use of aviation terminology

Systems

Mayfly, FIDS, SITA, relevant airline systems

Terminology

Day and month codes, phonetics, airport codes, AIRIMP, regulatory bodies, flight crew, time zone, internal/external customer, airline codes, aircraft codes

Related codes

GMT, ZULU, BST, UTC.

Unit 203 Aviation communications

Outcome 2 Be able to carry out effective transfer of aviation information

Assessment Criteria

Practical skills

The learner can:

1. receive and relay appropriate and accurate information to **appropriate persons**

Knowledge

The learner can:

1. explain the **reasons for storing** aviation communication
2. identify the **flight documents** involved in the transfer of flight information
3. identify **appropriate persons** that require flight documents
4. identify the types of **information** which must be transferred
5. explain the **implications** of failures in communication.

Range

Appropriate persons

Flight crew, supervisors, ground crew, airline operations, colleagues

Reasons for storing

Legislation, CAA, DfT, AAIB

Flight documents

Load sheets, load instruction report, passenger manifest, AAA, dispatch sheet, cargo manifest

Information

Relating to baggage, relating to passengers, relating to flight crew, relating to flights, relating to cargo

Implications

Missing/incorrect passengers, missing/incorrect baggage, delayed flights, inappropriate loading, incorrect fuel, meal shortages, AAA discrepancies

Unit 203 Aviation communications

Notes for guidance

It should be recognised that this unit forms a critical foundation to working in an airport environment and dealing with airlines and the travelling public.

The content of the outcomes focuses on unique Communication skills the candidate needs to develop in a highly complex environment such as an airport. As such, the learning hours dedicated to meeting the learning outcomes must focus clearly on the specific detail of the types of communication and response to various situations, at an airport with passengers, colleagues and airline personnel.

When delivering the learning programme it is essential that the candidate clearly understands their personal role and responsibility in maintaining clear and accurate communications with all parties in the industry. It is important that the candidate appreciates why their personal contribution to the communication chain is so important.

Unit 204 Airport check in services

Level: **2**
Credit value: **6**
NDAQ number: **M/601/6465**

Unit aim
The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of the principles of checking in aviation passengers and baggage. This will enable the candidate to process passengers for travel, including checking that documents are valid and processing baggage according to laid down procedures. The candidate will also be able to check in passengers using manual check-in procedures.

The knowledge provided within this unit is fundamental to all activities within the aviation industry. This unit is appropriate for all candidates prior to them undertaking activities at an airport in a passenger services role.

Learning outcomes
There are **three** learning outcomes to this unit. The learner will:
1. Be able to process check in documentation for travel
2. Be able to process passengers' hand and hold baggage
3. Be able to allocate seating for passengers

Guided learning hours
It is recommended that **42** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body
This unit is endorsed by GoSkills.

Assessment
This unit will be assessed by:
- an assignment covering practical skills and underpinning knowledge.

Unit 204 Airport check in services

Outcome 1 Be able to process check in documentation for travel

Assessment Criteria

Practical skills

The learner can:

1. process different types of **travel documents**
2. deal with passenger check in issues relating to travel documentation.

Knowledge

The learner can:

1. describe different methods of **check in**
2. identify **ticket checks** for acceptance to travel
3. explain the importance of recording baggage details and weight according to IATA requirements
4. identify **passport checks** for acceptance to travel
5. explain the difference between a British citizen and a British subject
6. identify the implications of travel for British citizens compared to British subjects
7. describe how to check if a visa is required
8. identify the **visa checks** for acceptance to travel
9. describe the four different **types of Schengen visa**.

Range

Travel documents

ID cards, passports, Titre de voyage, Seaman's documentation, MOD cards, Flight Interruption Manifests (FIMs), paper tickets, e-tickets, visas, ticket-less, PNR (Passenger Name Record), boarding cards

Check in

Manual (passenger manifest, manual seating plan, manual bag tags, manual boarding cards, check-in tally sheet, specials sheet, boarding report, bag manifest sheet), computerised, e-check in

Ticket checks

Name, date, flight no., destination, class, status

Passport checks

Name, photo, signature, children on passport, expiry date, condition of passport

Visa checks

Validity, number of visits, who is covered, type of visa, single/multiple entry visas, transit visas, Schengen visas

Types of Schengen visas

Type A – Airport transit visa, Type B – Transit visa, Type C – Short period visa, Type D – Long period national visa

Unit 204 Airport check in services

Outcome 2 Be able to process passengers' hand and hold baggage

Assessment Criteria

Practical skills

The learner can:

1. process passengers' hand and hold baggage to meet airline and regulatory standards
2. deal with passenger check in issues relating to hand and hold baggage.

Knowledge

The learner can:

1. identify the **Dangerous Goods Regulations (DGR)** that relate to check in
2. identify **unacceptable hand baggage** items
3. describe how to check allowances for baggage
4. explain methods for dealing with **unacceptable hold baggage**
5. identify appropriate **security questions**
6. explain what to do with items that may need **special handling**
7. identify **details included on a bag tag**
8. identify different types of **baggage labels**
9. explain the procedure for checking in firearms and ammunition.

Range

Dangerous goods regulations (DGR)
Up-to-date appropriate IATA regulations

Unacceptable hand baggage
Up-to-date DfT regulation

Unacceptable hold baggage
Too big, too heavy (over 32kgs), inadequately packed, fragile, dangerous items

Security questions
DfT, local procedures

Special handling
Bikes, camping or sporting equipment, wheelchairs (manual and electric), musical instruments, buggies, car seats

Details included on a bag tag
Name, destination, AAA security number

Baggage labels
Priority, heavy, limited release tags, fragile, standby, short connection (shocon)

Unit 204 Airport check in services

Outcome 3 Be able to allocate seating for passengers

Assessment Criteria

Practical skills

The learner can:

1. allocate suitable seats to passengers according to their needs and aviation regulations
2. deal with passenger check in issues relating to seating.

Knowledge

The learner can:

1. explain the different **seating methods** that are used by airlines
2. explain the appropriate seating for passengers with **special requirements**
3. identify **passengers unsuitable for seating at emergency exits**
4. describe the importance of seating in relation to the weight and balance of the aircraft.

Range

Seating methods

Seat allocation, seat selection, free-seating, manual, computerised

Special requirements

Unaccompanied minors, young persons, wheelchair passengers, infants, Meet and Assist passengers, no-meal passengers

Passengers unsuitable for seating at emergency exits

Pregnant, Infants, Nervous, Children, Obese, Disabled, Elderly (PINCODE)

Unit 204 Airport check in services

Notes for guidance

It should be recognised that this unit forms a critical foundation to working in an airport environment and dealing with airlines and the travelling public.

The content of the outcomes focuses on the customer service skills and various checks that need to be made when checking in passengers in order to comply with organisational and regulatory standards.

