

# Level 3 Diploma in Aviation Operations (4955-04)

September 2012 Version 1.1



## Qualification at a glance

<b>Subject area</b>	<b>Aviation Operations</b>
<b>City &amp; Guilds number</b>	4955
<b>Age group approved</b>	16-18, 19+
<b>Entry requirements</b>	Level 2
<b>Assessment</b>	Written assessment
<b>Fast track</b>	Yes
<b>Support materials</b>	Handbook
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 3 Diploma in Aviation Operations	4955-04	600/6475/4



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# 1 Introduction

<b>Area</b>	<b>Description</b>
Who is the qualification for?	It is for candidates who work or want to work in a ground operations role in the aviation sector.
What does the qualification cover?	It allows candidates to learn, develop and practice the skills required for employment and/or career progression in the aviation sector.
Why has the qualification been developed?	It provides valuable accreditation of skills and/or knowledge for candidates, without requiring or proving occupational competence
Who did we develop the qualification with?	It was developed in association with People 1st

## Structure

To achieve the **Level 3 Diploma in Aviation Operations** learners must achieve a total minimum of 55 credits. **11** credits from the mandatory units and a minimum of **44** credits from the optional units available.

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

F/600/0660	Unit 311	Developing and improving the customer service process	7
J/602/5690	Unit 312	Team leadership	4
Y/602/5693	Unit 313	Airfield operations	7
D/602/5694	Unit 314	Helicopters operations	4
K/602/5696	Unit 315	Air cargo ground handling	6



## 2 Centre requirements

### Approval

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

If your Centre is approved to offer the qualification Level 3 Certificate in Aviation Operations 4955-03, you can apply for the new Level 3 Diploma in Aviation Operations 4955-04 approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

### Resource requirements

#### 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.

#### Centre staffing

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

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

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

### **Assessors and Internal Quality Assurer**

Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for the qualification.

### **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.

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification[s] 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.



## 2 Delivering the qualification

### 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.

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

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

### 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.

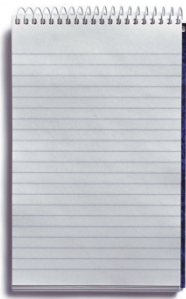
## **Recording documents**

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

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the qualification consultant, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.



## 4 Assessment

City & Guilds has written the following assessments to use with this qualification:

<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
301	Health and safety in the aviation industry	Assignment 4955-301  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 quality assured.	Assessment pack  Stock code: EN-03-49
302	Security in the aviation industry	Assignment 4955-302  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 quality assured.	Assessment pack  Stock code: EN-03-49
303	Ramp handling	Assignment 4955-303  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 quality assured.	Assessment pack  Stock code: EN-03-49

<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
304	Aircraft dispatch	<p>Assignment 4955-304</p> <p>The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.</p> <p>Externally set assignment, locally marked and externally quality assured.</p>	<p>Assessment pack</p> <p>Stock code: EN-03-49</p>
305	Bird and wildlife control on airports and airfields	<p>Assignment 4955-305</p> <p>The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.</p> <p>Externally set assignment, locally marked and externally quality assured.</p>	<p>Assessment pack</p> <p>Stock code: EN-03-49</p>
306	Flight operations	<p>Assignment 4955-306</p> <p>The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.</p> <p>Externally set assignment, locally marked and externally quality assured.</p>	<p>Assessment pack</p> <p>Stock code: EN-03-49</p>
307	Plan the loading of aircraft	<p>Assignment 4955-307</p> <p>The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.</p> <p>Externally set assignment, locally marked and externally quality assured.</p>	<p>Assessment pack</p> <p>Stock code: EN-03-49</p>

<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
308		Assignment 4955-308	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 quality assured.	
309		Assignment 4955-309	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 quality assured.	
310		Assignment 4955-310	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 quality assured.	
311		Assignment 4955-311	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 quality assured	

<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
312		Assignment 4955-3312	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 quality assured.	
313		Assignment 4955-313	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 quality assured.	
314		Assignment 4955-314	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 quality assured.	
315		Assignment 4955-315	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 quality assured.	

**Recording forms**

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

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## 5 Units

### Availability of units

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

### Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- 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

<b>UAN:</b>	<b>R/602/5675</b>
<b>Level:</b>	3
<b>Credit value:</b>	7
<b>GLH:</b>	57
<b>Relationship to NOS:</b>	This unit is linked to the 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.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st
<b>Aim:</b>	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

<b>Learning outcome</b>
The learner will: 1. Understand the importance of health and safety in the aviation industry
<b>Assessment criteria</b>
The learner can: 1.1 describe different types of <b>health and safety accidents or incidents</b> that can occur relating to aircraft, other airside and landside hazards 1.2 explain the importance of maintaining a <b>safe environment</b> in aviation.

<b>Range</b>
<b>Health and Safety accidents or incidents</b> Personal injury, damage to equipment, damage to aircraft, spills
<b>Safe environment</b> Airside, air terminal, staff areas, cargo warehouses

<b>Learning outcome</b>
The learner will: 2. Understand how health and safety is regulated in the aviation industry
<b>Assessment criteria</b>
The learner can: 2.1 summarise key health and safety <b>regulations and legislation</b> 2.2 outline the responsibilities of supervisors and employees when complying with health and safety <b>regulations and legislation</b> 2.3 explain the role of the <b>regulatory bodies</b> and organisations involved in aviation health and safety.

