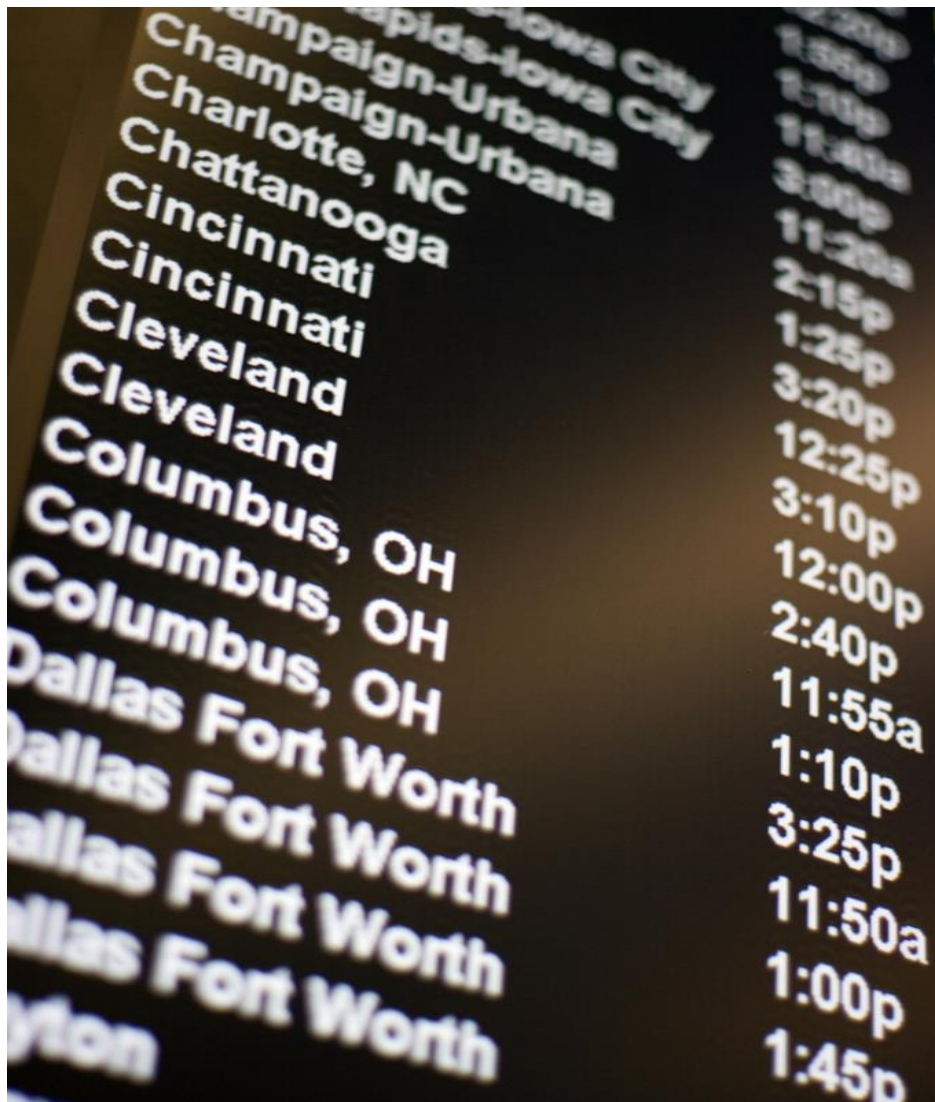# Level 3 Certificate in Aviation Operations on the Ground (4955-03)

Qualification handbook for centres

City&
Guilds

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City & Guilds
1 Giltspur Street
London EC1A 9DD

Level 3 Certificate in Aviation Operations on the Ground (4955-03)

Qualification handbook for centres

Version and date	Change detail	Section
2.2 September 2017	Added TQT details Deleted QCF	Introduction and Structure Throughout
2.0 Oct 2011	Addition of ERR unit	1.1, 4, 5
21 Dec 2011	Formatting	Units
18 Oct 2016	ERR unit changed from optional to elective	Qualification structure

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Contents

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1   Introduction to the qualification

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

Qualification title and level	Level 3 Certificate in Aviation Operations on the Ground
GLH	106
TQT	130
City & Guilds qualification number	4955-03
Qualification accreditation number	501/2261/7
Last registration date	31.07.2012
Last certification date	31.07.2015

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.
Who did we develop the qualification with?	…was developed in association with GoSkills.

1.1 Qualification structure

To achieve the Level 3 Certificate in Aviation Operations on the Ground, learners must achieve 11 credits from the mandatory units and a minimum of 2 credits from the optional units available. Learners who are completing the apprenticeship must achieve elective unit 214.

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 combinations 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 full qualification	Credit value
R/602/5675	301	Health and safety in the aviation industry	Mandatory	7
Y/602/5676	302	Security in the aviation industry	Mandatory	4
H/602/5678	303	Ramp handling	Optional	5
K/602/5679	304	Aircraft dispatch	Optional	6
D/602/5680	305	Bird and wildlife control on airports and airfields	Optional	4
H/602/5681	306	Flight operations	Optional	5
M/602/5683	307	Plan the loading of aircraft	Optional	5
T/602/5684	308	Handling air passengers	Optional	4
A/602/5685	309	Aviation meteorology for ground staff	Optional	3
L/602/5688	310	The principles of flight	Optional	2

F/600/0660	311	Developing and improving the customer service process	Optional	7
J/602/5690	312	Team leadership	Optional	4
Y/602/5693	313	Airfield operations	Optional	7
D/602/5694	314	Helicopters operations	Optional	4
K/602/5696	315	Air cargo ground handling	Optional	6
L/602/5934	214	Employment rights and responsibilities in the passenger transport sector	Elective	3

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 3 Certificate in Aviation Operations on the Ground	106	130

1.2 Opportunities for progression

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

- Level 3 Advanced Apprenticeship in Aviation Operations on the Ground

1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for this qualification:

Description	How to access
Qualification Handbook	www.cityandguilds.com
Assessment pack for centres	www.cityandguilds.com
Answer pack for centres	www.cityandguilds.com

2   Centre requirements

This section outlines the approval processes for Centres to offer this qualification 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

There is **no** fast track approval provision for this qualification.   Existing centres wishing to offer this qualification must use the **standard** Qualification Approval Process.

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 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

Unit No.	Title	Assessment Method	Where to obtain assessment materials
301	Health and safety in the aviation industry	Assignment 4955-301	Assessment pack
		The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.	Stock code: EN-03-49
		Externally set assignment, locally marked and externally verified.	
302	Security in the aviation industry	Assignment 4955-302	Assessment pack
		The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.	Stock code: EN-03-49
		Externally set assignment, locally marked and externally verified.	
303	Ramp handling	Assignment 4955-303	Assessment pack
		The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.	Stock code: EN-03-49
		Externally set assignment, locally marked and externally verified.	
304	Aircraft dispatch	Assignment 4955-304	Assessment pack
		The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.	Stock code: EN-03-49
		Externally set assignment, locally marked and externally verified.	

Unit No.	Title	Assessment Method	Where to obtain assessment materials
305	Bird and wildlife control on airports and airfields	Assignment 4955-305 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: EN-03-49
306	Flight operations	Assignment 4955-306 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: EN-03-49
307	Plan the loading of aircraft	Assignment 4955-307 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: EN-03-49
308	Handling air passengers	Assignment 4955-308 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: EN-03-49
309	Aviation meteorology for ground staff	Assignment 4955-309 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: EN-03-49

Unit No.	Title	Assessment Method	Where to obtain assessment materials
310	The principles of flight	Assignment 4955-310 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: EN-03-49
311	Developing and improving the customer service process	Assignment 4955-311 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: EN-03-49
312	Team leadership	Assignment 4955-312 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: EN-03-49
313	Airfield operations	Assignment 4955-313 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: EN-03-49
314	Helicopters operations	Assignment 4955-314 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: EN-03-49

Unit No.	Title	Assessment Method	Where to obtain assessment materials
315	Air cargo ground handling	Assignment 4955-315 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: EN-03-49
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 this qualification 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 301   Health and safety in the aviation industry

Level: 3
Credit value: 7
NDAQ number: R/602/5675

Unit aim
The aim of this unit is for learners to gain knowledge and understanding of health and safety within the aviation industry to ensure the integrity of flight operations, build public confidence and guarantee future development.