When delivering the learning programme it is essential that the candidate clearly understand their personal role and responsibility in checking in passengers and the attention to detail that is needed when checking documentation. They should also be aware the consequences arising when the correct procedures are not followed (i.e. security questions not asked, documents not checked properly).

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Unit 205 Aircraft boarding and arrival services

Level: **2**
Credit value: **4**
NDAQ number: **F/601/6468**

Unit aim
The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of how to safely and correctly board passengers onto, and escort them from, the aircraft. The unit encompasses health and safety regulations, as well as security and immigration requirements for both departing and arriving passengers.

This unit is appropriate for all candidates prior to them undertaking activities at an airport.

Learning outcomes
There are **four** learning outcomes to this unit. The learner will:
1. Be able to board passengers onto aircraft
2. Be able to make boarding announcements
3. Be able to deal effectively with problems during boarding
4. Be able to escort arriving passengers safely

Guided learning hours
It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body
This unit is endorsed by GoSkills.

Assessment
This unit will be assessed by an assignment covering practical skills and knowledge.

Unit 205 Aircraft boarding and arrival services

Outcome 1 Be able to board passengers onto aircraft

Assessment Criteria

Practical skills

The learner can:

1. prepare for the boarding process
2. carry out the boarding process.

Knowledge

The learner can:

1. explain what **information** is needed before boarding the flight
2. identify the **types of passengers** who may need pre-boarding
3. identify the main **boarding duties**
4. describe the **safety and security requirements** associated with boarding passengers
5. describe all **post-boarding procedures**.

Range

Information

Flight number, destination, STD/ETD, gate number, dispatcher, specials

Types of passengers

Elderly, families with children/infants, passengers requiring special assistance (incl. wheelchair passengers), priority

Boarding duties

Announcements, boarding cards, passport checks, reconciliation (manual or computerised)

Safety and security requirements

Wearing PPE, guiding passengers through safest route to aircraft, boarding routes (ensuring arriving and departing passengers do not mix)

Post-boarding procedures

Close and lock all security doors, dispose of boarding cards (according to local procedure) complete relevant paperwork

Unit 205 Aircraft boarding and arrival services

Outcome 2 Be able to make boarding announcements

Assessment Criteria

Practical skills

The learner can:

1. make professional **announcements** using the correct voice techniques and body language

Knowledge

The learner can:

1. explain the appropriate times to make passenger announcements
2. describe how to make clear, professional announcements using correct **voice techniques**
3. explain how **body language** can affect the announcement
4. explain the **consequences** of poor announcements.

Range

Announcements

Call passengers to gate, delay calls, pre-boards, international boarding calls for passengers, missing passengers, domestic, relevant documentation

Voice techniques

Articulation, tone, pitch, audibility, pace

Body language

Positive, negative

Consequences

Breach of DfT regulations, confused or misinformed passengers, delays, service failures

Unit 205 Aircraft boarding and arrival services

Outcome 3 Be able to deal effectively with problems during boarding

Assessment Criteria

Practical skills

The learner can:

1. deal effectively with passenger problems at the gate.

Knowledge

The learner can:

1. explain how to deal effectively with any **discrepancies** at the gate
2. explain the **de-controlling procedures** in order to comply with regulatory standards
3. describe the procedure for dealing with **transit passengers**.

Range

Discrepancies

Too many passengers at gate, boarding card miscount, incorrect reconciliation, intoxicated passengers, nervous passengers, missing passengers at gate, inappropriate hand luggage

De-controlling procedure

Inform security, duty free, customs, immigration, special branch and ensure passenger is escorted landside, off-load passengers from system, meet requirements of AAA

Transit passengers

Due to a flight disruption, normal transit flight

Unit 205 Aircraft boarding and arrival services

Outcome 4 Be able to escort arriving passengers safely

Assessment Criteria

Practical skills

The learner can:

1. collect relevant information before meeting the flight
2. meet and escort passengers safely.

Knowledge

The learner can:

1. describe the importance of flight arrival **information**
2. explain the **methods** available for moving passengers from the aircraft to a terminal
3. explain the health and safety **responsibilities** of the arrivals agent
4. describe the **authorities** to which **passengers** need to be directed to
5. describe the **procedures** for meeting and escorting passengers safely.

Range

Information

International vs domestic flight, coached arrivals, special assistance passengers, gate number, ETA

Methods

Coach, PIGS (Passenger Inward Guidance System), marked walkways, cones

Responsibilities

Duty of care, wear appropriate PPE, ear defenders and hi-visibility jacket, know when it's safe to approach the aircraft, stand in a suitable position, guide passengers through safest route away from hazards, maintain control of passengers, consider adverse weather conditions

Authorities

Immigration, customs, special branch

Passengers

Domestic, International, special assistance passengers (Young persons, wheelchairs, meet and assist, UNMINS)

Procedures

Safe escort, baggage reclaim

Unit 205 Aircraft boarding and arrival services

Notes for guidance

It should be recognised that this unit forms a critical foundation to working in an airport environment and dealing with airlines and the travelling public.

There are two main focuses within this unit. Firstly, the various health, safety and security procedures that need to be followed when meeting and boarding an aircraft. Secondly, there is a focus on making professional announcements at the gate area.

When delivering the learning programme it is essential that the candidate clearly understands their personal role and responsibility when escorting passengers to and from an aircraft and the implications for not doing so correctly.

Unit 206 Airport baggage processing

Level: 2
Credit value: 3
NDAQ number: J/601/6472

Unit aim

The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding to enable them to correctly prepare passenger baggage for onward travel. This will enable the candidate to sort, check and manifest accompanied and unaccompanied passenger baggage whilst meeting the security requirements laid down in the UK by the DfT. In addition, it will enable the candidate to understand customer airline requirements for special handling due to class of travel or onward connections.

The knowledge provided within this unit is fundamental to the security of the aircraft in flight. Any discrepancies in the baggage manifest and actual load could have serious implications to the safety of the aircraft.

This unit is appropriate for all candidates who plan to work as part of the team responsible for the preparation and sorting of baggage. It may also overlap with other job functions where the preparation of baggage is part of the work group function.

Learning outcomes

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

1. Know how to check the serviceability of baggage equipment
2. Understand how to interpret baggage labels
3. Understand the security requirements for transporting passenger baggage
4. Know how to complete baggage manifests

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit will be assessed by an assignment covering practical skills and knowledge.

Unit 206 Airport baggage processing

Outcome 1 Know how to check the serviceability of baggage equipment

Assessment Criteria

Knowledge

The learner can:

1. identify **equipment used to transport baggage**
2. describe the **checks** that should be made when using equipment to transport baggage
3. describe the **actions** that should be taken on discovering defects.

Range

Equipment used to transport baggage

Unit Load Device (ULD), baggage belts, dollies, flat bed vehicle, baggage trolley, tractor

Checks

ULDs (according to IATA ULD Technical Manual), wheels, rollers, restraints, tow bar, nets, lights, fuel, brakes.