<b>Range</b>
<b>Regulations and legislation</b> CAP 642, Bylaws, RIDDOR, Fire Reporting, COSHH, Manual Handling Regulations, Health & Safety at Work Act
<b>Regulatory Bodies</b> CAA, DfT, HSE, IATA, FAA, EASA

<b>Learning outcome</b>
The learner will: 3. Understand how health and safety working practices and procedures are implemented in the aviation industry
<b>Assessment criteria</b>
The learner can: 3.1 explain how to implement <b>safe working practices</b> to ensure the safety of self and others in the aviation industry 3.2 explain how procedures are implemented when dealing with both <b>minor health and safety incidents</b> and <b>major emergency situations</b> in the aviation industry

<b>Range</b>
<b>Safe working practices</b> As described within the Health & Safety at Work Act, COSHH, CAP642, HSE, Manual Handling Regulations, HSG 209, Regulatory Fire Reform Act
<b>Minor health and safety incidents</b> Cuts, bruises, finger/thumb/toe fracture, slips, trips and falls
<b>Major emergency situations</b> Fire, explosion, death, major injuries (eg broken limbs), vehicle striking aircraft

<b>Learning outcome</b>
The learner will: 4. Understand how systems are used to monitor, control and improve aviation health and safety
<b>Assessment criteria</b>
The learner can: 4.1 describe <b>systems</b> used to monitor, control and improve aviation health and safety 4.2 explain how <b>systems</b> to monitor, control and improve health and safety are implemented

<b>Range</b>
<b>Systems</b> External (legislative), internal (organisational)

<b>Learning outcome</b>
The learner will: 5. Understand a supervisor's responsibility within a Human Factors programme
<b>Assessment criteria</b>
The learner can: 5.1 identify Human Factors training requirements 5.2 explain Human Factors reporting procedures 5.3 explain injury prevention procedures within a Human Factors programme 5.4 explain the management of fatigue/alertness awareness 5.5 explain the auditing and assessment requirements of a Human Factors programme

<b>Range</b>
<b>Human Factors</b> Fatigue, stress, external distractions, personal issues
<b>Training requirements</b> Identification of human factors, solution, monitoring
<b>Reporting procedures</b> UK Confidential Human Factors Incident Reporting Programme (CHIRP), HSE, internal organisational procedures
<b>Injury prevention procedures</b> Training, regulation compliance, risk assessments, identifying hazards
<b>Fatigue/alertness</b> 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**

## Supporting information

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.

### **Assessment**

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

## Unit 302

## Security in the aviation industry

<b>UAN:</b>	<b>Y/602/5676</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to the AOG2 Contribute to the maintenance of aviation health, safety and security, AOG3 Co-ordinate the maintenance and implementation of aviation security
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st
<b>Aim:</b>	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.

<b>Learning outcome</b>
The learner will: 1. Understand the importance of security in the aviation industry
<b>Assessment criteria</b>
The learner can: 1.1 describe different types of <b>security incidents</b> that can occur relating to buildings, aircraft, passengers and staff 1.2 explain the importance of maintaining a secure <b>environment</b> in aviation

<b>Range</b>
<b>Range</b> <b>Security incidents</b> 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
<b>Environment</b> Airside, staff areas, landside, cargo warehouses

<b>Learning outcome</b>
The learner will: 2. Understand how security is regulated in the aviation industry
<b>Assessment criteria</b>
The learner can: 2.1 summarise security regulations and legislation 2.2 outline the responsibilities of supervisors and employees in complying with security regulations and legislation 2.3 explain the role of the regulatory bodies and organisations involved in aviation security

<b>Range</b>
<b>Regulations and legislation</b> MATRA, Aviation Security Act 1982, Aviation and Maritime Security Act 1990, Anti-terrorism, Crime and Security Act 2001
<b>Regulatory bodies and organisations</b> DfT, CAA, IATA, FAA, EASA, ICAO, ECAC, SO18, UK Border Agency

<b>Learning outcome</b>
The learner will: 3. Understand how security systems and procedures are implemented and co-ordinated in the aviation industry
<b>Assessment criteria</b>
The learner can: 3.1 explain how aviation <b>security systems</b> and procedures are implemented and co-ordinated 3.2 explain how procedures are implemented when dealing with both <b>minor security incidents</b> and <b>major emergency situations</b> 3.3 explain the co-ordination required with <b>security agencies</b> in the event of a <b>breach</b> of aviation security

<b>Range</b>
<b>Security systems</b> Search and screening facilities, documentation inspection, security identification passes, coded/swipe areas, security questions (where asked), rush bags.
<b>Minor security incident</b> Restricted items (eg weapons, sharp items, liquids), illegal parking of cars
<b>Major emergency situations</b> 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)

**Learning outcome**

The learner will:

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

**Assessment criteria**

The learner can:

- 4.1 describe **systems and procedures** used to monitor, control and improve aviation security
- 4.2 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

## Supporting information

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'

### **Assessment**

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

<b>UAN:</b>	<b>H/602/5678</b>
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	42
<b>Relationship to NOS:</b>	This unit is linked to the 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.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st
<b>Aim:</b>	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.

<b>Learning outcome</b>
The learner will: 1. Understand how to ensure safe and efficient aircraft turnround
<b>Assessment criteria</b>
The learner can: 1.1 identify the <b>organisations</b> involved in aircraft turnround 1.2 describe the roles and <b>operational procedures</b> used by organisations during aircraft turnround 1.3 explain the <b>co-ordination</b> required to ensure safe and efficient aircraft turnround 1.4 explain issues affecting <b>safety</b> and efficiency during aircraft turnround 1.5 explain how aircraft, vehicle and pedestrian movements are managed during aircraft turnround 1.6 explain the impact of adverse <b>weather conditions</b> on aircraft turnround procedures.

