Level 3 Certificate in Airline Operations (4891-13)

February 2015 Version 1.0

City&
Guilds

Qualification at a glance

Subject area	Travel and Tourism
City & Guilds number	4891
Age group approved	16-18, 18+, 19+
Entry requirements	n/a
Assessment	Portfolio
Fast track	Not applicable
Support materials	Centre handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number
Level 3 Certificate in Airline Operations	4891-13

Contents

1   Introduction

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

Area	Description
Who is the qualification for?	It is for learners who are employed in Airline Operations
What does the qualification cover?	It allows learners to learn, develop and practise the skills required for employment and/or career progression within an airline business.
Who did we develop the qualification with?	It was developed in association with Tui Travel UK and Ireland.

Structure

To achieve the **Level 3 Certificate in Airline Operations**, learners must achieve **6** mandatory units and a minimum of **1** optional unit.

City & Guilds unit number	Unit title	Level
Mandatory		
Unit 311	Carry out service delivery within airline operations	3
Unit 312	Communicate airline information	3
Unit 313	Working within airline operations	3
Unit 314	Sustainability in the travel and tourism sector	3
Unit 315	Provide operational effectiveness within the organisation	3
Unit 316	Understand how commercial businesses operate	3

Optional

Unit 317	Arranging crew travel	3
Unit 318	Administering compliant crew records	3
Unit 319	Rostering crew leave	3
Unit 320	Dealing with airline operational issues	3
Unit 321	Handling tour operator holiday issues	3
Unit 322	Operate within a crewing department	3
Unit 323	Scheduling crew rosters	3
Unit 324	Scheduling crew training	3
Unit 401	Managing aircraft	4

2 Centre requirements

Approval

If there is no fast track approval for this qualification, existing centres who wish to offer this qualification must use the **standard** Qualification Approval Process.

Resource requirements

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/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

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

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Age restrictions

City & Guilds cannot accept any registrations for learners under 16 as this qualification is not approved for under 16s.

3 Delivering the qualification

Initial assessment and induction

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

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

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

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**.

4   Assessment

Candidates must:

- have a completed portfolio of evidence for each unit

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is not allowed for this qualification.

5   Units

Structure of units

These units each have the following:

- City & Guilds reference number
- title
- learning outcomes which are comprised of a number of assessment criteria.

Unit 311   Carry out service delivery within airline operations

Learning outcome
The learner will:
1. understand customer service issues within airline operations
Assessment criteria
The learner can:
1.1 state the **key components** of a service level agreement
1.2 describe the types of customer **issues** dealt within an airline operations department
1.3 explain how **customer service** impacts on the success of the business
1.4 describe how customer issues are **documented**.

Range
Key components
E.g. timing, number of staff involved in the service, penalties if service is not met, performance indicators
Issues
E.g. schedule changes, inconvenience, lost revenue, inconsistent information, communication of information, incidents handling including delays and diversions
Customer service
Competitive edge, exceeding expectations, meeting needs
Documented
Logging, reporting, communications e.g email.

Learning outcome
The learner will:
2. understand how working with key stakeholders impacts on service delivery
Assessment criteria
The learner can:
2.1 explain the importance of **key stakeholders** working together to meet service delivery
2.2 explain how the quality assurance teams contribute to the successful delivery of the airline
2.3 explain why departmental **quality checks** are critical to airline operations.

Range
Key stakeholders E.g. Establishment, external customers, tour operator, aviation planning, ground operations, risk, safety, quality, customer service delivery, flight operations **Quality checks** Departmental Quality System (DQS); internal audits; external audits.

Learning outcome
The learner will: 3. understand how employee behaviour can influence the business
Assessment criteria
The learner can: 3.1 explain how employee behaviour can influence the customer holiday experience 3.2 analyse how working practices enhance the customer experience 3.3 recommend improvements to **working practices**.

Range
Working practices Team work, solution orientated, interdepartmental communications.