Actions

Remove from service, tag as unserviceable, report, route it for repair

Unit 206 Airport baggage processing

Outcome 2 Understand how to interpret baggage labels

Assessment Criteria

Knowledge

The learner can:

1. identify the **information** on baggage labels
2. describe the different **types of baggage**
3. explain why different types of baggage may need segregation
4. describe the different **types of special handling labels** used by airlines
5. describe the **actions** each type of special handling label requires.

Range

Information

Date(s), flight number(s), destination(s), unique (bag tag) for reconciliation purposes

Types of baggage

Point-to-point, online baggage, interline baggage

Types of special handling labels

Class, orientation, fragile, short connection, heavy, crew, standby, priority

Actions

Segregation, special handling/loading, priority

Unit 206 Airport baggage processing

Outcome 3 Understand the security requirements for transporting passenger baggage

Assessment Criteria

Knowledge

The learner can:

1. describe the **security requirements** for transporting passenger baggage
2. identify the non-security **requirements for unaccompanied baggage** (rush bags)
3. explain the different **types of security checks** for unaccompanied baggage.

Range

Security requirements

'Secure' mode of transport, attended at all times, manifested

Requirements for unaccompanied baggage

Manifested, advised to load control / operations, notify captain

Types of security checks

Searched by hand; X-ray screened from 2 separate bag orientations by the same operator at the same location; X-ray screened using an authorised explosives detection system (where the image is assessed by an X-ray operator).

Unit 206 Airport baggage processing

Outcome 4 Know how to complete baggage manifests

Assessment Criteria

Knowledge

The learner can:

1. identify **information** required on baggage manifests
2. describe **requirements** for signing baggage manifests.

Range

Information

Date, flight number, destination, card sequencing (eg card 1 of 2), ULD number

Requirements

AAA trained and authorised person (by airline/ground handling agents), baggage loaded accounted for and appropriate for flight, baggage removed for any offloaded passengers, unaccompanied bags subject to appropriate level of security measures and certificate produced

Unit 206 Airport baggage processing

Notes for guidance

It should be recognised that this unit is fundamental to the safe loading and dispatch of any aircraft. The outcomes focus on the unique risks and consequences of failing to follow the correct procedure.

When delivering the learning programme it is essential that the candidate clearly understands their personal role and responsibility in relation to security and customer service standards.

Unit 207 Loading and unloading of aircraft

Level: **2**
Credit value: **3**
NDAQ number: **M/601/6479**

Unit aim
The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of the principles of loading and unloading of an aircraft. This will enable the candidate to be able to load and unload an aircraft and understand the requirements of different types of aircraft. It will also give them the knowledge of different types and functions of loading equipment used in the industry.

The knowledge provided within this unit is fundamental to all activities within the airport environment. This unit is appropriate to all candidates prior to them undertaking activities at an airport in a ramp agent role.

Learning outcomes
There are **two** learning outcomes to this unit. The learner will be able to:
1. Understand the requirements for preparing to load and unload aircraft
2. Understand how to load and unload aircraft

Guided learning hours
It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body
This unit is endorsed by GoSkills.

Assessment
This unit will be assessed by an assignment covering practical skills and knowledge.

Unit 207 Loading and unloading of aircraft

Outcome 1 Understand the requirements for preparing to load and unload aircraft

Assessment Criteria

Knowledge

The learner can:

1. describe the different types of **loading/unloading equipment**
2. identify the appropriate loading equipment for different **loads**
3. describe the **types of information** found on loads
4. explain the **purpose** of the load plan prior to the transfer of the load.

Range

Loading/unloading equipment
Transfer loader, baggage belt, baggage trolley, flat bed vehicle, dollies, tractor

Loads
Bags, mail, cargo, Unit Load Device (ULD), Dangerous Goods Regulations (DGR), special loads

Types of information
Destination, weight, names, flight number, hazard labels, airport of origin, unique (bag tag) number

Purpose
Weight, balance and variation, loading instructions, special handling

Unit 207 Loading and unloading of aircraft

Outcome 2 Understand how to load and unload aircraft

Assessment Criteria

Knowledge

The learner can:

1. explain the **consequences** of incorrect loading of the aircraft
2. identify the **relevant persons** to contact for different types of **loading discrepancies**
3. explain the effect of **weather conditions** on loading/unloading
4. describe the **considerations** when transferring **special loads**
5. describe the **hazards** associated with operating aircraft **hold doors**
6. describe the **factors** to be considered when positioning **loading/unloading equipment**
7. explain the purpose of **documents** that relate to the aircraft loading/unloading.

Range

Consequences
Aircraft out of trim, baggage discrepancies, unsafe load, flight delays, excessive handling

Relevant persons
Team Leader, Dispatcher, Load Controller

Loading discrepancies
More bags than expected, less bags than expected, incorrect bags for flight

Weather conditions
High winds, heavy rain, snow or ice, lightning, fog

Considerations
Location, respect, restraints, segregation of dangerous goods

Special loads
Animals (AVI), dangerous goods, human remains, Aircraft On Ground (AOG)

Hazards
Trapping, collision (people, vehicles), unsecured loads, falls from height

Hold doors
Manually, powered

Factors
Rise and fall with load, aircraft type

Loading/unloading equipment
Baggage belt, dollies, baggage trolley, transfer loader, tractors, flat bed vehicle

Documents
Load plan, LIR, NOTOC, AAA, bingo cards

Unit 207 Loading and unloading of aircraft

Notes for guidance

It should be recognised that this unit forms a critical foundation to working in an airport environment.

This unit focuses on the unique loading and unloading skills the candidate will need to be able to load/unload aircraft safely. As such the learning outcomes focus clearly on the specific detail of the different methods for loading an aircraft.

When delivering the learning programme it is essential that the candidate clearly understands their personal role and responsibility in regards to loading an aircraft and the danger this task presents to both themselves and to the aircraft.

Unit 208 Airport baggage facilities

Level: **2**
Credit value: **2**
NDAQ number: **M/601/6482**

Unit aim
The aim of this unit is to enable the candidate to develop the necessary knowledge and to be able to deal effectively with baggage discrepancies. The knowledge and understanding for this unit includes the procedures and relevant paperwork needed for dealing with baggage discrepancies as well as the personal skills needed when dealing with conflict.

The knowledge provided within this unit is, whilst particular to baggage facilities, also of use in all areas of customer service.

Learning outcomes
There are **one** learning outcomes to this unit. The learner will:
1. Be able to follow procedures for baggage discrepancies

Guided learning hours
It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body
This unit is endorsed by GoSkills.

Assessment
This unit will be assessed by an assignment covering practical skills and knowledge.

Unit 208 Airport baggage facilities

Outcome 1 Be able to follow procedures for baggage discrepancies

Assessment Criteria

Practical skills

The learner can:

1. assist **passengers** who report a **baggage discrepancy**
2. complete **documentation** for baggage discrepancies.