<b>Range</b>
<b>Organisations</b> Airlines, airport operators, ground handling agents, catering, security,

<p>refuellers, cleaners, water/waste services</p> <p><b>Operational procedures</b>          Baggage unloading/loading, passenger unloading/loading, refuelling, marshalling, cleaning, catering, water/waste services, ground power</p> <p><b>Co-ordination</b>          Between the same organisation, between different organisations, between airport staff and passengers, between airport staff and aircrew</p> <p><b>Safety</b>          Safety of airport staff, safety of passengers, safety of aircrew, safety of aircraft</p> <p><b>Weather conditions</b>          Rain, snow, ice, wind, lightning</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>2. Understand aircraft loading and unloading methods and procedures in relation to baggage, cargo and passengers</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>2.1 describe baggage and cargo loading and unloading <b>methods</b></p> <p>2.2 explain the <b>factors</b> that impact on baggage and cargo loading and unloading</p> <p>2.3 describe passenger embarkation and disembarkation methods and <b>procedures</b></p> <p>2.4 explain the <b>factors</b> that impact on the embarkation and disembarkation of passengers.</p>

<p><b>Range</b></p>
<p><b>Methods</b>          Manually, bulk, ULD, baggage conveyor, transfer loader</p> <p><b>Factors</b>          Aircraft handling equipment, aircraft type, weather, special loads, rise and fall of aircraft</p> <p><b>Procedures</b>          Airbridge, remote stand, aircraft with internal stairs</p>

<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>3. Understand how ramp safety is regulated and maintained</p>
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<b>Assessment criteria</b>
The learner can: 3.1 describe the <b>regulations and procedures</b> relating to the movement and operation of aircraft, vehicles and personnel on the ramp 3.2 explain how safe working practices are maintained on the ramp.

<b>Range</b>
<b>Regulations and procedures</b> 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**

### Supporting information

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.

#### **Assessment**

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

## Unit 304

## Aircraft dispatch

<b>UAN:</b>	<b>K/602/5679</b>
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	49
<b>Relationship to NOS:</b>	This unit is linked to the AOG44 – Co-ordinate the turnround of aircraft
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st
<b>Aim:</b>	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

<b>Learning outcome</b>
The learner will: 1. Understand how to ensure health and safety requirements are met during aircraft turnround
<b>Assessment criteria</b>
The learner can: 1.1 explain <b>health and safety practices and procedures</b> involved in embarkation and disembarkation of aircraft 1.2 identify <b>hazards</b> associated with equipment servicing aircraft 1.3 explain how to minimize <b>hazards</b> associated with equipment servicing aircraft 1.4 identify health and safety <b>hot spots</b> around an aircraft 1.5 outline the <b>duties</b> of a Dispatcher/Turnround Coordinator in enforcing health and safety around the aircraft.

<b>Range</b>
<b>Health and safety practices and procedures</b> CAP642
<b>Hazards</b> Vehicles, height, moving parts, noise
<b>Hot Spots</b> Engines, APU, aerals, propellers

**Duties**

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

**Learning outcome**

The learner will:

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

**Assessment criteria**

The learner can:

- 2.1 explain **security practices and procedures** that apply to passengers during embarkation and disembarkation of aircraft
- 2.2 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

**Learning outcome**

The learner will:

3. Understand the service requirements to turnround aircraft

**Assessment criteria**

The learner can:

- 3.1 identify roles of **service providers** involved in the turnround of aircraft
- 3.2 describe the different types of **equipment** required to service aircraft
- 3.3 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)

### Learning outcome

The learner will:

4. Understand the requirements for collating flight related information

### Assessment criteria

The learner can:

- 4.1 explain the background and origins of the Accounting and Authorisation of Hold Baggage for Carriage by Air (AAA)
- 4.2 describe the **practices and procedures** of AAA
- 4.3 describe the actions a Dispatcher should take if AAA does not balance
- 4.4 explain what authority Dispatchers have to enforce compliance
- 4.5 explain the importance of the Load Instruction Report (LIR)
- 4.6 describe the **checks** that Dispatchers should undertake before passing a loadsheet to the flight crew
- 4.7 describe the **paperwork requirements** for non Dangerous Goods cargo
- 4.8 describe the **paperwork requirements** for Dangerous Goods (DG)
- 4.9 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

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

- 5.1 explain the **difference** between a schedule, charter and low cost service
- 5.2 identify the **requirements** of a Critical Time Path for a schedule, charter and low cost service
- 5.3 explain the development of a Critical Time Path in relation to the **services** required and the size of aircraft
- 5.4 explain the effect of service providers not complying with the Critical Time Path

- 5.5 state role of a Dispatcher/Turnround Coordinator in the co-ordination of the Critical Time Path
- 5.6 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**

### Supporting information

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.

#### **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

<b>UAN:</b>	<b>D/602/5680</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	32
<b>Relationship to NOS:</b>	This unit is linked to the AOG21 Contribute to wildlife control on an airfield
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st
<b>Aim:</b>	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.

<b>Learning outcome</b>
The learner will: 1. Understand the regulatory framework relating to the potential impact of birds and other wildlife on aircraft safety
<b>Assessment criteria</b>
The learner can: 1.1 explain how birds and other wildlife on and around different types of airports and airfields <b>endanger</b> aircraft 1.2 describe the <b>regulatory framework</b> associated with bird and wildlife dangers.