Learning outcome
The learner will: 4. be able to provide customer service within airline operations
Assessment criteria
The learner can: 4.1 use questioning **techniques** to establish customer **requirements** 4.2 **communicate** with different customer profiles 4.3 recommend solutions to resolve customer service issues 4.4 provide advice to colleagues in difficult customer service situations 4.5 **evaluate** own customer service delivery against **organisational behaviours.**

Range
Techniques Open, closed **Requirements** Wants, needs **Communicate** Verbal, non verbal, use of jargon

Evaluate

Strengths, weaknesses, justify conclusions using feedback from others

Organisational Behaviours

E.g. genuine enthusiasm, re-instates the confidence of the customer in the company, actively enhances information provided to the customer, reliable and accurate, exceed customer expectations, take ownership of issues, appropriate use of jargon, diffuse difficult situations, cost effective solutions.

Unit 312   Communicate airline information

Learning outcome
The learner will:
1. understand the importance of communication within airline operations
Assessment criteria
The learner can:
1.1 explain how technology **impacts** on airline business
1.2 explain why it is important to **communicate** with integrity
1.3 explain why it is important to respond to queries promptly
1.4 explain how social media affects airlines
1.5 explain why it is important to keep communication information **confidential.**

Range
Impacts
Positive, negative
Communicate
Verbal, non-verbal
Confidential
Compliance.

Learning outcome
The learner will:
2. understand how to negotiate with airline operational key stakeholders
Assessment criteria
The learner can:
2.1 explain the **barriers** to successful negotiation
2.2 describe **behaviours** that foster win-win negotiation outcomes
2.3 explain why it is important to adapt communication styles to meet **customer needs.**

Range
Barriers
Delaying tactics, lack of confidence, ultimatums, deadlines, anger, sarcasm, ridicule

Behaviours

Listening, planning, effective questioning techniques, body language, verbal, non-verbal, relevant product, service and business knowledge

Customer needs

E.g. to tailor communication to needs, information to determine if it is an issue, escalation, if it should be dealt with immediately.

Learning outcome
3.   be able to communicate job related information
Assessment criteria
The learner can: 3.1   **communicate** complex job related information within airline operations 3.2   **negotiate** with key stakeholders 3.3   Evaluate **working relationships** with other areas of the business.

Range
Communicate E.g. verbal; non verbal; use appropriate communication styles; two way communication; actively listen, use the phonetic alphabet **Information** E.g updates, queries and issues, service delivery, product to different people/levels within the organisation **Negotiate** Question techniques, foster win-win, listen **Working relationships** Self, with others, between others **Questioning techniques:** Open, closed.

Unit 313   Working within airline operations

Learning outcome
The learner will:
1. understand how human factors impact on the business
Assessment criteria
The learner can:
1.1 explain how the organisational **culture** influences employees and business
1.2 explain how **human factors** impact on organisational performance.

Range
Culture
E.g. open door policy, bullying
Human Factors:
Stress, fatigue, complacency.

Learning outcome
The learner will:
2. understand how effective teams maximise performance
Assessment criteria
The learner can:
2.1 explain why **teamwork** is essential to the successful delivery of airline operations explain why teamwork is essential to the successful delivery of airline operations
2.2 evaluate how **company values** contribute to successful teamwork
2.3 explain how teams work together to solve cross departmental issues
2.4 explain why it is important to work across departmental teams.

Range
Teamwork
E.g. team work activities, team objectives, sharing ideas, opinions, resources, handover, allocating team roles; dealing with disruption; solutions
Company Values
E.g. Winning Behaviours- understanding customers, delighting customers, determination, passion for results, commercial acumen,

leading change, communicating with impact, driving high performance.

Learning outcome
The learner will:
3. be able to contribute as part of an airline operations team
Assessment criteria
The learner can:
3.1 **prioritise** cross departmental activities
3.2 **communicate** handover information to team members
3.3 **evaluate** own performance within a team.