Knowledge

The learner can:

1. describe the procedures to follow for different types of **baggage discrepancies**
2. describe effective **communication techniques**
3. explain the function of the World Tracer System
4. explain how to deal with unclaimed and unattended baggage in the baggage hall
5. identify **relevant people** to provide support.

Range

Passengers

Angry, anxious, upset, abusive, confused, non English speaking

Baggage discrepancies

Missing (AHL), Damaged (DPR), Pilfered, Found (OHD)

Documentation

Property Irregularity Report (PIR), C1422 Customs form

Communication techniques

Awareness, tone, words, body language, empathy, assertiveness, remain calm

Relevant people

Colleagues, supervisors, security services, police, customs

Unit 208 Airport baggage facilities

Notes for guidance

The content of the outcomes focus on the specific area of baggage facilities and this encompasses problem solving and interpersonal skills. As such, the learning hours dedicated to meeting the learning outcomes must focus clearly on the two quite different areas of the unit. Firstly, the specific detail of the procedures that needs to be followed when dealing with baggage discrepancies in order to comply with both security and customs regulations. Secondly, the outcomes should also focus on the 'people skills' needed to deal with these specific incidents that arise in a baggage facilities agent role as there can often be confrontation if not dealt with correctly.

When delivering the learning programme it is essential that the candidate clearly understands their personal role and responsibility in ensuring that the baggage discrepancy procedure is followed correctly and communication is maintained to ensure that the passenger is kept fully informed.

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Unit 209 Aviation passengers with special requirements

Level: 2
Credit value: 1
NDAQ number: A/601/6484

Unit aim
The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of the different needs of passengers and the products and services that can be offered. This will enable the candidate to develop an awareness of passenger needs and how these can be correctly and sensitively dealt with.

This unit is appropriate for all candidates prior to them undertaking activities at an airport, especially those interested in a customer service role.

Background knowledge of passports and visas, TIM, Tickets and Seating methods would be advantageous.

Learning outcomes
There are **one** learning outcomes to this unit. The learner will:
1. Be able to assist passengers who have special requirements

Guided learning hours
It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body
This unit is endorsed by GoSkills.

Assessment
This unit will be assessed by an assignment covering practical skills and knowledge.

Unit 209 Aviation passengers with special requirements

Outcome 1 Be able to assist passengers who have special requirements

Assessment Criteria

Practical skills
The learner can:
1. assist and support passengers with special requirements

Knowledge
The learner can:
1. identify the special requirements for particular **types of passengers**
2. describe the different **services** that can be offered to passengers with special requirements
3. describe **methods** of establishing passenger's needs to ensure that the appropriate services are provided
4. describe the different **considerations** when assisting passengers using wheelchairs
5. describe the different **considerations** when assisting unaccompanied minors (UNMIN)
6. identify the conditions classified as **MEDA**
7. identify the commonly used **IATA codes** used for passengers with special requirements.

Range

Types of passengers
Blind, deaf, wheelchair passenger, meet and assist passengers, unaccompanied minors, young persons, infants, pregnant, nervous, first time flyer, passengers with medical conditions, mentally impaired passenger, non-English speaking passengers, very important person/commercially important passenger, frequent travellers, deportees, prisoners, special dietary requirements

Services
Meet and assist, provision of equipment, ambulift, special seating, special boarding, VIP, special meals, language

Methods
Direct discussion, sensitive questioning, communication through third party, printed materials, medical certificates, body language

Considerations wheelchairs
Levels of assistance (wheelchair ramp (WCHR), wheelchair steps (WCHS), wheelchair carry-on (WCHC) electric, manual, battery restrictions (lead acid, solid state), tagging, sorting

Considerations UNMINs
Age range, parental responsibilities, airline responsibilities, documentation

MEDA
Diabetic, asthmatic, stretcher, mentally impaired, divers

IATA codes

BLND, **BLDP, BLSC, BSCT,** DEAF, WCHR/S/C, MAAS, UNMIN, YP, INF, PREG, NERV, MEDA, ASTH, STCR, LRP, VIP, FQTV, DEPA/U, commonly used meal codes (BBML, CHML, DBML, **GFML,** HNML, KSML, MOML, **SFML,** SPML, VGML, VLML)

Unit 209 Aviation passengers with special requirements

Notes for guidance

It should be recognised that this unit forms a critical foundation to working in an airport environment and dealing with airlines and the travelling public.

The content of the outcomes focuses on how to identify and provide products and services to passengers with special requirements. As such, the learning hours dedicated to meeting the learning outcomes must focus clearly on the various types of passengers that the candidate may come into contact with.

When delivering the learning programme, it is essential that the candidate clearly comprehend the importance of communicating with the passengers in an appropriate manner to ensure that their needs are understood and met. They must also understand the importance of passing on correct and relevant information to others.

Unit 210 Aircraft Load Instruction Reports

Level: **2**
Credit value: **2**
NDAQ number: **J/601/6486**

Unit aim
The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding to enable them to correctly interpret information provided in the Load Instruction Report (LIR). This will enable the candidate to interpret and communicate written or pictorial information to all interested parties on the planning intentions of the person responsible for mass and balance.

The knowledge provided within this unit is fundamental to the safety of the aircraft in flight and any discrepancies in the interpretation or implementation of a Load Instruction Report could have serious implications to the safety of the aircraft.
This unit is appropriate for all candidates who plan to work as part of the team responsible for the safe loading of aircrafts.

Learning outcomes
There are **three** learning outcomes to this unit. The learner will:
1. Be able to interpret Load Instruction Reports
2. Understand how to implement a Load Instruction Report
3. Be able to communicate deviations and alterations of loads

Guided learning hours
It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body
This unit is endorsed by GoSkills.

Assessment
This unit will be assessed by an assignment covering practical skills and knowledge.

Unit 210 Aircraft Load Instruction Reports

Outcome 1 Be able to interpret Load Instruction Reports

Assessment Criteria

Practical skills

The learner can:

1. identify loading positions on different types of **Load Instruction Reports (LIR)**

Knowledge

The learner can:

1. describe different types of **information** included in Load Instruction Reports (LIR)
2. explain the locations of **loading positions** relating to aircraft types
3. identify different types of **Unit Load Devices (ULDs)**.

Range

Load Instruction Reports (LIR)

Computer generated, manually, generated, narrow bodied, wide bodied

Information

Flight/aircraft details, date, ULD used, weights, special instructions, destination

Loading Positions

ULD, bulk

Unit Load Devices (ULDs)

LD3, LD8, LD11, P1P, AKE, PAG

Unit 210 Aircraft Load Instruction Reports

Outcome 2 Understand how to implement a Load Instruction Report

Assessment Criteria

Knowledge

The learner can:

1. identify the **relevant people** involved in implementing a Load Instruction Report (LIR)
2. identify types of **special loads**
3. describe **factors** that should be checked when implementing a Load Instruction Report
4. explain the **sequence** of completing a Load Instruction Report.