Learning outcomes
There are **five** learning outcomes to this unit. The learner will be able to:
1. Understand the importance of health and safety in the aviation industry
2. Understand how health and safety is regulated in the aviation industry
3. Understand how health and safety working practices and procedures are implemented in the aviation industry
4. Understand how systems are used to monitor, control and improve aviation health and safety
5. Understand a supervisor's responsibility within a Human Factors programme

Guided learning hours
It is recommended that **57** 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:
- AOG1 Recognise airside hazards and minimise risks
- AOG5 Co-ordinate health and safety working practices
- AOG2 Contribute to the maintenance of aviation health, safety and security.

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 301   Health and safety in the aviation industry

Outcome 1   Understand the importance of health and safety in the aviation industry

Assessment Criteria

Knowledge

The learner can:

1. describe different types of **health and safety accidents or incidents** that can occur relating to aircraft, other airside and landside hazards
2. explain the importance of maintaining a **safe environment** in aviation.

Range

Health and Safety accidents or incidents

Personal injury, damage to equipment, damage to aircraft, spills

Safe environment

Airside, air terminal, staff areas, cargo warehouses

Unit 301　　Health and safety in the aviation industry

Outcome 2　　Understand how health and safety is regulated in the aviation industry

Assessment Criteria

Knowledge

The learner can:

1. summarise key health and safety **regulations and legislation**
2. outline the responsibilities of supervisors and employees when complying with health and safety **regulations and legislation**
3. explain the role of the **regulatory bodies** and organisations involved in aviation health and safety.

Range

Regulations and legislation

CAP 642, Bylaws, RIDDOR, Fire Reporting, COSHH, Manual Handling Regulations, Health & Safety at Work Act

Regulatory Bodies

CAA, DfT, HSE, IATA, FAA, EASA

Unit 301   Health and safety in the aviation industry

Outcome 3   Understand how health and safety working practices and procedures are implemented in the aviation industry

Assessment Criteria

Knowledge

The learner can:

1. explain how to implement **safe working practices** to ensure the safety of self and others in the aviation industry

2. explain how procedures are implemented when dealing with both **minor health and safety incidents** and **major emergency situations** in the aviation industry.

Range

Safe working practices

As described within the Health & Safety at Work Act, COSHH, CAP642, HSE, Manual Handling Regulations, HSG 209, Regulatory Fire Reform Act

Minor health and safety incidents

Cuts, bruises, finger/thumb/toe fracture, slips, trips and falls

Major emergency situations

Fire, explosion, death, major injuries (eg broken limbs), vehicle striking aircraft

Unit 301   Health and safety in the aviation industry

Outcome 4   Understand how systems are used to monitor, control and improve aviation health and safety

Assessment Criteria

Knowledge

The learner can:

1. describe **systems** used to monitor, control and improve aviation health and safety
2. explain how **systems** to monitor, control and improve health and safety are implemented.

Range
Systems

External (legislative), internal (organisational)

Unit 301   Health and safety in the aviation industry

Outcome 5   Understand a supervisor's responsibility within a Human Factors programme

Assessment Criteria

Knowledge

The learner can:

1. identify **Human Factors training requirements**
2. explain **Human Factors reporting procedures**
3. explain **injury prevention procedures** within a Human Factors programme
4. explain the management of **fatigue/alertness** awareness
5. explain the **auditing and assessment requirements** of a Human Factors programme.

Range

Human Factors

Fatigue, stress, external distractions, personal issues

Training requirements

Identification of human factors, solution, monitoring

Reporting procedures

UK Confidential Human Factors Incident Reporting Programme (CHIRP), HSE, internal organisational procedures

Injury prevention procedures

Training, regulation compliance, risk assessments, identifying hazards

Fatigue/alertness

Long hours, shift work, sleep disturbance, driving, circadian rhythms

Auditing and assessment requirements

Analysis, design, evaluation

Unit 301 Health and safety in the aviation industry

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 302 Security in the aviation industry

Level: 3
Credit value: 4
NDAQ number: Y/602/5676

Unit aim

The aim of this unit is for learners to gain knowledge and understanding of the importance, maintenance, implementation and regulation of security within the aviation industry.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:
1. Understand the importance of security in the aviation industry
2. Understand how security is regulated in the aviation industry
3. Understand how security systems and procedures are implemented and co-ordinated in the aviation industry
4. Understand how systems and procedures are used to monitor, control and improve aviation security

Guided learning hours

It is recommended that **30** 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:
   AOG2 Contribute to the maintenance of aviation health, safety and security
   AOG3 Co-ordinate the maintenance and implementation of aviation security.

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 302   Security in the aviation industry

Outcome 1   Understand the importance of security in the aviation industry

Assessment Criteria

Knowledge
The learner can:
1. describe different types of **security incidents** that can occur relating to buildings, aircraft, passengers and staff
2. explain the importance of maintaining a secure **environment** in aviation.

Range
Security incidents
Security doors, restricted areas, unauthorised access to aircraft, unattended baggage, bomb threat, passenger mis-board, hi-jack, ID, inappropriate responses to security questions (where asked), restricted items (eg weapons, sharp items, liquids), illegal parking of cars

Environment
Airside, staff areas, landside, cargo warehouses

Unit 302   Security in the aviation industry

Outcome 2   Understand how security is regulated in the aviation industry

Assessment Criteria

Knowledge

The learner can:

1. summarise security **regulations** and **legislation**
2. outline the responsibilities of supervisors and employees in complying with security **regulations and legislation**
3. explain the role of the **regulatory bodies and organisations** involved in aviation security.

Range

Regulations and legislation

MATRA, Aviation Security Act 1982, Aviation and Maritime Security Act 1990, Anti-terrorism, Crime and Security Act 2001

Regulatory bodies and organisations

DfT, CAA, IATA, FAA, EASA, ICAO, ECAC, SO18, UK Border Agency

Unit 302 Security in the aviation industry

Outcome 3 Understand how security systems and procedures are implemented and co-ordinated in the aviation industry

Assessment Criteria

Knowledge

The learner can:

1. explain how aviation **security systems** and procedures are implemented and co-ordinated
2. explain how procedures are implemented when dealing with both **minor security incidents** and **major emergency situations**
3. explain the co-ordination required with **security agencies** in the event of a **breach** of aviation security.

Range

Security systems

Search and screening facilities, documentation inspection, security identification passes, coded/swipe areas, security questions (where asked), rush bags.

Minor security incident

Restricted items (eg weapons, sharp items, liquids), illegal parking of cars

Major emergency situations

Unauthorised access to aircraft, terrorist attack, unauthorised access to restricted areas, bomb threat, hi-jack

Security agencies

DfT, Police, airport security, Aviation Security Operational command Unit (SO18), UK Border Agency

Breach

Security doors, restricted areas, unauthorised access to aircraft, passenger mis-board, hi-jack, ID, inappropriate responses to security questions (where asked)

Unit 302   Security in the aviation industry

Outcome 4   Understand how systems and procedures are used to monitor, control and improve aviation security

Assessment Criteria

Knowledge

The learner can:

1. describe **systems and procedures** used to monitor, control and improve aviation security
2. explain how **systems and procedures** to monitor, control and improve aviation security are **implemented**.

Range

Systems and procedures

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

Implemented

Training, resources, monitoring

Unit 302 Security in the aviation industry

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'

Unit 303   Ramp handling

Level: 3
Credit value: 5
NDAQ number: H/602/5678

Unit aim

The aim of this unit is for learners to gain knowledge and understanding of the demands that are likely to be placed on new ground crew together with the airside hazards they may face during an aircraft turnround.