<b>Range</b>
<b>Endanger</b> Birdstrike, engine ingestion, collision, infestation
<b>Regulatory framework</b> ICAO Annex 14 Vol 1, ICAO Doc 9137, CAP 772

<b>Learning outcome</b>
The learner will: 2. Understand how to manage potential dangers created by birds and other wildlife on and around airports and airfields
<b>Assessment criteria</b>

The learner can:

- 2.1 describe systems and procedures for observing, documenting and reporting birds and other wildlife
- 2.2 explain how systems and procedures are used to minimise hazards caused by birds and other wildlife
- 2.3 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**

### Supporting information

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.

### **Assessment**

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

<b>UAN:</b>	<b>H/602/5681</b>
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	38
<b>Relationship to NOS:</b>	This unit is linked to the AOG28 Maintain flight control operations and operating conditions
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st
<b>Aim:</b>	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.

<b>Learning outcome</b>
The learner will: 1. Understand capacity and range factors that impact on aircraft selection for specific routes
<b>Assessment criteria</b>
The learner can: 1.1 describe the passenger, baggage and cargo <b>capacities</b> of <b>narrow bodied</b> and <b>wide bodied</b> aircraft 1.2 identify the range capabilities of <b>narrow bodied</b> and <b>wide bodied</b> aircraft 1.3 explain why <b>aircraft types</b> are chosen for specific routes 1.4 outline Extended-range Twin-engine Operational Performance Standards (ETOPS) <b>flight requirements</b> .

<b>Range</b>
<b>Capacities</b> Configuration, holds
<b>Narrow bodied</b> Boeing 737, Boeing 757, Airbus A320, McDonnell Douglas MD-90, Bombardier Q400, Bombardier CRJ200/700, Fokker F28, Embraer ERJ190/195

<p><b>Wide bodied</b> Boeing 747, Boeing 767, Boeing 777, Boeing 787, Airbus 330, Airbus 340, Airbus 350, Airbus 380, McDonnell Douglas MD-11</p> <p><b>Aircraft types</b> Twin pistons, turboprops, executive jets, airliners, cargo aircraft</p> <p><b>Flight requirements</b> 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</p>
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<p><b>Learning outcome</b> The learner will: 2. Understand how route planning procedures and instrument navigation systems are used by aircraft operators</p>
<p><b>Assessment criteria</b> The learner can: 2.1 describe route planning <b>procedures</b> 2.2 explain how <b>instrument navigation systems</b> are used in relation to planning a route</p>

<p><b>Range</b></p>
<p><b>Procedures</b> VFR Flight Plan, IFR Flight Plan, Implementation of RVSM</p>
<p><b>Instrument navigation systems</b> GPS, WAAS, VOR, LORAN</p>

<p><b>Learning outcome</b> The learner will: 3. Understand how to devise and implement contingency plans to maintain flight operations</p>
<p><b>Assessment criteria</b> The learner can: 3.1 explain how to devise <b>contingency plans</b> to maintain flight operations 3.2 explain how to <b>implement contingency plans</b> to maintain flight operations</p>

<p><b>Range</b></p>
<p><b>Contingency plans</b> Non-availability of aircraft, non-availability of flight crew, non-availability</p>

of cabin crew, closure of airports, closure of airspace, weather

**Implement**

Training, resources, monitoring

## Unit 306 Flight operations

### Supporting information

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 manufacturers' website or airline fleet information on airline websites.

#### Aircraft Manufacturers

Airbus	<a href="http://www.airbus.com/en/aircraftfamilies/productcompare">www.airbus.com/en/aircraftfamilies/productcompare</a>
Boeing	<a href="http://www.boeing.com/commercial/products.html">www.boeing.com/commercial/products.html</a>
Embraer	<a href="http://www.embraer.com/english/content/aeronaves">www.embraer.com/english/content/aeronaves</a>

#### Airlines

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

#### Assessment

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

<b>UAN:</b>	<b>M/602/5683</b>
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	45
<b>Relationship to NOS:</b>	This unit is linked to the AOG32 Plan the loading of aircraft
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st
<b>Aim:</b>	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.

<b>Learning outcome</b>
The learner will: 1. Understand how to plan the loading of aircraft to comply with regulations
<b>Assessment criteria</b>
The learner can: 1.1 describe the <b>regulations</b> associated with the loading of aircraft 1.2 describe the load planning <b>process</b> 1.3 explain how load planning is <b>co-ordinated</b> 1.4 explain the significance of <b>mass limitations</b> in relation to load planning 1.5 explain the significance of <b>balance limitations</b> in relation to load planning 1.6 explain how incompatible, abnormal and dangerous loads <b>impact</b> on load planning

<b>Range</b>
<b>Regulations</b> Airport Handling Manual, International Air Transport Association, Dangerous Goods Regulations, EU Ops
<b>Process</b>

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

**Learning outcome**

The learner will:

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

**Assessment criteria**

The learner can:

- 2.1 complete load instruction reports for wide bodied and narrow bodied aircraft
- 2.2 complete loadsheet and balance charts
- 2.3 amend **documentation** in line with loading discrepancies
- 2.4 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**

### Supporting information

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.