Range
Prioritise
Timing; work with others; setting realistic team objectives; supporting others; situations out of business control; working under pressure
Communicate
Verbal, non-verbal
Evaluate
Strengths, weaknesses, using feedback from others to improve personal performance, constructive feedback, working with others across department.

Unit 314 Sustainability in the travel and tourism sector

Learning outcome
The learner will:
1. know how travel and tourism organisations approach sustainable development
Assessment criteria
The learner can:
1.1 summarise key sustainability practices of travel and tourism **stakeholders**
1.2 describe sustainability **strategies** used within the travel and tourism industry
1.3 identify how organisations **communicate** sustainability information to customers
1.4 describe **sustainability information** communicated to customers.

Range
Stakeholders
E.g. tour operators, airlines, travel agents, destination governments, charities
Strategies
Business e.g. by department, group, leadership value, colleague; supplier
Communicate
Written e.g. brochures, airline magazines; verbal e.g. welcome meetings; using technology e.g. website, social media
Sustainability information
Environmental e.g. carbon, water, energy efficiency, biodiversity, animal welfare; economic e.g. supply chain management; social e.g. community; political e.g. human rights, child protection, employment rights.

Learning outcome
The learner will:
2. understand how travel and tourism organisations operate to achieve sustainability outcomes
Assessment criteria
The learner can:

2.1	explain how **travel and tourism organisations** can **operate** more efficiently
2.2	describe how organisations work in **partnership** to achieve sustainability outcomes
2.3	explain how partnerships improve sustainability outcomes
2.4	describe how organisations **monitor** progress towards sustainability goals.

Range

Travel and tourism organisations

Transportation providers; accommodation providers: ancillary services e.g. excursion providers and suppliers

Operate

Buildings and practices e.g. energy efficiency, water efficiency, waste, recycling, organisational responsibility, individual responsibility, fuel and carbon efficiency measures, innovative use of technology, waste management e.g. water and energy efficiency, biodiversity, procurement, waste, community initiatives, employment practices, customer facing initiatives

Key consideration

ABTA best practice recommendations, environment, community, culture, economy

Partnership

E.g. charities, collaborative projects, capacity building, influencing destinations, industry tools

Monitor

E.g. setting of KPIs, service level agreements, reviews.

Learning outcome

The learner will:

3. understand the importance of sustainable development within the travel and tourism industry

Assessment criteria

The learner can:

3.1 analyse the **benefits** of sustainable development

3.2 explain how customer **actions** contribute to sustainability.

Range

Benefits

In relation to economic, social, environmental and political; positive and negative

Actions

Positive; negative; choice of destination; organisations they book with e.g. linked to a charity, one with good sustainable policies and practices; choice of travel to destination; choice of activities whilst on

holiday; respect for the environment and culture e.g. dress code, litter, noise.

Learning outcome
The learner will:
4.   propose ideas to improve sustainability within travel and tourism
Assessment criteria
The learner can:
4.1 identify sustainability **issues**
4.2 **analyse** the impacts of sustainability issues
4.3 **recommend** sustainability improvements.

Range
Issues
Affecting the organisation
Analyse
Positive and negative impacts; cause and effect
Recommend
Put forward solutions, draw on examples to support ideas, justify recommendations.

Unit 315   Provide operational effectiveness within the organisation

Learning outcome
The learner will:
1. understand how regulations impact on airline operations
Assessment criteria
The learner can:
1.1 state the **key organisations** that influence airline operations
1.2 explain how **regulations** effect airline operations
1.3 describe how unions influence the airline operation.

Range
Key organisations
CAA, Foreign & Commonwealth Office (FCO), FTO
Regulations
EU 261 Regulations, Package Travel Regulations, CAP 371, EASA, AOC
CAA e.g. sound safety, safety of staff (crew), safety of consumers, safety management systems (SMS) - Safety policy, principles and organisation, safety risk management, safety assurance, safety promotion
Unions
E.g. BASSA - Cabin Crew, BALPA - Flight Crew.