Learning outcomes

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

1. Understand how to ensure safe and efficient aircraft turnround
2. Understand aircraft loading and unloading methods and procedures in relation to baggage, cargo and passengers
3. Understand how ramp safety is regulated and maintained

Guided learning hours

It is recommended that **42** 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:

 AOG8 Take action to reduce airside hazards
 AOG9 Maintain a hazard free airside environment
 AOG10 Ensure the safe movement and operation of aircraft, vehicles and personnel on the apron
 AOG44 Co-ordinate the turnround of aircraft.

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 303   Ramp handling

Outcome 1   Understand how to ensure safe and efficient aircraft turnround

Assessment Criteria

Knowledge

The learner can:

1. identify the **organisations** involved in aircraft turnround
2. describe the roles and **operational procedures** used by organisations during aircraft turnround
3. explain the **co-ordination** required to ensure safe and efficient aircraft turnround
4. explain issues affecting **safety** and efficiency during aircraft turnround
5. explain how aircraft, vehicle and pedestrian movements are managed during aircraft turnround
6. explain the impact of adverse **weather conditions** on aircraft turnround procedures.

Range

Organisations

Airlines, airport operators, ground handling agents, catering, security, refuellers, cleaners, water/waste services

Operational procedures

Baggage unloading/loading, passenger unloading/loading, refuelling, marshalling, cleaning, catering, water/waste services, ground power

Co-ordination

Between the same organisation, between different organisations, between airport staff and passengers, between airport staff and aircrew

Safety

Safety of airport staff, safety of passengers, safety of aircrew, safety of aircraft

Weather conditions

Rain, snow, ice, wind, lightning

Unit 303   Ramp handling

Outcome 2   Understand aircraft loading and unloading methods and procedures in relation to baggage, cargo and passengers

Assessment Criteria

Knowledge

The learner can:

1. describe baggage and cargo loading and unloading **methods**
2. explain the **factors** that impact on baggage and cargo loading and unloading
3. describe passenger embarkation and disembarkation methods and **procedures**
4. explain the **factors** that impact on the embarkation and disembarkation of passengers.

Range

Methods

Manually, bulk, ULD, baggage conveyor, transfer loader

Factors

Aircraft handling equipment, aircraft type, weather, special loads, rise and fall of aircraft

Procedures

Airbridge, remote stand, aircraft with internal stairs

Unit 303   Ramp handling

Outcome 3   Understand how ramp safety is regulated and maintained

Assessment Criteria

Knowledge

The learner can:

1. describe the **regulations and procedures** relating to the movement and operation of aircraft, vehicles and personnel on the ramp
2. explain how safe working practices are maintained on the ramp.

Range

Regulations and procedures

Health and Safety at Work Act, Manual Handling Regulations, Airport Handling Manual (AHM), CAP642 (Personal Protective Equipment (PPE), surface markings, vehicles on the ramp)

Unit 303   Ramp handling

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 ramp handling.

When delivering the learning programme it is essential that the candidate clearly understands their
personal role and responsibility in the handling of aircraft on the ramp.

A visit to an operational airport would help the candidate understand for this unit.

Possible sources of information for this unit are:

- Airport Handling Manual.
- Department for Transport website.
- CAA Website.

Unit 304   Aircraft dispatch

Level: 3
Credit value: 6
NDAQ number: K/602/5679

Unit aim

The aim of this unit is for learners to gain knowledge and understanding of the role of an aircraft Dispatcher/Turnround Co-ordinator including the legal, airline and airport requirements.

Learning outcomes

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

1. Understand how to ensure health and safety requirements are met during aircraft turnround
2. Understand how to ensure security requirements are met during an aircraft turnround
3. Understand the service requirements to turnround aircraft
4. Understand the requirements for collating flight related information
5. Understand the Critical Time Path of aircraft turnround for different services

Guided learning hours

It is recommended that **49** 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:

- AOG44 – Co-ordinate the turnround of aircraft.

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 304   Aircraft dispatch

Outcome 1   Understand how to ensure health and safety requirements are met during aircraft turnround

Assessment Criteria

Knowledge

The learner can:

1. explain **health and safety practices and procedures** involved in embarkation and disembarkation of aircraft
2. identify **hazards** associated with equipment servicing aircraft
3. explain how to minimize **hazards** associated with equipment servicing aircraft
4. identify health and safety **hot spots** around an aircraft
5. outline the **duties** of a Dispatcher/Turnround Coordinator in enforcing health and safety around the aircraft.

Range
Health and safety practices and procedures
CAP642

Hazards
Vehicles, height, moving parts, noise

Hot Spots
Engines, APU, aerials, propellers

Duties
Ensuring: Hi-vis worn, hearing protection is used, proper footwear worn, FOD removed, aircraft chocks used, wingtip/engine cones used, ID displayed

Unit 304 Aircraft dispatch

Outcome 2 Understand how to ensure security requirements are met during an aircraft turnround

Assessment Criteria

Knowledge

The learner can:

1. explain **security practices and procedures** that apply to passengers during embarkation and disembarkation of aircraft
2. identify **security roles** of a Dispatcher in enforcing Department for Transport (DfT) requirements.

Range

Security practices and procedures

AAA, access to aircraft/terminal, passenger control, ensuring staff ID displayed

Security roles

Coordinate and monitor security practices and procedures

Unit 304   Aircraft dispatch

Outcome 3   Understand the service requirements to turnround aircraft

Assessment Criteria

Knowledge

The learner can:

1. identify roles of **service providers** involved in the turnround of aircraft
2. describe the different types of **equipment** required to service aircraft
3. explain how aircraft, vehicle and pedestrian movement are managed during aircraft turnround.

Range

Service providers

Ramp services, catering, de-icing, refuellers, potable water servicing, aircraft toilet servicing, cleaning, engineering services, People with Reduced Mobility (PRM) handlers, passenger transportation (eg coaches)

Equipment

Coaches, air bridge, passenger steps, refueller trucks, de-icing truck, transfer loader, baggage trolleys, tractors, tug, baggage belt, flat bed vehicle, dollies, Ground Power Unit (GPU)

Unit 304   Aircraft dispatch

Outcome 4   Understand the requirements for collating flight related information

Assessment Criteria

Knowledge

The learner can:

1. explain the background and origins of the Accounting and Authorisation of Hold Baggage for Carriage by Air (AAA)
2. describe the **practices and procedures** of AAA
3. describe the actions a Dispatcher should take if AAA does not balance
4. explain what authority Dispatchers have to enforce compliance
5. explain the importance of the Load Instruction Report (LIR)
6. describe the **checks** that Dispatchers should undertake before passing a loadsheet to the flight crew
7. describe the **paperwork requirements** for non Dangerous Goods cargo
8. describe the **paperwork requirements** for Dangerous Goods (DG)
9. explain the importance of a Dispatcher's Flight Report.

Range

Practices and procedures

Dispatchers role

Checks

Paperwork, aircraft holds

Paperwork requirements

Airwaybill, cargo manifest, Dangerous Goods (DG) acceptance check sheet, NOTAC

Unit 304   Aircraft dispatch

Outcome 5   Understand the Critical Time Path of aircraft turnround for different services

Assessment Criteria

Knowledge

The learner can:

1. explain the **difference** between a schedule, charter and low cost service
2. identify the **requirements** of a Critical Time Path for a schedule, charter and low cost service
3. explain the development of a Critical Time Path in relation to the **services** required and the size of aircraft
4. explain the effect of service providers not complying with the Critical Time Path
5. state role of a Dispatcher/Turnround Coordinator in the co-ordination of the Critical Time Path
6. explain the effect of a breakdown in the Critical Time Path in relation to an airline.

Range
Difference

Time scales, services

Requirements

On the aircraft, on the ramp, at the gate, Dispatcher/ Turnround Coordinator

Services

Ramp services, catering, de-icing, refuellers, potable water servicing, aircraft toilet servicing, cleaning, engineering services

Unit 304　　Aircraft dispatch

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.

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.

Critical time paths should be available from a number of handling agents and will depend of airline and aircraft.

Unit 305   Bird and wildlife control on airports and airfields

Level: 3
Credit value: 4
NDAQ number: D/602/5680

Unit aim

The aim of this unit is for learners to gain understanding of the potential dangers caused by birds and other wildlife on or around airfields and how these may be minimised.