Range

Relevant people

Load controllers, dispatchers, loaders, team leaders, flight crew

Special Loads

Animals (AVI), Dangerous Goods (DG), remains, (HUM), Aircraft On Ground (AOG), electric wheelchairs

Factors

Cargo weights, quantities (pieces of cargo, pieces of baggage, equipment in compartment (EIC)), positions (hold designators), ULD positions, AAA (rush bags, bingo sheets, hold baggage manifest, cargo manifest), aircraft registration, aircraft type, baggage and cargo destination tags, flight number, date, edition number

Sequence

Off-load, on-load, report

Unit 210 Aircraft Load Instruction Reports

Outcome 3 Be able to communicate deviations and alterations of loads

Assessment Criteria

Practical skills

The learner can:

1. amend Load Instruction Reports in response to deviations and alterations

Knowledge

The learner can:

1. identify different types of **changes** that could be made to the Load Instruction Report
2. describe the **effect** of incorrect changes to the load
3. explain the importance of communicating changes to the **relevant people**
4. explain what is meant by the term 'bulking out'.

Range

Changes

Position, bulking out, discrepancies (AAA, DGR), rush bags

Effect

Aircraft out of trim, aircraft emergency, flight delays, legal

Relevant people

Load controllers, dispatchers, team leaders, flight crew

Unit 210 Aircraft Load Instruction Reports

Notes for guidance

It should be recognised that this unit is fundamental to the safe loading and dispatch of any aircraft. The content of the outcomes focuses on unique risks associated with applying this unit incorrectly. When delivering the learning programme it is essential that the candidate clearly understands their personal role and responsibility in maintaining the communication links that are so relevant in the application of a Load Instruction Report. Although this unit can be used within a Level 2 function, the role is more appropriate to Level 3.

Glossary for load instruction reports:

B	-	Baggage
C	-	Cargo
D	-	Crew Baggage
E	-	Equipment – Flight Spares
F	-	First Class Baggage
H	-	ULD to be transhipped to another flight.
M	-	Mail
N	-	No Fit
P	-	Priority
Q	-	Courier Baggage
S	-	Sort on Arrival – Mixture of categories/destinations
T	-	Transfer load
U	-	Unserviceable ULD
W	-	Cargo in Security Controlled ULD
X	-	Empty ULD
Z	-	Load deliberately mixed.

When a ULD contains more than one category of load then a combination of codes are used, i.e. TC indicates Transit Cargo.

Candidates are permitted to have access to the above when being assessed.

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Unit 211 Aircraft marshalling

Level: **2**
Credit value: **2**
NDAQ number: **L/601/6487**

Unit aim
The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of the principles of aircraft marshalling. This will enable the candidate to be able to safely marshal an aircraft onto, or off, a stand.

The knowledge provided within this unit is fundamental to all activities within the airport environment.

This unit is appropriate (but not obligatory) for all candidates prior to them undertaking activities as a ramp agent.

Learning outcomes
There are **two** learning outcomes to this unit. The learner will:
1. Understand how to prepare for aircraft arrival on stand
2. Be able to marshal aircraft onto and off stand

Guided learning hours
It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body
This unit is endorsed by GoSkills.

Assessment
This unit will be assessed by an assignment covering practical skills and knowledge.

Unit 211 Aircraft marshalling

Outcome 1 Understand how to prepare for aircraft arrival on stand

Assessment Criteria

Knowledge

The learner can:

1. explain the **purpose** of aircraft marshalling
2. describe the **dangers** of carrying out marshalling duties
3. identify different types of **foreign object debris (FOD)**
4. describe the **checks** required before bringing aircraft to the stand
5. identify different types of **marshalling aids**
6. explain how **weather conditions** can affect the marshalling procedure
7. describe **personal protective equipment (PPE)** used in the marshalling process.

Range

Purpose
Prevention of accidents/collisions, correct stand location and position

Dangers
Noise, propellers, engine blast, collision, ingestion

Foreign Object Debris (FOD)
Litter, equipment, clothing, discarded items, baggage, aircraft/airfield waste

Checks
FOD, obstructions, personnel, stand location, equipment, chocks

Marshalling aids
Bats/paddles, wands, Agnis lights

Weather conditions
Heavy rain, fog, snow/ice, low visibility

Personal protective equipment (PPE)
High visibility clothing, steel toe capped shoes, cold/wet weather clothing, goggles, gloves, ear defenders, sun screen

Unit 211 Aircraft marshalling

Outcome 2 Be able to marshal aircraft onto and off stand

Assessment Criteria

Practical skills

The learner can:

1. use **correct hand signals** to marshal aircraft onto and off stand.

Knowledge

The learner can:

1. describe the **rules, regulations and signals** of marshalling an aircraft
2. describe the **actions** required to make an aircraft safe prior to personnel approaching
3. describe the **actions** required prior to aircraft departure.

Range

Correct hand signals

Chocks inserted, chocks removed, normal stop, straight ahead, turn left, turn right, start engine, cut engine, identify gate, fire, dispatch aircraft, connect ground power, emergency stop, release brakes, set brakes, proceed to next signal man, move back, turn while backing (tail to starboard), turn while backing (tail to port), open/close stairs

Rules, regulations and signals

Air Navigation Order (ANO), Rules of The Air Regulation (RoTaR) signals from a marshaller to a pilot, Rules of The Air Regulation (RoTaR) signals from a pilot to a marshaller, CAP393

Actions (prior to personnel approaching)

Aircraft engine shut down, chocks, prop straps (if applicable), door open, position steps, cones (if applicable)

Actions (prior to aircraft departure)

Doors closed, steps removed, prop straps removed (if appropriate), chocks removed, cones removed (if applicable), ground equipment removed, disconnect GPO (Ground Power Unit), safety inspection

Unit 211 Aircraft marshalling

Notes for guidance

It should be recognised that this unit forms a critical foundation to working in an airport environment.

The content of the outcomes focuses on marshalling aircraft on to and off of stands. As such the learning hours dedicated to meeting the learning outcomes must focus clearly on the specific details of the correct types of equipment and signals to be used at appropriate times, whilst ensuring clear links and references are made to the specific pieces of legislation and codes of practice governing marshalling.

When delivering the learning programme it is essential that the candidate clearly understands their personal role and responsibility in marshalling aircraft and the importance of clear signals that need to be used.

Unit 212 Support Flight Operations

Level: **2**
Credit value: **2**
NDAQ number: **R/601/6488**

Unit aim
The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of the principles of supporting aviation operations. This unit is about working as a member of a ground operations unit. You must be able to understand the types of information you are likely to receive or send. You must know who to pass information to. You must understand your role in any aviation emergency either planned or real. This unit is appropriate for all candidates prior to them undertaking activities at an aviation ground operations unit.