#### **Assessment**

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

## Unit 308

## Handling air passengers

<b>UAN:</b>	<b>T/602/5684</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	35
<b>Relationship to NOS:</b>	This unit is linked to the AOG34 Maintain air passenger handling services
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st
<b>Aim:</b>	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

<b>Learning outcome</b>
The learner will: 1. Understand how departing passenger handling processes, facilities and services are co-ordinated
<b>Assessment criteria</b>
The learner can: 1.1 describe <b>facilities and services</b> provided for passengers departing from airports 1.2 analyse the roles and responsibilities of the different <b>organisations</b> involved in the passenger handling process 1.3 explain how departing passenger <b>handling processes</b> are co-ordinated

<b>Range</b>
<b>Facilities and services</b> Shopping, café, restaurants, bureaux de change, internet access, information desk, check-in, washrooms (toilets, showers), parking, shuttle bus, children play areas
<b>Organisations</b> Ground handling agents, security, airline, airport, UK border agency, police, People with Reduced Mobility (PRM) providers
<b>Handling processes</b> Check-in, security, departures

<b>Learning outcome</b>
The learner will: 2. Understand how arriving passenger handling processes, facilities and services are co-ordinated
<b>Assessment criteria</b>
The learner can: 2.1 describe <b>facilities and services</b> provided for passengers arriving at airports 2.2 analyse the roles and responsibilities of the different <b>organisations</b> involved in the passenger handling process 2.3 explain how arriving passenger <b>handling processes</b> are co-ordinated

<b>Range</b>
<b>Facilities and services</b> Trolley/porter, shopping, café, restaurants, bureaux de change, internet access, information desk, accommodation booking, car hire, taxi, buses, trains, PRM facilities
<b>Organisations</b> Ground handling agents, security, airline, airport, UK border agency, police, PRM handlers
<b>Handling processes</b> Baggage reclaim, lost baggage services, customs and passport control

<b>Learning outcome</b>
The learner will: 3. Understand how to monitor and maintain efficient passenger flow
<b>Assessment criteria</b>
The learner can: 3.1 outline the <b>passenger journey</b> through the airport 3.2 identify <b>areas</b> prone to congestion 3.3 explain what <b>measures</b> can be used to overcome congestion problems

<b>Range</b>
<b>Passenger journey</b> International, domestic
<b>Areas</b> Check-in, security, departure gate, immigration, baggage hall
<b>Measures</b> Staffing, technology, infrastructure, passenger flow

## **Unit 308                    Handling air passengers**

### Supporting information

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	<a href="http://www.birminghamairport.co.uk">www.birminghamairport.co.uk</a>
Bournemouth	<a href="http://www.bournemouthairport.com">www.bournemouthairport.com</a>
Bristol Airport	<a href="http://www.bristolairport.co.uk">www.bristolairport.co.uk</a>
London Heathrow	<a href="http://www.heathrowairport.com">www.heathrowairport.com</a>
London Gatwick	<a href="http://www.gatwickairport.com">www.gatwickairport.com</a>
London Stansted	<a href="http://www.stanstedairport.com">www.stanstedairport.com</a>
Manchester	<a href="http://www.manchesterairport.co.uk">www.manchesterairport.co.uk</a>

#### **Assessment**

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

## Unit 309

## Aviation meteorology for ground staff

<b>UAN:</b>	<b>A/602/5685</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	27
<b>Relationship to NOS:</b>	This unit is linked to the AOG35 Monitor the weather
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st
<b>Aim:</b>	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

<b>Learning outcome</b>
The learner will: 1. Understand the characteristics of air masses and weather patterns that affect UK airports
<b>Assessment criteria</b>
The learner can: 1.1 describe the <b>air masses</b> that affect the UK, their origins and routes 1.2 explain how <b>significant weather features affect</b> the UK as a result of air masses and local influences

<b>Range</b>
<b>Air masses</b> Polar continental, polar maritime, returning polar maritime, tropical maritime, tropical continental
<b>Significant weather features</b> Temperature, pressure, moisture, precipitation, hail/snow, wind/hurricanes, lightning,
<b>Affect</b> Delays, low visibility, snow/ice, slips/trips/falls, diversion

<b>Learning outcome</b>
The learner will: 2. Be able to interpret aviation weather charts and reports
<b>Assessment criteria</b>
The learner can: 2.1 interpret <b>synoptic weather charts</b> and aviation <b>weather reports</b> produced by the Met Office

<b>Range</b>
<b>Synoptic weather charts</b> Local, Regional, National, time intervals
<b>Weather reports</b> UK AIRMETs, Met forms, Short and Long TAFs, METARs

## **Unit 309            Aviation meteorology for ground staff**

### Supporting information

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](http://www.metoffice.gov.uk/aviation)**

Skylink                **<http://skylinkweather.com/metar/metarmapindex.php>**

#### **Assessment**

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

## Unit 310

## The principles of flight

<b>UAN:</b>	<b>L/602/5688</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	19
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st
<b>Aim:</b>	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.

<b>Learning outcome</b>
The learner will: 1. Understand how the Four Forces of Flight contribute to controlled flight
<b>Assessment criteria</b>
The learner can: 1.1 identify the <b>Four Forces</b> of flight 1.2 explain how the <b>Four Forces</b> contribute to controlled flight

<b>Range</b>
<b>Four forces</b> Thrust, weight, drag, lift

<b>Learning outcome</b>
The learner will: 2. Understand how in-flight stability and control is maintained
<b>Assessment criteria</b>
The learner can: 2.1 describe the <b>component parts</b> of aircraft and their functions relating to stability and control 2.2 explain how <b>stability</b> is built into the structural design of modern aircraft 2.3 explain how <b>aircraft control</b> 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**

### Supporting information

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.