Learning outcomes

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

1. Understand the regulatory framework relating to the potential impact of birds and other wildlife on aircraft safety
2. Understand how to manage potential dangers created by birds and other wildlife on and around airports and airfields

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:

   AOG21 Contribute to wildlife control on an airfield.

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 305 Bird and wildlife control on airports and airfields

Outcome 1 Understand the regulatory framework relating to the potential impact of birds and other wildlife on aircraft safety

Assessment Criteria

Knowledge

The learner can:

1. explain how birds and other wildlife on and around different types of airports and airfields **endanger** aircraft
2. describe the **regulatory framework** associated with bird and wildlife dangers.

Range

Endanger

Birdstrike, engine ingestion, collision, infestation

Regulatory framework

ICAO Annex 14 Vol 1, ICAO Doc 9137, CAP 772

Unit 305   Bird and wildlife control on airports and airfields

Outcome 2   Understand how to manage potential dangers created by birds and other wildlife on and around airports and airfields

Assessment Criteria

Knowledge
The learner can:
1. describe **systems and procedures for observing, documenting and reporting** birds and other wildlife
2. explain how **systems and procedures are used to minimise hazards** caused by birds and other wildlife
3. explain how **systems and procedures are used to control, disperse and remove** birds and other wildlife.

Range
Systems and procedures for observing, documenting and reporting
Recording of bird control activities, recording of bird control issues, training of personnel, bird strike report, logging of bird species.

Systems and procedures are used to minimise hazards
Risk assessments, food, terrain, landscaping, nest and roosts, water, coast, landfills

Systems and procedures are used to control, disperse and remove
Habitat management, scaring, repellent's, lethal methodology, distress signals, grass, food, water, falconer

Unit 305 Bird and wildlife control on airports and airfields

Notes for guidance

This unit forms the knowledge requirements to perform the duties of bird and wildlife control at both small airfields and large airports.

Candidates should look at a number of airfields/airports where different types of wildlife and conditions exist.

Sources of information include:
- CAP 772.
- CAA website.

Unit 306   Flight operations

Level: 3
Credit value: 5
NDAQ number: H/602/5681

Unit aim

The aim of this unit is for learners to gain knowledge and understanding of the complex issues associated with the planning and operation of a commercial aircraft. This will enable them to progress towards the more technical aspects of operational airport and airline employment.

Learning outcomes

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

1. Understand capacity and range factors that impact on aircraft selection for specific routes
2. Understand how route planning procedures and instrument navigation systems are used by aircraft operators
3. Understand how to devise and implement contingency plans to maintain flight operations

Guided learning hours

It is recommended that **38** 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:

- AOG28 Maintain flight control operations and operating conditions.

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 306   Flight operations

Outcome 1   Understand capacity and range factors that impact on aircraft selection for specific routes

Assessment Criteria

Knowledge
The learner can:
1. describe the passenger, baggage and cargo **capacities** of **narrow bodied** and **wide bodied** aircraft
2. identify the range capabilities of **narrow bodied** and **wide bodied** aircraft
3. explain why **aircraft types** are chosen for specific routes
4. outline Extended-range Twin-engine Operational Performance Standards (ETOPS) **flight requirements**.

Range
Capacities
Configuration, holds

Narrow bodied
Boeing 737, Boeing 757, Airbus A320, McDonnell Douglas MD-90, Bombardier Q400, Bombardier CRJ200/700, Fokker F28, Embraer ERJ190/195

Wide bodied
Boeing 747, Boeing 767, Boeing 777, Boeing 787, Airbus 330, Airbus 340, Airbus 350, Airbus 380, McDonnell Douglas MD-11

Aircraft types
Twin pistons, turboprops, executive jets, airliners, cargo aircraft

Flight requirements
Fuel planning procedures, pre-departure service check, dispatch and enroute weather, ETOPS exclusions, engine condition monitoring, oil consumption monitoring, APU inflight start programme, configuration maintenance and procedures

Unit 306   Flight operations

Outcome 2   Understand how route planning procedures and instrument navigation systems are used by aircraft operators

Assessment Criteria

Knowledge

The learner can:

1. describe route planning **procedures**
2. explain how **instrument navigation systems** are used in relation to planning a route.

Range
Procedures

VFR Flight Plan, IFR Flight Plan, Implementation of RVSM

Instrument navigation systems

GPS, WAAS, VOR, LORAN

Unit 306   Flight operations

Outcome 3   Understand how to devise and implement contingency plans to maintain flight operations

Assessment Criteria

Knowledge

The learner can:

1. explain how to devise **contingency plans** to maintain flight operations
2. explain how to **implement contingency plans** to maintain flight operations.

Range

Contingency plans

Non-availability of aircraft, non-availability of flight crew, non-availability of cabin crew, closure of airports, closure of airspace, weather

Implement

Training, resources, monitoring

Unit 306   Flight operations
Notes for guidance

The contents of the outcomes focus on the specific areas of flight operations and detailed knowledge will be required by the tutor of how airlines operate.

A visit to a flight operations department for an airline would be of great benefit to the candidate to gain a clear understanding of how airlines select aircraft types and carry out contingency planning.

Aircraft details are available from aircraft manufactures' website or airline fleet information on airline websites.

Aircraft Manufacturers

Airbus	www.airbus.com/en/aircraftfamilies/productcompare
Boeing	www.boeing.com/commercial/products.html
Embraer	www.embraer.com/english/content/aeronaves

Airlines

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

Unit 307   Plan the loading of aircraft

Level: 3
Credit value: 5
NDAQ number: M/602/5683

Unit aim

The aim of this unit is for learners to gain knowledge and understanding of how to plan the loading of aircraft. They will gain an understanding of the importance of complying with associated regulations. Learners will also have the opportunity to demonstrate their knowledge of completing documentation to plan the loading of both wide and narrow-bodied aircraft.

Learning outcomes

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

1. Understand how to plan the loading of aircraft to comply with regulations
2. Be able to complete documentation in relation to planning the loading of wide bodied and narrow bodied aircraft

Guided learning hours

It is recommended that **45** 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:
    AOG32 Plan the loading of aircraft.

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 307   Plan the loading of aircraft

Outcome 1   Understand how to plan the loading of aircraft to comply with regulations

Assessment Criteria

Knowledge

The learner can:

1. describe the **regulations** associated with the loading of aircraft
2. describe the load planning **process**
3. explain how load planning is **co-ordinated**
4. explain the significance of **mass limitations** in relation to load planning
5. explain the significance of **balance limitations** in relation to load planning
6. explain how incompatible, abnormal and dangerous loads **impact** on load planning.

Range
Regulations

Airport Handling Manual, International Air Transport Association, Dangerous Goods Regulations, EU Ops

Process

Identify aircraft type, basic weight of aircraft, crew and crew baggage weight, pantry, catering and flight spares, dry operating weight, take off fuel, operating weight, traffic load, take-off weight, minus take-off fuel, zero fuel weight, minus trip fuel, landing weight

Co-ordinated

Communications with dispatcher, flight crew, ground staff, aircraft loaders, refuellers

Mass limitations

Ramp/taxi weight, take-off weight, landing weight, zero fuel weight, max compartment load, regulated aircraft take-off weight, aircraft manufacturers structural limits

Balance limitations

Centre of gravity, last minute changes, uneven weight distribution

Impact

Unable to load, not allowed to load, special loading requirements

Unit 307   Plan the loading of aircraft

Outcome 2   Be able to complete documentation in relation to planning the loading of wide bodied and narrow bodied aircraft

Assessment Criteria

Practical skills

The learner can:
1. complete load instruction reports for wide bodied and narrow bodied aircraft
2. complete loadsheet and balance charts
3. amend **documentation** in line with loading discrepancies.

Knowledge

The learner can:
1. explain the use of different types of documentation when planning the loading of aircraft.

Range
Documentation

Load Instruction Report, loadsheet, weight sheet, balance chart, NOTAC

Unit 307　　　Plan the loading of aircraft

Notes for guidance

The content of the outcome focus on the completion of a Load Instruction Report and Load Sheet. Candidates should practice completion of these documents for a variety of aircraft and loads.