Learning outcomes
There are **two** learning outcomes to this unit. The learner will be able to:
1. Understand the importance of flight operations information
2. Understand aviation emergency procedures

Guided learning hours
It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body
This unit is endorsed by GoSkills.

Assessment
This unit will be assessed by an assignment covering practical skills and knowledge.

Unit 212 Support Flight Operations

Outcome 1 Understand the importance of flight operations information

Assessment Criteria

Knowledge

The learner can:

1. identify **information sources** for flight operation procedures
2. identify **operational information** required to support flight operations
3. explain the importance of **operation information** to support flight operations
4. identify **key people** who require operational information.

Range

Information sources

Flight plans, NOTAMS, company policies and procedures, IATA and ICAO publications, Mayfly, FIDS

Operational information

Routes, flight destinations, weather conditions, station or airport status, slot times or approved departure times, flight number, aircraft call sign, aircraft type

Key people

Crew, dispatcher, service providers, passenger supervisor

Unit 212 Support Flight Operations

Outcome 2 Understand aviation emergency procedures

Assessment Criteria

The learner can:

1. explain the **main components** of airport emergency plans
2. state the **key personnel** involved in emergency plans
3. describe the **types of emergency exercises**
4. explain how to respond to telephone bomb threats
5. describe **emergency classifications**.

Range

Main components

Gold command, silver command, bronze command

Key personnel

Air Accidents Investigation Branch (AAIB), police, fire, air traffic control, ambulance, ground handling, chaplaincy services, mortuary services, airport authority, Emergency Procedures Information Centre (EPIC)

Types of emergency exercises

Airport crash and disaster exercises, fire exercises and evacuation exercises, bomb threat

Emergency classifications

Local Standby, Full Emergency and Aircraft Accident

Unit 212 Support Flight Operations

Notes for guidance

It should be recognised that this unit forms a critical foundation to working in an airport environment.

The content of the outcomes focuses on unique situations within the airport environment. As such, the learning hours dedicated to meeting the learning outcomes must focus clearly on the specific detail of communicating aviation information and responding appropriately to aviation emergencies at an airport whilst adhering to current legislation and company policies and procedures.

It would be expected that the teaching of this unit will cover aircraft movement information, aviation codes, aviation communication equipment, sources of information, appropriate protocols, emergency plans, emergency classifications, response to telephone bomb threats, fire response and evacuation plans and aviation specific safety.

Gold, Silver and Bronze must be taught in detail covering the key points.

- **Gold** – The Gold Commander is in overall control of their organisation's resources at the incident. They will not be on site, but at a distant control room, Gold Command, where they will formulate the strategy for dealing with the incident. If the Gold Commanders for various organisations at an incident are not co-located, they will be in constant touch with each other by videoconference or telephone.
- **Silver** – The Silver Commander is the senior member of the organisation at the scene, in charge of all their resources. They decide how to utilise these resources to achieve the strategic aims of the Gold Commander; they determine the tactics used. At the scene of the incident, they will work in proximity and harmony with other organisation's Silver Commanders, usually situated in purpose-built command vehicles, at the Joint Emergency Services Control Centre (JESCC). They will not, however, become directly involved in dealing with the incident itself. During the initial stages of a major incident, the first member of an organisation who arrives at the incident assumes, albeit temporarily, the role of Silver Commander.
- **Bronze** – A Bronze Commander directly controls the organisations resources at the incident and will be found with their staff working on scene. If an incident is widespread geographically, different Bronzes may assume responsibility for different areas. If complex, differing Bronzes can command differing tasks or responsibilities at an incident.

When delivering the learning programme it is essential that the candidate clearly understands their personal role and responsibility in ensuring the timely and accurate communication of aviation information and the importance of swift and accurate action in the event of an emergency in conjunction with their employers' policy.

It must also be recognised that the learning outcomes are derived from current legislation and company policy and procedures. As such, there may be a requirement to carry out refresher training as guided by the appropriate national legislation and company policy.

If this unit is being delivered in a college environment then it is acceptable to follow the procedures for a bomb threat that are in place for the college.

Unit 213 Aircraft dispatch process

Level: **2**
Credit value: **3**
NDAQ number: **Y/601/6492**

Unit aim

The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding to correctly carry out the dispatch duties in the turnround of an aircraft. This will include communication on the ramp with all parties concerned in the turnround and co-ordinating the smooth interaction of all departments and individuals involved. In addition, the candidate will need to understand customer airline requirements for airline specific special handling requirements.

The knowledge gained from this unit is based on the IATA Airport Handling Manual (AHM) for the turnround of all commercial aircraft, communication and actions.

This unit is appropriate for all candidates who plan to work as part of the dispatch turnround process for commercial aircraft.

Learning outcomes

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

1. Understand how to prepare for aircraft arrival
2. Understand how to co-ordinate the aircraft turnround
3. Understand how to prepare for aircraft departure

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit will be assessed by an assignment covering practical skills and knowledge.

Unit 213 Aircraft dispatch process

Outcome 1 Understand how to prepare for aircraft arrival

Assessment Criteria

Knowledge

The learner can:

1. identify the **information** required for an inbound Flight Report Information Sheet
2. describe how to complete a Flight Report Information Sheet
3. describe the **stand checks** required prior to aircraft arrival
4. identify the **services** that may be required during the turnround process
5. identify the **resources required on stand** prior to aircraft arrival
6. describe the requirements for **flight arrivals**
7. describe inbound **security** procedures/requirements.

Range

Information

Estimated Time of Arrival (ETA), aircraft registration, flight number, origin, inbound load

Stand Checks

Foreign Object Debris (FOD), stand availability, equipment in attendance, personnel

Services

Baggage/cargo handlers, caterers, cleaners, refuellers, passenger services (special assistance, escorts, transport), engineers, water services, toilet services

Resources required on stand

Steps/airbridge, chocks, external power, Marshaller

Flight arrivals

Domestic, international, transit (ie immigration and customs considerations)

Security

Aircraft (securing), transit passengers (screening)

Unit 213 Aircraft dispatch process

Outcome 2 Understand how to co-ordinate the aircraft turnround

Assessment Criteria

Knowledge

The learner can:

1. explain the purpose of **documentation** required during turnround
2. identify **key people** that the dispatcher would communicate with during the turnround
3. identify **key functions** that the dispatcher would co-ordinate during the turnround
4. identify types of **discrepancies** which could occur during the turnround process
5. describe the **information required by key people**
6. describe the **information required from key people**
7. explain how to produce a completed AAA **manifest declaration form (MDF)**
8. describe the **actions required** in response to discrepancies.