#### **Assessment**

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

## Unit 311

## Developing and improving the customer service process

<b>UAN:</b>	<b>F/600/0660</b>
<b>Level:</b>	3
<b>Credit value:</b>	7
<b>GLH:</b>	55
<b>Relationship to NOS:</b>	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
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st
<b>Aim:</b>	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

<b>Learning outcome</b>
The learner will: 1. Explain how customer feedback can improve the customer service process
<b>Assessment criteria</b>
The learner can: 1.1 describe the <b>benefits</b> of evaluating the customer service experience 1.2 describe and compare a range of <b>techniques</b> used in monitoring customer service delivery 1.3 design a <b>method</b> of obtaining customer feedback 1.4 explain how the outcome of an organisational <b>SWOT analysis</b> can be used to promote a cycle of continuous improvement 1.5 explain the techniques used to monitor and review the impact of any changes introduced in an organisation to customers, employees and the organisation

<b>Range</b>
<b>Benefits</b> <ul style="list-style-type: none"><li>• Good customer service is vital for the survival of an organisation</li><li>• Excellent customer service can make an organisation more successful than its competitors</li><li>• They can check customer needs and expectations are being met</li></ul>

- 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.

<b>Learning outcome</b>
The learner will: 2. Describe the process of promoting products and services
<b>Assessment criteria</b>
The learner can: 2.1 explain how <b>Unique Selling Points (USP)</b> can influence the customer choice of products and services 2.2 define what a <b>Unique Service Offer (USO)</b> is and how it is used to differentiate service offers from that of competitors 2.3 explain <b>how</b> organisations promote their products and services 2.4 describe how <b>cost benefit analysis</b> would influence the method used to promote a product or service 2.5 describe the <b>importance</b> of evaluating promotions

<b>Range</b>
<b>Unique Selling Point or Proposition (USP)</b> 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.
<b>Unique Service Offer (USO)</b> 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.
<b>How</b> 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.
<b>Cost-benefit analysis</b> 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.
<b>Importance</b>

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.

<b>Learning outcome</b>
The learner will: 3. Explain the importance of effective teamwork and the monitoring of performance
<b>Assessment criteria</b>
The learner can: 3.1 identify different <b>communication techniques</b> used when managing a team 3.2 describe the <b>inter-personal skills</b> required for effective team working 3.3 explain the <b>importance</b> of effective service partnerships for the delivery of excellent customer service 3.4 explain the <b>dynamics</b> of team working 3.5 explain why it is important to <b>agree</b> set goals with team members 3.6 explain the methods used by organisations to set <b>levels of customer service performance</b> 3.7 identify <b>methods</b> for monitoring the performance of individual and teams 3.8 explain <b>how</b> team members can self-assess and develop their customer service skills and knowledge 3.9 complete a <b>personal development</b> plan

<b>Range</b>
<b>Communication techniques</b> <ul style="list-style-type: none"><li>• Team briefing – a team briefing allows management to inform staff on subjects that are important, give an explanation on a regular basis.</li><li>• 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.</li><li>• Emails and memos which allow quick and regular communication often to large groups ensuring a consistent message is put across.</li></ul> <p>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.</p> <b>Inter-personal skills</b> <p>Oral communication, written communication, non-verbal communication (body language), telephone, questioning, listening, decision-making, problem-solving, information-gathering, personal</p>

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 311            Developing and improving the customer service process**

## Supporting information

### **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 312

## Team leadership

<b>UAN:</b>	<b>J/602/5690</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to the AOG73 Provide leadership and direction for own area of responsibility
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st
<b>Aim:</b>	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

<b>Learning outcome</b>
The learner will: 1. Understand how different leadership styles impact on team performance
<b>Assessment criteria</b>
The learner can: 1.1 describe the characteristics of different <b>leadership styles</b> in the workplace 1.2 explain how different <b>leadership styles</b> impact on team performance.

<b>Range</b>
<b>Leadership styles</b> Authoritarian or autocratic, participative or democratic, delegative or free reign

<b>Learning outcome</b>
The learner will: 2. Understand how to be an effective team leader
<b>Assessment criteria</b>
The learner can: 2.1 explain the <b>importance</b> of effective team leadership

- 2.2 explain how the use of different **communication styles** leads to effective team leadership
- 2.3 identify **barriers** to effective team leadership
- 2.4 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

**Learning outcome**

The learner will:

- 3. Be able to lead a team effectively

**Assessment criteria**

The learner can:

- 3.1 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**

### Supporting information

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.

#### **Assessment**

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

<b>UAN:</b>	<b>Y/602/5693</b>
<b>Level:</b>	3
<b>Credit value:</b>	7
<b>GLH:</b>	56
<b>Relationship to NOS:</b>	This unit is linked to the AOG13 Maintain effective communications and information transfer in an aviation environment, AOG27 Support Flight Control Operations
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st
<b>Aim:</b>	The aim of this unit is for learners to gain understanding of the importance of providing effective airfield operations and maintenance in the aviation industry. They will develop knowledge and understanding to ensure aircraft operate safely and airfield facilities are available

<b>Learning outcome</b>
The learner will: 1. Understand how to meet the training requirements of personnel operating within the airfield environment
<b>Assessment criteria</b>
The learner can: 1.1 explain how <b>training and development programmes</b> are <b>coordinated</b> 1.2 describe <b>systems</b> used to monitor and improve staff training 1.3 explain the <b>training requirements</b> for personnel driving within the airfield environment

<b>Range</b>
<b>Training and development programmes</b> Airfield driving, bird and wildlife control, runway inspection (FOD, lighting, construction)
<b>Coordinated</b> Training of personnel, assessment of competency/currency, job role specific
<b>Systems</b>

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

### **Learning outcome**

The learner will:

2. Know the monitoring and planning requirements of airport activities

### **Assessment criteria**

The learner can:

2.1 describe the **monitoring** and **planning requirements** of aircraft arrivals and departures

2.2 describe the monitoring requirements of **aircraft parking**

2.3 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

### **Learning outcome**

The learner will:

3. Understand the requirement to communicate airfield related information

### **Assessment criteria**

The learner can:

3.1 describe the **information requirements** of flight crew

3.2 describe the **information requirements** of ground crew

3.3 explain how information regarding airfield operations is **communicated**

<b>Range</b>
<p><b>Information Requirements (flight crew)</b> Weather information, flight departure times, flight arrival times, aircraft parking locations, runway information, taxi information, take off clearance, taxi clearance, aircraft load information</p> <p><b>Information Requirements (ground crew)</b> Flight departure times, flight arrival times, aircraft parking locations, aircraft load information</p> <p><b>Communicated</b> Telephone, radio, Flight Information Display Systems (FIDS), Mayfly</p>

<b>Learning outcome</b>
The learner will: 4. Understand procedures for inspecting airfield facilities
<b>Assessment criteria</b>
The learner can: 4.1 describe the procedures for inspecting <b>runway surfaces</b> 4.2 describe the procedures for inspecting <b>airfield lighting</b> 4.3 describe the procedures for <b>monitoring</b> Foreign Object Debris (FOD) within the airfield 4.4 describe the procedures for observing, documenting and reporting birds and other wildlife 4.5 explain the importance of reporting any deficiencies found during inspections.

<b>Range</b>
<p><b>Runway Surfaces</b> Runway markings, glass beads, unauthorised objects, holes, cracks, rubber deposits</p> <p><b>Airfield lighting</b> Pilot control lighting, runway lighting, taxiway lighting</p> <p><b>Monitoring</b> Stand inspections, runway inspections, taxi-way inspections, timings</p>

<b>Learning outcome</b>
The learner will: 5. Understand how airport contingency plans are developed and implemented
<b>Assessment criteria</b>
The learner can:

- 5.1 describe airport emergency planning **procedures**
- 5.2 describe different types of **airport emergencies**
- 5.3 describe requirements to test **emergency plans**
- 5.4 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**

### Supporting information

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	<a href="http://www.birminghamairport.co.uk">www.birminghamairport.co.uk</a>
Bournemouth	<a href="http://www.bournemouthairport.com">www.bournemouthairport.com</a>
Bristol Airport	<a href="http://www.bristolairport.co.uk">www.bristolairport.co.uk</a>
London Heathrow	<a href="http://www.heathrowairport.com">www.heathrowairport.com</a>
London Gatwick	<a href="http://www.gatwickairport.com">www.gatwickairport.com</a>
London Stansted	<a href="http://www.stanstedairport.com">www.stanstedairport.com</a>
Manchester	<a href="http://www.manchesterairport.co.uk">www.manchesterairport.co.uk</a>

#### **Assessment**

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

<b>UAN:</b>	<b>D/602/5694</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	31
<b>Relationship to NOS:</b>	This unit is linked to the 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
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st
<b>Aim:</b>	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 turn-round of helicopters and how health and safety is maintained. They will also develop knowledge of the loading and unloading of helicopters

<b>Learning outcome</b>
The learner will: 1. Understand how to coordinate the safe and efficient turnround of helicopters
<b>Assessment criteria</b>
The learner can: 1.1 describe the role of <b>organisations</b> involved in helicopter turnround 1.2 describe <b>operational procedures</b> used by organisations during helicopter turnround 1.3 explain how helicopter turnround is co-ordinated to ensure safety and efficiency 1.4 describe <b>issues</b> affecting safety and efficiency during helicopter turnround 1.5 explain how helicopters, vehicle and pedestrian movements are managed during helicopter turnround 1.6 explain the impact of <b>adverse weather conditions</b> on helicopter turnround procedures

<b>Range</b>
<p><b>Organisations</b> Helicopter operator, airport authority, Air Traffic Control, ground handling personnel, landing site/helipad controller</p> <p><b>Operational procedures</b> Marshalling, landing, unloading, loading, refuelling</p> <p><b>Issues</b> Danger areas, running main rotor blades, tail rotor, limited space</p> <p><b>Adverse weather conditions</b> Heavy rain, snow, ice, wind, lightning</p>

<b>Learning outcome</b>
The learner will: 2. Understand how to ensure health and safety requirements are met during helicopter operations
<b>Assessment criteria</b>
The learner can: 2.1 identify health and safety requirements relating to helicopter turnaround 2.2 describe <b>hazards</b> associated with helicopters 2.3 describe <b>health and safety practices and procedures</b> involved in embarkation and disembarkation of helicopters 2.4 explain how safe working practices should be monitored and maintained

<b>Range</b>
<p><b>Hazards</b> Main rotor blades, tail rotors, antennae, pitot tube</p> <p><b>Health and safety practices and procedures</b> Direction by crew, safety brief, approach path, danger areas, loose clothing, reflective vest, long items, mobile phones, Dangerous Goods</p>

<b>Learning outcome</b>
The learner will: 3. Know helicopter loading and unloading methods and procedures in relation to baggage, cargo and passengers
<b>Assessment criteria</b>
The learner can: 3.1 describe baggage and cargo loading and unloading <b>methods</b> 3.2 describe <b>factors</b> that impact on baggage and cargo loading and