Within the industry most load sheets are completed by computer and for many airlines centrally however for this unit all activities are carried out using paper copy.

Whilst completing the Load Sheet is fairly straight forward emphasis should be focussed on aircraft structural limitations and selection and positioning of the load to ensure that the aircraft is within balance limitations.

Unit 308   Handling air passengers

Level: 3
Credit value: 4
NDAQ number: T/602/5684

Unit aim

The aim of this unit is to develop learners' understanding of the processes, facilities and services provided for passengers travelling through airports, and also knowledge of the services and facilities provided by different types of airlines.

Learning outcomes

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

1. Understand how departing passenger handling processes, facilities and services are co-ordinated
2. Understand how arriving passenger handling processes, facilities and services are co-ordinated
3. Understand how to monitor and maintain efficient passenger flow

Guided learning hours

It is recommended that **35** 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:
   ☐   AOG34 Maintain air passenger handling services.

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 308 Handling air passengers

Outcome 1 Understand how departing passenger handling processes, facilities and services are co-ordinated

Assessment Criteria

Knowledge

The learner can:

1. describe **facilities and services** provided for passengers departing from airports
2. analyse the roles and responsibilities of the different **organisations** involved in the passenger handling process
3. explain how departing passenger **handling processes** are co-ordinated.

Range

Facilities and services

Shopping, café, restaurants, bureaux de change, internet access, information desk, check-in, washrooms (toilets, showers), parking, shuttle bus, children play areas

Organisations

Ground handling agents, security, airline, airport, UK border agency, police, People with Reduced Mobility (PRM) providers

Handling processes

Check-in, security, departures

Unit 308 Handling air passengers

Outcome 2 Understand how arriving passenger handling processes, facilities and services are co-ordinated

Assessment Criteria

Knowledge

The learner can:

1. describe **facilities and services** provided for passengers arriving at airports
2. analyse the roles and responsibilities of the different **organisations** involved in the passenger handling process
3. explain how arriving passenger **handling processes** are co-ordinated.

Range

Facilities and services

Trolley/porter, shopping, café, restaurants, bureaux de change, internet access, information desk, accommodation booking, car hire, taxi, buses, trains, PRM facilities

Organisations

Ground handling agents, security, airline, airport, UK border agency, police, PRM handlers

Handling processes

Baggage reclaim, lost baggage services, customs and passport control

Unit 308   Handling air passengers

Outcome 3   Understand how to monitor and maintain
                efficient passenger flow

Assessment Criteria

Knowledge

The learner can:

1. outline the **passenger journey** through the airport
2. identify **areas** prone to congestion
3. explain what **measures** can be used to overcome congestion problems.

Range

Passenger journey

International, domestic

Areas

Check-in, security, departure gate, immigration, baggage hall

Measures

Staffing, technology, infrastructure, passenger flow

Unit 308   Handling air passengers
Notes for guidance

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

A visit to at least one operational airport is crucial for this unit to enable the candidates to get a full understanding of passenger services.

Airport websites are very useful for finding out information for this unit:

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

Unit 309 Aviation meteorology for ground staff

Level: 3
Credit value: 3
NDAQ number: A/602/5685

Unit aim

The aim of this unit is for learners to gain knowledge and understanding beneficial to aviation ground staff of how to assess weather conditions and interpret weather reports.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:
1. Understand the characteristics of air masses and weather patterns that affect UK airports
2. Be able to interpret aviation weather charts and reports

Guided learning hours

It is recommended that **27** 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:
  AOG35 Monitor the weather.

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 309 Aviation meteorology for ground staff

Outcome 1 Understand the characteristics of air masses and weather patterns that affect UK airports

Assessment Criteria

Knowledge

The learner can:

1. describe the **air masses** that affect the UK, their origins and routes
2. explain how **significant weather features affect** the UK as a result of air masses and local influences.

Range

Air masses

Polar continental, polar maritime, returning polar maritime, tropical maritime, tropical continental

Significant weather features

Temperature, pressure, moisture, precipitation, hail/snow, wind/hurricanes, lightning,

Affect

Delays, low visibility, snow/ice, slips/trips/falls, diversion

Unit 309   Aviation meteorology for ground staff

Outcome 2   Be able to interpret aviation weather charts and reports

Assessment Criteria

Practical skills

The learner can:

1. interpret **synoptic weather charts** and aviation **weather reports** produced by the Met Office.

Range

Synoptic weather charts

Local, Regional, National, time intervals

Weather reports

UK AIRMETs, Met forms, Short and Long TAFs, METARs

Unit 309   Aviation meteorology for ground staff
Notes for guidance

It should be recognised that this unit is fundamental to understanding how weather conditions affect airport operations.

Useful information can be found on the internet including the following websites:

Met Office   **www.metoffice.gov.uk/aviation**
Skylink   **http://skylinkweather.com/metar/metarmapindex.php**

Unit 310   The principles of flight

Level: 3
Credit value: 2
NDAQ number: L/602/5688

Unit aim

The aim of this unit is for learners to gain understanding of the principles of flight and knowledge of aircraft construction, including how and why aircraft fly and how in-flight stability and control is maintained.

Learning outcomes

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

1. Understand how the Four Forces of Flight contribute to controlled flight
2. Understand how in-flight stability and control is maintained

Guided learning hours

It is recommended that **19** 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 310   The principles of flight

Outcome 1   Understand how the Four Forces of Flight contribute to controlled flight

Assessment Criteria

Knowledge

The learner can:

1. identify the **Four Forces** of flight
2. explain how the **Four Forces** contribute to controlled flight.

Range

Four forces

Thrust, weight, drag, lift

Unit 310 The principles of flight

Outcome 2   Understand how in-flight stability and control is maintained

Assessment Criteria

Knowledge

The learner can:

1. describe the **component parts** of aircraft and their functions relating to stability and control
2. explain how **stability** is built into the structural design of modern aircraft
3. explain how **aircraft control** is achieved and maintained during take-off, cruise and landing.

Range
Component parts

Fuselage, wings, control surfaces, lift control devices, power plant and propulsion devices, landing gear, cockpit

Stability

Static instability, dynamic instability

Aircraft control

Cockpit controls, sensors, actuators, computers

Unit 310   The principles of flight

Notes for guidance

Whilst not crucial for working within an airport environment an understanding of the principles of flight will give the candidates a better appreciation of not only how an aircraft flies but also how their role could potentially affect that flight by incorrect loading.

The internet has many websites including videos that explain the principles of flight in detail.

Unit 311   Developing and improving the customer service process

Level: 3
Credit value: 7
NDAQ number: F/600/0660

Unit aim

To enable the candidate to understand how the customer service process can be developed and improved through customer feedback, promotion of products and services and effective teamwork..

Learning outcomes

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

1. Explain how customer feedback can improve the customer service process
2. Describe the process of promoting products and services
3. Explain the importance of effective teamwork and the monitoring of performance

Details of the relationship between the unit and relevant National Occupational Standards

This unit is linked to the ICS National Occupational Standards: NVQ Level 3 – 301.1.1/4/5/8/9/11/12/14, 301.2.2/4/5 KU 3/5/6/8, 302 KU 1/2/4/5/6.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- COM Level 2 – C2.1, C2.2, C2.3; Level 3 – C3.1a and 1b, C3.2
- AON Level 1 – N1.1, N1.2 and N1.3
- ICT Level 2 – ICT2.1, ICT2.2

Assessment and grading

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

Unit 311 Developing and improving the customer service process

Outcome 1 Explain how customer feedback can improve the customer service process

Assessment Criteria

The learner can:

1. Describe the **benefits** of evaluating the customer service experience
2. Describe and compare a range of **techniques** used in monitoring customer service delivery
3. Design a **method** of obtaining customer feedback
4. Explain how the outcome of an organisational **SWOT analysis** can be used to promote a cycle of continuous improvement
5. Explain the techniques used to monitor and review the impact of any changes introduced in an organisation to customers, employees and the organisation

Range

Benefits

- Good customer service is vital for the survival of an organisation
- Excellent customer service can make an organisation more successful than its competitors
- They can check customer needs and expectations are being met
- they can act upon the evaluation and make improvements

Techniques

- Any feedback collected, recorded and analysed contributes towards continuous customer service improvement. Customer feedback can be collected using a range of methods eg informal - asking questions verbally during discussion either face-to-face or on the telephone; recording unsolicited customer comments; spontaneous customer feedback or formal -, formal interviews, one to one, or in a group; written questionnaires; focus groups; street surveys; telephone surveys; direct mailings; mystery shoppers; suggestion boxes. The effectiveness of each would depend on the situation it was used in. Cost and percentage of response for example would have to be considered.