Range

Documentation

Load Instruction Report (LIR), Cargo Manifest, NOTOC, AAA Manifest Declaration Form (MDF), Load Sheet, Passenger Manifest, Passenger Information List (PIL), Flight Report Information sheet

Key people

Flight deck, cabin crew, loaders, refuellers, cleaners, load control, catering, engineers, passenger services

Key functions

Loading/unloading, refuelling, cleaning, passenger co-ordination, communication with ground staff, flight crew, cabin crew

Discrepancies

Passengers, baggage, catering

Information (required by key people)

Passenger Load, Fuel Load, Catering Loaded, Start boarding, Scheduled Time of Departure (STD), Load Instruction Report (LIR)

Information (required from key people)

Loading complete, bag numbers, passenger numbers boarded, special assistance passengers, refuelling complete

Manifest Declaration Form (MDF)

Contains details of – accompanied hold baggage, transfer baggage, crew baggage, gate baggage

Actions required

Contact service provider/s, contact operational managers, notify flight crew, baggage offload

Unit 213 Aircraft dispatch process

Outcome 3 Understand how to prepare for aircraft departure

Assessment Criteria

Knowledge

The learner can:

1. identify the **departure information** required for a Flight Report Information Sheet
2. explain the use of **delay codes**
3. identify **key people** involved in allocating delay codes
4. describe how to finalise the Flight Report Information Sheet with departure information
5. identify **who should be notified** of the departure time and why.

Range

Departure information

Estimated Time of Departure (ETD), time of departure/pushback/off-block, delay information (AHM 730), passenger numbers, baggage numbers, cargo, loading positions, equipment in load, aircraft registration, estimated time of arrival at destination, flight time

Delay codes

IATA (AHM 730)

Key people

Airline representatives, dispatcher, operations

Who should be notified

Operations, on-route station, destination airport, check-in, passenger services

Unit 213 Aircraft dispatch process

Notes for guidance

This unit forms the knowledge requirements to perform the duties of a basic aircraft Dispatch/Turnround co-ordinator. It must be emphasised that this unit provides only the basic information for carrying out this job role. This level 2 qualification would enable the candidate to progress further within this area.

The content of the outcomes focuses on the unique communication skills the candidate needs to develop for this highly complex role. The dispatcher will be dealing with many various departments and co-ordinating one of the most demanding functions. As such, the learning hours dedicated to meeting the learning outcomes must focus clearly on the specific detail of the types of information, communication and response to various situations during the turnround dealing with passengers, colleagues and airline personnel.

When delivering the learning programme it is essential that the candidate clearly understands their personal role and responsibility in maintaining clear and accurate communications with all parties involved in the turnround. It is important that the candidate appreciates why their personal contribution to the communication chain is so important.

It is suggested that relationships are developed with local airports - which may be required to update documentation annually - as a way of obtaining copies of documentation eg AHMs and DGR manuals that would otherwise be discarded.

Unit 214 Employment rights and responsibilities in the passenger transport sector

Level: **2**
Credit value: **3**
NDAQ number: **L/602/5934**

Unit aim
The purpose of this unit is for learners to demonstrate an understanding of employer and employee statutory rights and responsibilities within own organisation and industry under Employment Law.

Learning outcomes
There are **two** learning outcomes to this unit. The learner will:
1. Know employment rights and responsibilities of the employee and employer
2. Understand employment rights and responsibilities and how these affect organisations

Guided learning hours
It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
Developed by GoSkills in line with the requirements of their Apprenticeship frameworks.

Support of the unit by a sector or other appropriate body
This unit is endorsed by GoSkills.

Assessment
This unit will be assessed by a written paper in the form of short answer questions.

This unit should be assessed predominately in the workplace. Observation, witness testimony, questioning, professional discussion, written and product evidence are all sources of evidence which can be used.

Unit 214 Employment rights and responsibilities in the passenger transport sector

Outcome 1 Know employment rights and responsibilities of the employee and employer

Assessment Criteria

The learner can:

1. identify the main points of legislation affecting employers and employees and their purpose relevant to own role, organisation and within own industry
2. identify where to find information and advice on employment rights and responsibilities both internally in own organisation and externally
3. identify sources of information and advice on own industry, occupation, training and own career pathway
4. identify sources of information on the different types of representative bodies related to own industry and their main roles and responsibilities
5. identify any issues of public concern that may affect own organisation and own industry.

Unit 214 Employment rights and responsibilities in the passenger transport sector

Outcome 2 Understand employment rights and responsibilities and how these affect organisations

Assessment Criteria

The learner can:

1. describe organisational procedures, policies and codes of practice used by own organisation on employment rights and responsibilities
2. explain the purpose of following health, safety and other procedures and the affect on own organisation if they are not followed
3. describe employer and employee responsibilities for equality and diversity within own organisation
4. explain the benefits of making sure equality and diversity procedures are followed
5. describe the career pathways available within own organisation and own industry.

Unit 214 Employment rights and responsibilities in the passenger transport sector

Notes for guidance

ERR must be explicitly identified and clearly signposted within the Apprenticeship framework. The learner must understand the role played by their occupation within the organisation and industry. Learners must demonstrate knowledge of current laws relating to health, safety, welfare and discrimination together with the responsibilities and duties of employers.

Appendix 1 Glossary

AAA	The Accounting and Authorisation of baggage for transportation by Air
AAIB	Air Accident Investigation Bureau
A/C	Aircraft
AHM	Airport Handling Manual
ALP	Automated Load Planning
ANO	Air Navigation Order
AOG	Aircraft On Ground - spares for an aircraft that is grounded
APU	Auxiliary Power Unit
ATA	Actual Time of Arrival
ATC	Air Traffic Control
AVI	Special Load – Animal in the hold
BST	British Summer Time
CAA	Civil Aviation Authority
CAP	Commercial Aerodrome Publication produced by the CAA
COSHH	Control of Substances Hazardous to Health
DfT	Department for Transport
DCS	Departure Control System
DGR	Dangerous Goods Regulations
DOI	Dry Operating Index
DOW	Dry Operating Weight – The basic weight of the aircraft plus operational items
EASA	European Aviation Safety Agency
EIC	Equipment in Compartment
EPIC	Emergency Procedures Information Centre
ETA	Estimated Time of Arrival
ETD	Estimated Time of Departure
FAA	Federal Aviation Administration
FIDS	Flight Information Display System
FIM	Flight Interruption Manifests
FOD	Foreign Object Debris
FUEL – TAKE OFF	The amount of fuel of board less the fuel consumed before take off
FUEL – TRIP	The amount of fuel planned to be consumed from take off to landing
GMT	Greenwich Mean Time
GPU	Ground Power Unit
HSE	Health and Safety Executive,
HUM	Human Remains in Coffin
IATA	International Air Transport Association
ICAO	International Civil Aviation Organization
INTERLINE	Transfer from one carrier to another
LDM	Load Distribution Message
LOAD INSTRUCTION	Instruction given by Load Control to the person responsible for the aircraft loading