<p>unloading</p> <p>3.3 describe passenger embarkation and disembarkation <b>methods and procedures</b></p> <p>3.4 describe <b>factors</b> that impact on the embarkation and disembarkation of passengers</p>
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<p><b>Range</b></p>
<p><b>Methods</b></p> <p>Internal loading, external loading (slinging)</p>
<p><b>Factors (baggage and cargo loading and unloading)</b></p> <p>Environment, space, weight, Dangerous Goods, internally loaded, externally loaded, electrical charge, internal configuration/capacity</p>
<p><b>Methods and procedures</b></p> <p>Safety brief, removal of loose clothing, Dangerous Goods, reflective vests, ear protection, mobile phones, approach from/to helicopter</p>
<p><b>Factors (embarkation and disembarkation of passengers)</b></p> <p>Number of seats, maximum weight, main rotor blades rotating, destination, helipad/landing site</p>

## **Unit 314            Helicopter operations**

### Supporting information

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.

### **Assessment**

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

<b>UAN:</b>	<b>K/602/5696</b>
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	50
<b>Relationship to NOS:</b>	This unit is linked to the AOG2 Contribute to the maintenance of aviation health, safety and security, AOG33 Plan the loading of aircraft
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by People 1st
<b>Aim:</b>	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.

<b>Learning outcome</b>
The learner will: 1. Understand how to plan the preparation of cargo for transportation by air
<b>Assessment criteria</b>
The learner can: 1.1 explain the difference between Nett, Tare and Gross weight 1.2 describe the requirements to ensure that all cargo is check weighed 1.3 outline the supervisor's responsibility to ensure that Unit Load Device (ULD) serviceability <b>checks</b> are carried out 1.4 outline the supervisor's responsibility to ensure that Unit Load Device (ULD) building meets <b>aircraft configuration</b> requirements 1.5 describe the requirements for protecting cargo from <b>weather</b> elements 1.6 explain the importance of co-ordination between different <b>departments</b> when load planning

<b>Range</b>
<b>Checks</b> 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

**Learning outcome**

The learner will:

2. Understand handling procedures for different types of air cargo

**Assessment criteria**

The learner can:

2.1 describe **security procedures** for Known and Unknown cargo

2.2 describe **procedures** for the handling of Dangerous Goods

2.3 describe the **handling requirements** for live animals

2.4 describe the handling requirements for **special cargo**

2.5 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

**Learning outcome**

The learner will:

3. Know the training requirements for personnel working within an air

cargo environment
<b>Assessment criteria</b>
The learner can: 3.1 describe the <b>licence requirements</b> of cargo agents 3.2 describe the <b>requirement</b> for Dangerous Goods training 3.3 describe the <b>supervisor's requirements</b> for carrying out <b>risk assessments</b> regarding the training requirements of personnel

<b>Range</b>
<b>License requirements</b> DfT, ICAO, IATA
<b>Requirement</b> Frequency, level
<b>Risk assessments</b> Location, resources, hazards, risk ratings, job roles

<b>Learning outcome</b>
The learner will: 4. Understand the importance of complying with procedures related to air cargo
<b>Assessment criteria</b>
The learner can: 4.1 explain the purpose of cargo build sheets 4.2 describe the requirement for Notification to Captain (NOTOCs) 4.3 describe the <b>requirement</b> for a Consignment Security Certificate 4.4 explain the requirement to coordinate <b>air cargo documentation</b> 4.5 explain the <b>supervisor's responsibility</b> with regards to the release of freight

<b>Range</b>
<b>Requirement</b> All cargo (known cargo, unknown cargo)
<b>Air cargo documentation</b> Cargo manifest, air waybill, bulk load tags, ULD tags, consignment security certificate, NOTOC
<b>Supervisor's responsibility</b> Liaising with other departments, checking documentation, checking labels, tagging, training, compliance with aircraft configuration

<b>Learning outcome</b>
The learner will: 5. Be able to complete documentation required for air cargo
<b>Assessment criteria</b>
The learner can: 5.1 complete cargo build sheets 5.2 amend cargo build sheets in line with <b>loading discrepancies</b>

<b>Range</b>
<b>Loading discrepancies</b> Missing items, over-sized items, incorrectly packed items, incorrectly documented, incompatible items

# Unit 315      Air cargo ground handling

## Supporting information

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	<a href="http://www.aircanada.com/cargo/en/contact/index.html">http://www.aircanada.com/cargo/en/contact/index.html</a>
British Airways	<a href="http://www.baworldcargo.com/">http://www.baworldcargo.com/</a>
Emirates	<a href="http://www.skycargo.com/">http://www.skycargo.com/</a>
Lufthansa	<a href="http://lufthansa-cargo.com/">http://lufthansa-cargo.com/</a>
East Midlands	<a href="http://www.eastmidlandsairport.com/emacargo.nsf">http://www.eastmidlandsairport.com/emacargo.nsf</a>

### **Assessment**

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



## 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](http://www.cityandguilds.com).

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

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

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

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

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

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

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

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

**Centre Guide – Delivering International Qualifications** 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.

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## Useful contacts

<b>UK learners</b> <b>General qualification information</b>	<b>T: +44 (0)844 543 0033</b> <b>E: learnersupport@cityandguilds.com</b>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <b>intcg@cityandguilds.com</b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>centresupport@cityandguilds.com</b>
<b>Single subject qualifications</b> 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: <b>singlesubjects@cityandguilds.com</b>
<b>International awards</b> 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: <b>intops@cityandguilds.com</b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>walledgarden@cityandguilds.com</b>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <b>business@cityandguilds.com</b>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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## City & Guilds Group

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

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