- Analysis of records can help to identify trends in customer service delivery. These can be records of sales, results from advertising etc. These trends might link to a need for process improvement or they might suggest individuals' performance needs addressing

- Record keeping system for customer complaints, feedback on products, purchase trends can also be used to monitor customer service delivery eg a drop in sales may indicate the customer service offered is not meeting expectations. However, this would need to be backed by eg a customer survey as the fall in sales may be due to the product being unpopular rather than poor customer service.

Method

- Asking questions (verbally, face-to-face or on the 'phone)
- Formal interviews, 1:1 or in a group
- Written questionnaires
- Street surveys
- Telephone surveys
- Direct mailings
- Service calls

Formal feedback is where set questions are asked to find out specific detail while informal feedback tends to be spontaneous and while useful information can be obtained it is not gathering data on specifics.

Formal methods of gathering feedback can be aimed at a specific group of customers and will be structured to ensure it gathers the feedback required.

SWOT analysis

A SWOT analysis groups key pieces of information into two main categories:

- Internal factors – The strengths and weaknesses internal to the organisation
- External factors – The opportunities and threats presented by the external environment to the

        organisation.

Through the use of a SWOT analysis the key internal and external factors that are important to achieving an objective can therefore be identified The final outcome of the SWOT analysis allows an organisation to assess whether or not it is successful, whether a project can work or an objective be met and where changes should be made. An organisation can use the SWOT to continually assess its success (or otherwise) and decide what is working and what isn't, what is affecting them as an organisation and what the threats are and make improvements/ changes as required and then evaluate whether these have worked.

Unit 311　　Developing and improving the customer service process

Outcome 2　　Describe the process of promoting products and services

Assessment Criteria

The learner can:

1　　Explain how **Unique Selling Points (USP)** can influence the customer choice of products and services
2　　Define what a **Unique Service Offer (USO)** is and how it is used to differentiate service offers from that of competitors
3　　Explain **how** organisations promote their products and services
4　　Describe how **cost benefit analysis** would influence the method used to promote a product or service
5　　Describe the **importance** of evaluating promotions

Range

Unique Selling Point or Proposition (USP)

Defines an organisation's competitive advantage. An organisation must identify what makes it different from the competitors and emphasise these advantages in marketing, influencing the customer's choice of products and services.

Unique Service Offer (USO)

Used to differentiate a service offer from that of competitors or comparable organisations. USOs are directly related to why customers choose to conduct business with organisations.

How

Many methods of promotion are available to organisations eg advertising, word of mouth, print media such as local and national papers, telesales, TV, radio and other advertising campaigns.

Organisations will use techniques such as selling benefits and features to promote their product/ services to customers.

Cost-benefit analysis

The process involved in weighing the total expected costs against the total expected benefits of one or more actions in order to choose the best or most profitable option.

This means that the cost of any promotion method will be weighed against the likely benefits before a decision is made on the best or most cost effective one.

Importance

To evaluate promotions to assess the impact of a promotional campaign on an organisation's ability to increase market share and/or customer satisfaction and to ensure there has been value for money.

Unit 311 Developing and improving the customer service process

Outcome 3 Explain the importance of effective teamwork and the monitoring of performance

Assessment Criteria

The learner can:

1 Identify different **communication techniques** used when managing a team
2 Describe the **inter-personal skills** required for effective team working
3 Explain the **importance** of effective service partnerships for the delivery of excellent customer service
4 Explain the **dynamics** of team working
5 Explain why it is important to **agree** set goals with team members
6 Explain the methods used by organisations to set **levels of customer service performance**
7 Identify **methods** for monitoring the performance of individual and teams
8 Explain **how** team members can self -assess and develop their customer service skills and knowledge
9 Complete a personal development plan

Range

communication techniques

- Team briefing – a team briefing allows management to inform staff on subjects that are important, give an explanation on a regular basis.
- One to one communication which allows the two parties to ask questions and ensure understanding. Good face to face communication allows immediate feedback on what the person is hearing and understanding or not hearing and understanding. It also allows those communicating to adapt their technique to meet the situation.
- Emails and memos which allow quick and regular communication often to large groups ensuring a consistent message is put across.

Good communication with a team requires that it is managed and timed. Poor team management will occur if the team is not given the correct information at the correct time. Good team management is ensuring communication is planned, with clear intention. It is important that the communication is presented in a direct and clear language.

Inter-personal skills

Oral communication, written communication, non-verbal communication(body language), telephone, questioning, listening, decision-making, problem-solving, information-gathering, personal development

It is necessary at times to adapt eg

- body language to suit the situation for example when trying to motivate
- problem solving skills where for example it is necessary to work with others to reach a solution instead of working in isolation

For effective team working, oral communication skills are very important to ensure there is clear communication with the others in the team.

Importance

The service partnership model encourages service teamwork and co-operation rather than identifying one party as the internal customer of the other. For a service partnership all those involved in the delivery of a product or service must work together. If one person, department or organisation does not work as part of the team there will be a 'break' in the partnership and so the flow of effective and reliable customer service can fail.

Dynamics

All team members should be made aware of organisational goals and guidelines and how to access them. The team has to fit in with other parts of the organisation. Each team should have clear objectives that are linked to the overall organisation objectives. This is likely to mean meetings with other teams, sections or departments to understand other teams' roles. A team may be only two people working together, but the principles of good communication skills and an open approach to people and ideas are the same.

Team dynamics are the unseen forces that operate in a team between different people or groups. Personality styles, job roles, organisational culture, technology, procedures, office layout can all affect the dynamics of a team.

Agree

A team requires a team leader to have good listening and questioning skills and the ability to develop these skills in team members. The team leader needs to agree and set goals with team members and know exactly what the team is expected to achieve. Without this knowledge and leadership the team is likely to find difficulties in working together as a group to achieve common goals.

Levels of customer service performance

- Key Performance Indicators (KPI) - they can help an organisation define and measure progress toward organisational goals. They could be sales targets, number of complaints etc.
- Service Level Agreements (SLA) - a contract that exists between customers and their service provider, or between service providers. It records the common understanding about services, priorities, responsibilities, guarantee, and such, collectively states the level of service. The service offer sets the basis on which the organisation will provide a service to its customers. Customers will know this is what they can expect while organisations know what they must deliver.
- Customer charter – is the organisation's statement about the level of service they will offer eg some customer charters will set out how they will compensate a customer when customer service has not been delivered in line with the charter; or it will clearly stated the timescales for responses.

These are the levels of performance that must be known and worked towards by all those in an organisation to ensure the level of customer service expected is delivered.

Methods

Observation, psychometric testing, training needs analysis (TNA), feedback, questioning, one-to- one meeting. The appropriateness of the method used will need to be considered eg cost implications, interpersonal problems, time, and access to resources.

Additionally it is possible to benchmark achievement against targets, SLA, industry codes of practice, NOS (National Occupational Standards), KPIs and monitor achievement
In deciding on the method to be used the advantages and disadvantages of each will need to be considered eg cost implications, time, access to resources.

How

In any team, individual team members need knowledge and skills, as defined by an appropriate role profile, to support the achievement of their own aims and objectives and those of the organisation.

To help team members assess and then plan how they can improve their customer service skills and knowledge it is essential to:

- establish the required skills and knowledge
- carry out a Training Needs Analysis on individuals
- consider individual learning styles
- consider development opportunities available

The development opportunities could include: coaching, mentoring, work-shadowing, feedback opportunities, in-house training, formal performance appraisals and e-learning.