Learning outcome
The learner will:
2. understand how to minimise airline disruption
Assessment criteria
The learner can:
2.1 explain how delay management contributes to minimising airline operation expenditure
2.2 explain how **on time performance** affects the organisation
2.3 explain why it is important to have a pro-active approach to minimising disruption
2.4 identify on time performance **targets**
2.5 analyse the **impacts** of disruptions to flying programmes.

Range
Delay management

Minimize customer inconvenience, minimize crew inconvenience, reactionary effects on the airline, communication of information, ground handling

On time performance

Positive publicity, reduced operating costs, customer loyalty,

Targets

0n time , 0-15% , seasonal

Impacts

Adverse media/reputation, crew restrictions, increased operating costs, long term, on going disruption, contingency planning.

Learning outcome
The learner will:
3.   know how airline operations respond to major incidents
Assessment criteria
The learner can:
3.1   describe what is meant by the term **major incident**
3.2   describe how to **prioritise** workload in the event of major incident
3.3   describe the role of airline operations in the event of a major incident
3.4   summarise the **procedures** to follow in the event of a major incident.

Range
Major Incident
Red incident, large scale crisis where full Incident Management plan is utilised
Prioritise
Flexible and adaptable to range
Procedures
Organisational.

Unit 316 Understand how commercial businesses operate

Learning outcome
The learner will:
1. know how travel and tourism organisations work together to achieve organisational objectives

Assessment criteria
The learner can:
1.1 state the company organisational structure
1.2 describe how **organisations** work together to produce the **customer product**
1.3 describe how **key organisations** influence travel and tourism businesses.

Range
Organisations
Third party suppliers, different departments, end to end supply
Customer Product
Touch points eg. product and purchasing, marketing, distribution, planning and trading, airline, holiday experience, the end to end process, cost effectively
Key organisations
E.g. CAA, IATA, ICAO, EASA, ABTA, FCA, FTO.

Learning outcome
The learner will:
2. understand how organisational strategies impact the success of the business

Assessment criteria
The learner can:
2.1 explain how current business strategy and company objectives link together
2.2 explain how key strategic company goals can be achieved
2.3 explain how **company strategies** contribute to delivering the company vision.

Range
Company strategies
E.g. Big Picture – where we are today

distribution and brands, people & operational effectiveness, product & content, growth and capital allocation.

Learning outcome
The learner will:
3. understand how factors influence the business
Assessment criteria
The learner can:
3.1 explain how key market **drivers and trends** impact on the airline operation
3.2 explain how the **global factors** impact the holiday market
3.3 describe how the tour operator influences decisions within airline operations
3.4 explain how **global factors** impact on the business
3.5 analyse how current economic markets influence key business decisions.

Range
Market drivers and trends
Differentiation, profit margins, competition, advancements in technology
Global factors
Political, Economic, Social, Environmental.

Learning outcome
The learner will:
4. understand how financial performance indicators affect the business
Assessment criteria
The learner can:
4.1 explain how financial decisions impact on other areas of the business
4.2 describe why business efficiencies are critical to airline operations
4.3 explain how group share prices are influenced by market trends and announcements.

Learning outcome
The learner will:
5. Be able to propose business growth opportunities
Assessment criteria
The learner can:
5.1 suggest **business growth** opportunities
5.2 present business growth opportunities.

Range
Business growth
Meet organisation objectives, products or services, diversification.

Unit 317   Arranging crew travel

Learning outcome
The learner will:
1. understand how airlines arrange crew travel
Assessment criteria
The learner can:
1.1 describe the **procedures** for booking crew **travel**
1.2 describe the **process** to change crew travel arrangements
1.3 evaluate the implications of travel **disruption**
1.4 identify **documentation** required for crew travel
1.5 explain the **benefits** of positive supplier relationships.