LOADING REPORT	Signed loading instruction passed back to Load Control
LOADSHEET	A completed loadsheet contains all weight data pertaining to a particular flight
MDF	Manifest Declaration Form
NOTAMS	Notice to Airmen - filed with an aviation authority to alert aircraft pilots of any hazards en route or at a specific location.
NOTOC	Notification to Captain
ONLINE	Within one airline
PAX	Passenger Identifier
PIR	Property Irregularity Report
PNL	Passenger Name List
PNR	Passenger Name Record
PPE	Personal Protective Equipment
RIDDOR	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
RoTaR	Rules of The Air Regulation
SCHENGEN VISA	The Schengen visa is a “visitor visa”. It is issued to citizens of countries who are required to obtain a visa before entering Europe.
SHC	Special Handling Code
SITA	Multinational information technology company specialising in providing IT and telecommunication services to the air transport industry
SPECIAL LOAD	A load which requires special attention during the process of loading and unloading
SSR	Special Service Request
STA	Scheduled Time of Arrival
STD	Schedule Time of Departure
STATION	The equivalent to the term ‘airport’
TRAFFIC	The activity of the transportation of passengers, baggage, mail and cargo
TOW	Take Off Weight – Zero Fuel Weight plus Take Off Fuel
ULD	Unit Load Device
UTC	Universal Time Coordinated
ZFW	Zero Fuel Weight - Total traffic load minus the Dry Operating Weight

Appendix 2 Aviation specific websites

Authorities/Legislative bodies

Air Accident Investigation Branch	**www.aaib.gov.uk**
British Airport Authority	**www.baa.com**
Civil Aviation Authority	**www.caa.co.uk**
Department for Transport	**www.dft.gov.uk**
European Aviation Safety Agency	**www.easa.europa.eu**
Federal Aviation Administration	**www.faa.gov**
HM Revenue & Customs	**www.hmrc.gov.uk**
Home Office	**www.homeoffice.gov.uk**
Identity & Passport Service	**www.ips.gov.uk**
International air Transport Association	**www.iata.org**
International Civil Aviation Organisation	**www.icao.int**
UK Border Agency	**www.ukba.homeoffice.gov.uk**

Airlines

Association of European Airlines	**www.aea.be**
BMI	**www.flybmi.com**
British Airways	**www.britishairways.com**
Easyjet	**www.easyjet.com**
Flybe	**www.flybe.com**
Ryanair	**www.ryanair.com/en**
Thomas Cook	**www.thomascook.com**
Virgin Atlantic	**www.virgin-atlantic.com**

Aircraft manufacturers

Airbus	**www.airbus.com**
Boeing	**www.boeing.com**
Embraer	**www.embraer.com**

Airports

Birmingham Airport	**www.birminghamairport.co.uk**
Bournemouth	**www.bournemouthairport.com**
Bristol Airport	**www.bristolairport.co.uk**
London Heathrow	**www.heathrowairport.com**
London Gatwick	**www.gatwickairport.com**
London Stansted	**www.stanstedairport.com**
Manchester	**www.manchesterairport.co.uk**

Cargo

Air Canada Cargo	**www.aircanada.com/cargo/en/fleet_ulds/ulds/**
British Airways Cargo	**www.baworldcargo.com**
DHL	**www.dhl.com**
East Midlands	**www.eastmidlandsairport.com**
UPS Cargo	**www.ups.com/aircargo**

Ground handling agents

Airline Services	**www.airline-services.com**
Menzies Aviation	**www.menziesaviation.com**
Servisair	**www.servisair.com**
Swissport	**www.swissport.com**

General information

Airline Industry Review	**www.airlineindustryreview.com**
Flight Stats	**www.flightstats.com**
SKYbrary	**www.skybrary.aero**

Appendix 3 Relationships to other qualifications

Links to other qualifications and frameworks

City & Guilds has identified connections to other qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, a qualification may provide knowledge towards another qualification, but centres are responsible for ensuring that the candidate has met all of the knowledge requirements specified in the qualification assessment criteria.

These qualifications have connections to the Level 2 Diplomas in Aviation Operations on the Ground

	City & Guilds Level 2 Diplomas in Aviation Operations on the Ground
Unit Number/Title	**Related units**
201 Health and Safety within Aviation	4877-201 Level 2 Recognise airside hazards and minimise risks 4877-202 Level 2 Contribute to the maintenance of aviation health, safety and security
202 Aviation Security	4877-211 Level 2 Prepare loads for and receive loads from aircraft 4877-202 Level 2 Contribute to the maintenance of aviation health, safety and security
203 Aviation Communications	4877-203 Carry out effective communications and information transfer in an aviation environment
204 Airport Check In Services	4877-203 Carry out effective communications and information transfer in an aviation environment 4877-207 Level 2 Check in aviation passengers and baggage 4877-235 Level 2 Give customers a positive impression of yourself and your organisation 4877-236 Level 2 Deliver reliable customer service

205 Aircraft Boarding and Arrival Services	4877-201 Level 2 Recognise airside hazards and minimise risks 4877-203 Carry out effective communications and information transfer in an aviation environment 4877-208 Receive, call and escort passengers to and from aircraft
206 Airport Baggage Processing	4877-202 Level 2 Contribute to the maintenance of aviation health, safety and security 4877-233 Level 2 Identify and resolve aviation problems
207 Loading and Unloading of Aircraft	4877-229 Level 2 Load and unload aircraft
208 Airport Baggage Facilities	4877-233 Level 2 Identify and resolve aviation problems 4877-209 Level 2 Handle reports of lost or damaged baggage 4877-235 Level 2 Give customers a positive impression of yourself and your organisation) 4877-236 Level 2 Deliver reliable customer service)
209 Airport Special Status Passengers	4877-203 Level 2 Carry out effective communications and information transfer in an aviation environment 4877-207 Level 2 Check in aviation passengers and baggage
210 Aircraft Load Instruction Reports	4877-203 Level 2 Carry out effective communications and information transfer in an aviation environment 4877-202 Level 2 Contribute to the maintenance of aviation health, safety and security 4877-233 Level 2 Identify and resolve aviation problems
211 Aircraft Marshalling	4877-203 Level 2 Carry out effective communications and information transfer in an aviation environment
212 Support Flight Operations	4877-202 Level 2 Contribute to the maintenance of aviation health, safety and security 4877-203 Level 2 Carry out effective communications and information transfer in an aviation environment 4877-215 Level 2 Support aviation operations on the ground
213 Aircraft Dispatch Process	4877-211 Level 2 Prepare loads for, and receive loads from aircraft 4877-202 Level 2 Contribute to the maintenance of aviation health, safety and security 4877-233 Level 2 Identify and resolve aviation problems

Appendix 4 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**.

Providing City & Guilds qualifications – a guide to centre and qualification approval 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. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

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***
  Find out how to register and certificate candidates on line
- ***Events***
  Contains dates and information on the latest Centre events
- ***Online assessment***
  Contains information on how to register for GOLA assessments.

Useful contacts

UK learners **General qualification information**	**T: +44 (0)844 543 0033** **E: learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres Exam entries, Registrations/enrolment, Certificates, 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**
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**
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**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, GOLA, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business_unit@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

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