Personal development plan

A personal development plan is a tool to:

- list agreed areas for development
- list the activities to be undertaken to achieve this development
- who may assist you with this development
- when it should be achieved or reviewed
- indicate the evidence that will show achievement of the learning in your plan

Any development plan should follow SMART criteria ie be Specific, Measurable, Achievable, Realistic and Time bound.

Unit 312   Team leadership

Level: 3
Credit value: 4
NDAQ number: J/602/5690

Unit aim

The aim of this unit is for learners to gain knowledge and understanding of the importance of leading and working in a team, including the different styles of leadership and how they are used in the workplace.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:
1. Understand how different leadership styles impact on team performance
2. Understand how to be an effective team leader
3. Be able to lead a team effectively

Guided learning hours

It is recommended that **30** 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:
   ▢   AOG73 Provide leadership and direction for own area of responsibility.

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 312   Team leadership

Outcome 1   Understand how different leadership styles
impact on team performance

Assessment Criteria

Knowledge

The learner can:

1. describe the characteristics of different **leadership styles** in the workplace
2. explain how different **leadership styles** impact on team performance.

Range
Leadership styles

Authoritarian or autocratic, participative or democratic, delegative or free reign

Unit 312   Team leadership

Outcome 2   Understand how to be an effective team leader

Assessment Criteria

Knowledge
The learner can:
1. explain the **importance** of effective team leadership
2. explain how the use of different **communication styles** leads to effective team leadership
3. identify **barriers** to effective team leadership
4. explain how **barriers** to effective team leadership can be removed or managed.

Range
Importance
Learning from one another, sharing what you know, shares the glory of a job well done, facilitates solution, self-esteem and confidence

Communication styles
Aggressive, passive, passive-aggressive, assertive

Barriers
Lack of professionalism, lack of delegation, individual competition, lack of trust, vagueness about what is to be achieved, absence of conflict, lack of confidentiality, lack of respect

Unit 312   Team leadership

Outcome 3   Be able to lead a team effectively

Assessment Criteria

Practical skill

The learner can:

1. demonstrate appropriate **skills and qualities** to lead a team.

Range
Skills and qualities

Achievement focused, approachable, time management, personal effectiveness, problem solving, decision making, effective communication

Unit 312   Team leadership
Notes for guidance

The delivery of this unit should ideally be carried out in an aviation context including the practical tasks. This unit will need to be delivered to a group of candidates and is not really suitable for a candidate working on his/her own.

Unit 313   Airfield operations

Level: 3
Credit value: 7
NDAQ number: Y/602/5693

Unit aim

The aim of this unit is for learners to gain understanding of the importance of providing effective airfield operations and maintanance in the aviation industry. They will develop knowledge and understanding to ensure aircraft operate safely and airfield facilities are available.

Learning outcomes

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

1. Understand how to meet the training requirements of personnel operating within the airfield environment
2. Know the monitoring and planning requirements of airport activities
3. Understand the requirement to communicate airfield related information
4. Understand procedures for inspecting airfield facilities
5. Understand how airport contingency plans are developed and implemented

It is recommended that **56** 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:

- AOG13 Maintain effective communications and information transfer in an aviation environment
- AOG27 Support Flight Control Operations

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 313   Airfield operations

Outcome 1   Understand how to meet the training requirements of personnel operating within the airfield environment

Assessment Criteria

Knowledge

The learner can:

1. explain how **training and development programmes** are **coordinated**
2. describe **systems** used to monitor and improve staff training
3. explain the **training requirements** for personnel driving within the airfield environment.

Range

Training and development programmes

Airfield driving, bird and wildlife control, runway inspection (FOD, lighting, construction)

Coordinated

Training of personnel, assessment of competency/currency, job role specific

Systems

Manual, computerised

Training Requirements

Airside Driving Permit, apron speed limit, damage to aircraft, Foreign Objects on the movement area, hazards, legislation and instructions, operations in low visibility, safety of aircraft arriving and departing the stand, smoking prohibition on the airfield, taxiway crossings, use of PPE and high visibility clothing on the airfield, use of vehicles airside

Unit 313   Airfield operations

Outcome 2   Know the monitoring and planning requirements of airport activities

Assessment Criteria

Knowledge

The learner can:

1. describe the **monitoring** and **planning requirements** of aircraft arrivals and departures
2. describe the monitoring requirements of **aircraft parking**
3. describe the **requirements** to control the movement of vehicles within the airfield environment.

Range
Monitoring

Documentation, communication

Planning requirements

Special requirements, parking, timings, resources,

Aircraft parking

General aviation, stand, Visual Docking Guidance System (VDGS), marshaller

Requirements

Licensing, speed, routes, priority, lighting, markings, signs, traffic lights, two-way communication

Unit 313   Airfield operations

Outcome 3   Understand the requirement to communicate airfield related information

Assessment Criteria

Knowledge

The learner can:

1. describe the **information requirements** of flight crew
2. describe the **information requirements** of ground crew
3. explain how information regarding airfield operations is **communicated**.

Range

Information Requirements (flight crew)

Weather information, flight departure times, flight arrival times, aircraft parking locations, runway information, taxi information, take off clearance, taxi clearance, aircraft load information

Information Requirements (ground crew)

Flight departure times, flight arrival times, aircraft parking locations, aircraft load information

Communicated

Telephone, radio, Flight Information Display Systems (FIDS), Mayfly

Unit 313   Airfield operations

Outcome 4   Understand procedures for inspecting airfield facilities

Assessment Criteria

Knowledge

The learner can:
1. describe the procedures for inspecting **runway surfaces**
2. describe the procedures for inspecting **airfield lighting**
3. describe the procedures for **monitoring** Foreign Object Debris (FOD) within the airfield
4. describe the procedures for observing, documenting and reporting birds and other wildlife
5. explain the importance of reporting any deficiencies found during inspections.

Range
Runway Surfaces

Runway markings, glass beads, unauthorised objects, holes, cracks, rubber deposits

Airfield lighting

Pilot control lighting, runway lighting, taxiway lighting

Monitoring

Stand inspections, runway inspections, taxi-way inspections, timings

Unit 313　Airfield operations

Outcome 5　Understand how airport contingency plans are developed and implemented

Assessment Criteria

Knowledge

The learner can:

1. describe airport emergency planning **procedures**
2. describe different types of **airport emergencies**
3. describe requirements to test **emergency plans**
4. explain how to remove different types of **hazards** within the airfield.

Range

Procedures

Communication with other organisations/agencies, roles and responsibilities, phases (warning, initial response, consolidation, recovery, rehabilitation)

Airport emergencies

Airport crash, fire, bomb threat

Emergency plans

Major, minor

Hazards

Fuel, chemical, FOD, birds/wildlife

Unit 313 Airfield operations

Notes for guidance

It should be recognised that this unit forms a critical foundation of working in an airport environment and dealing with users of airfields.

A visit to at least one operational airport is crucial for this unit to enable the candidates to get a full understanding of airfield operations.

Airport websites are very useful for finding out information for this unit:

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

Unit 314   Helicopter operations

Level: 3
Credit value: 4
NDAQ number: D/602/5694

Unit aim

The aim of this unit is for learners to gain knowledge and understanding of helicopter operations. They will explore the importance of safe and efficient turnround of helicopters and how health and safety is maintained. They will also develop knowledge of the loading and unloading of helicopters.

Learning outcomes

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

1. Understand how to coordinate the safe and efficient turnround of helicopters
2. Understand how to ensure health and safety requirements are met during helicopter operations
3. Know helicopter loading and unloading methods and procedures in relation to baggage, cargo and passengers

Guided learning hours

It is recommended that **31** 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:

- AOG2 Contribute to the maintenance of aviation health, safety and security
- AOG3 Co-ordinate the maintenance and implementation of aviation security
- AOG10 Ensure the safe movement and operation of aircraft, vehicles and personnel on the apron

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 314   Helicopter operations

Outcome 1   Understand how to coordinate the safe and efficient turnround of helicopters

Assessment Criteria

Knowledge

The learner can:

1. describe the role of **organisations** involved in helicopter turnround
2. describe **operational procedures** used by organisations during helicopter turnround
3. explain how helicopter turnround is co-ordinated to ensure safety and efficiency
4. describe **issues** affecting safety and efficiency during helicopter turnround
5. explain how helicopters, vehicle and pedestrian movements are managed during helicopter turnround
6. explain the impact of **adverse weather conditions** on helicopter turnround procedures.

Range

Organisations

Helicopter operator, airport authority, Air Traffic Control, ground handling personnel, landing site/helipad controller

Operational procedures

Marshalling, landing, unloading, loading, refuelling

Issues

Danger areas, running main rotor blades, tail rotor, limited space

Adverse weather conditions

Heavy rain, snow, ice, wind, lightning

Unit 314   Helicopter operations

Outcome 2   Understand how to ensure health and safety
requirements are met during helicopter
operations

Assessment Criteria

Knowledge

The learner can:

1. identify health and safety requirements relating to helicopter turnround
2. describe **hazards** associated with helicopters
3. describe **health and safety practices and procedures** involved in embarkation and
    disembarkation of helicopters
4. explain how safe working practices should be monitored and maintained.

Range
Hazards

Main rotor blades, tail rotors, antennae, pitot tube

Health and safety practices and procedures

Direction by crew, safety brief, approach path, danger areas, loose clothing, reflective vest,
long items, mobile phones, Dangerous Goods

Unit 314   Helicopter operations

Outcome 3   Know helicopter loading and unloading methods and procedures in relation to baggage, cargo and passengers

Assessment Criteria

Knowledge

The learner can:

1. describe baggage and cargo loading and unloading **methods**
2. describe **factors** that impact on baggage and cargo loading and unloading
3. describe passenger embarkation and disembarkation **methods and procedures**
4. describe **factors** that impact on the embarkation and disembarkation of passengers.

Range
Methods

Internal loading, external loading (slinging)

Factors (baggage and cargo loading and unloading)

Environment, space, weight, Dangerous Goods, internally loaded, externally loaded, electrical charge, internal configuration/capacity

Methods and procedures

Safety brief, removal of loose clothing, Dangerous Goods, reflective vests, ear protection, mobile phones, approach from/to helicopter

Factors (embarkation and disembarkation of passengers)

Number of seats, maximum weight, main rotor blades rotating, destination, helipad/landing site

Unit 314   Helicopter operations

Notes for guidance

Helicopters operations are specialised and research using military websites, emergency services or off-shore oil rigs helicopter providers should be used.

Where possible candidates should have access to a helicopter at an airfield to get a better understanding of helicopter loading and unloading procedures.

There are of helicopter 'danger area' posters available on the internet.

Helicopter operators include:

- Brintel.
- Ministry of Defence.
- Bristow.
- Bonds.

Unit 315   Air cargo ground handling

Level: 3
Credit value: 6
NDAQ number: K/602/5696

Unit aim

The aim of this unit is for learners to gain knowledge and understanding of the ground handling requirements of air cargo. Learners will gain an understanding of the preparation required, the handling procedures for dispatching air cargo and the associated documentation. They will also develop their understanding of the training requirements associated with the role.

Learning outcomes

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

1. Understand how to plan the preparation of cargo for transportation by air
2. Understand handling procedures for different types of air cargo
3. Know the training requirements for personnel working within an air cargo environment
4. Understand the importance of complying with procedures related to air cargo
5. Be able to complete documentation required for air cargo

Guided learning hours

It is recommended that **50** 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:

   AOG2 Contribute to the maintenance of aviation health, safety and security
   AOG33 Plan the loading of aircraft.

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 315   Air cargo ground handling

Outcome 1   Understand how to plan the preparation of cargo for transportation by air

Assessment Criteria

Knowledge

The learner can:

1. explain the difference between Nett, Tare and Gross weight
2. describe the requirements to ensure that all cargo is check weighed
3. outline the supervisor's responsibility to ensure that Unit Load Device (ULD) serviceability **checks** are carried out
4. outline the supervisor's responsibility to ensure that Unit Load Device (ULD) building meets **aircraft configuration** requirements
5. describe the requirements for protecting cargo from **weather** elements
6. explain the importance of co-ordination between different **departments** when load planning.

Range

Checks

Manufacturers' plate, TSO plate, strap handle, curtain fabric, Velcro straps, door nets, restraint fitting, panel sheet, framework extrusion, bolts, base corner, restraint track lip, base edge rail, base plate

Aircraft configuration

Max Gross Weight, maximum weight, maximum dimensions, maximum number of ULDs, contours

Weather

Snow, rain, sun

Departments

Load control, dispatcher, passenger, cargo

Unit 315   Air cargo ground handling

Outcome 2   Understand handling procedures for different types of air cargo

Assessment Criteria

Knowledge
The learner can:
1. describe **security procedures** for Known and Unknown cargo
2. describe **procedures f**or the handling of Dangerous Goods
3. describe the **handling requirements** for live animals
4. describe the handling requirements for **special cargo**
5. explain how provision for the carriage of explosives is implemented.

Range
Security procedures
Access control, consignment security certificate, air waybill, drivers details and relevant ID, vehicle and freight physical checks, X-Ray screening, physical examination

Procedures
Documentation, Dangerous Goods Regulations compliance, storage, handling

Handling Requirements
IATA Live Animal Regulations, preparation before dispatch, general care and loading, container requirements, load spreading and restraint requirement

Special cargo
AOG, fragile, human remains, valuable, perishable, dangerous goods, magnetised materials, wet, vehicle

Unit 315   Air cargo ground handling

Outcome 3   Know the training requirements for personnel working within an air cargo environment

Assessment Criteria

Knowledge

The learner can:
1. describe the **licence requirements** of cargo agents
2. describe the **requirement** for Dangerous Goods training
3. describe the **supervisor's requirements** for carrying out **risk assessments** regarding the training requirements of personnel.

Range
License requirements

DfT, ICAO, IATA

Requirement

Frequency, level

Risk assessments

Location, resources, hazards, risk ratings, job roles

Unit 315   Air cargo ground handling

Outcome 4   Understand the importance of complying with procedures related to air cargo

Assessment Criteria

Knowledge

The learner can:

1. explain the purpose of cargo build sheets
2. describe the requirement for Notification to Captain (NOTOCs)
3. describe the **requirement** for a Consignment Security Certificate
4. explain the requirement to coordinate **air cargo documentation**
5. explain the **supervisor's responsibility** with regards to the release of freight.

Range
Requirement

All cargo (known cargo, unknown cargo)

Air cargo documentation

Cargo manifest, air waybill, bulk load tags, ULD tags, consignment security certificate, NOTOC

Supervisor's responsibility

Liaising with other departments, checking documentation, checking labels, tagging, training, compliance with aircraft configuration

Unit 315   Air cargo ground handling

Outcome 5   Be able to complete documentation required for air cargo

Assessment Criteria

Practical skills

The learner can:

1. complete cargo build sheets
2. amend cargo build sheets in line with **loading discrepancies**.

Range

Loading discrepancies

Missing items, over-sized items, incorrectly packed items, incorrectly documented, incompatible items

Unit 315   Air cargo ground handling
Notes for guidance

It should be recognised that this unit forms a critical foundation of working in an airport environment and dealing with air cargo.

A visit to at least one operational airport cargo warehouse is crucial for this unit to enable the candidates to get a full understanding of cargo handling services.

A copy of the Airport Handling Manual (AHM) would be useful to deliver this unit.

Airport/Airline websites are very useful for finding out information for this unit:

Air Cargo Information Websites

Air Canada   http://www.aircanada.com/cargo/en/contact/index.html

British Airways   http://www.baworldcargo.com/

Emirates   http://www.skycargo.com/

Lufthansa   http://lufthansa-cargo.com/

East Midlands   http://www.eastmidlandsairport.com/emacargo.nsf

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 be able to:

1. Employment rights and responsibilities in the passenger transport sector
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.

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   Employment rights and responsibilities in the passenger transport sector

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.

Appendix 1 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.

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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

SP-03-4955