Range
Procedures
Transport, accommodation, ancillary services, make cost efficiencies where possible e.g. 3 crew in a taxi, using phonetic alphabet, booking travel
Travel
Ground travel; scheduled services; use of light aircraft (within and outside crew hours); company aircraft; own travel arrangements; accommodation arrangements/hotac; transfers; ancillary services; for positioning and operational sectors (UK and overseas)
Process
Modifications to travel arrangements
Disruption
To the business, to the travel arrangements, to crew
Documentation
E.g. tickets, passports, visas: single; multiple entry; transit; crew members
Benefits
Contracting opportunities, cost efficiencies, service delivery.

Learning outcome
The learner will:
2. understand how crew travel can impact on airline operations
Assessment criteria
The learner can:

2.1 explain how crew travel can **impact** on airline operations
2.2 explain how incorrect documentation can **disrupt** airline operations.

Range
Impact
Financial, flight timings, crew hours, delays, crew wellbeing, cost efficiencies
Disrupt
E.g. shortage of crew, costs to position crew member outbound/inbound, on time performance/delays.

Learning outcome
The learner will:
3. be able to arrange crew travel
Assessment criteria
The learner can:
3.1 propose **solutions** for crew travel requests
3.2 **book** crew travel
3.3 **record** crew travel arrangements.

Range
Solutions
Balance needs of business and crew
Book
Using ICT systems e.g Amadeus, websites; phone
Record
Complete documentation; accuracy, update rosters, costs.

Unit 318   Administering compliant crew records

Learning outcome
The learner will:
1. understand how crew records are administered
Assessment criteria
The learner can:
1.1   describe crew **records** required to meet airline compliance
1.2   explain why airlines **store** crew records
1.3   **analyse** the implications to the airline of noncompliance of crew records.

Range
Records
Flight crew, cabin crew crew e.g. medical records; crew licences; passport records; crew management office duty hours records, training records
Store
Manual; electronic to meet legal and compliance requirements
Analyse
Cause, effect, financial, reputation.

Learning outcome
The learner will:
2. understand how crew records meet regulatory requirements
Assessment criteria
The learner can:
2.1   explain how airlines meet **regulatory requirements** for the storage of crew records
2.2   **evaluate** how airline systems maintain crew records.

Range
Regulatory requirements:
E.g. CAA, EASA
Evaluate:
Strengths, weaknesses, justify conclusions.

Learning outcome
The learner will:
3. be able to administer compliant crew records
Assessment criteria
The learner can:
3.1 **maintain** crew records
3.2 **process** compliant crew records
3.3 communicate **compliance issues** with the relevant departments.

Range
Maintain
Check validity of records held; update records; storage facilities; control on the handling and storage of records; accuracy; compliance/meet regulatory requirements
Process
Select relevant documentation, gather information for records, complete documentation
Compliance Issues
E.g. out of check, medical, over 60s.

Unit 319   Rostering crew leave

Learning outcome
The learner will:
1. know how to manage crew leave
Assessment criteria
The learner can:
1.1 describe the process for crew leave requests
1.2 summarise the **procedures** for rostering crew leave
1.3 identify the **documents** required to process crew leave requests.

Range
Process
Advanced planning, leave applications, crew leave year, closing date for applications, allocate, approve, assign, publication, time frames
Procedures
Gold/Silver days, maintaining crew leave records, non company flying hours documentation, crew moving base, crew including job share, requirements relating to company business, seven day summer leave, manual/systems access to leave records, multi-tasking pilots, cabin crew Performance Managers
Documents
Personal/professional records, leave year, business requirements, career break, initial crew, updating systems e.g. PerSys, unpaid leave, maternity, ground work whilst pregnant, returning from maternity leave, resignation, termination, personal records accessible, accurate, storage, timely completion.

Learning outcome
The learner will:
2. understand the importance of effective crew leave rostering
Assessment criteria
The learner can:
2.1 explain **factors** affecting crew leave rosters
2.2 assess the **impact** of poor crew leave rostering
2.3 explain how challenges to crew leave rostering are **managed.**

Range
Factors
Emergencies, peak holiday season, bank holidays, leave entitlements, staff resourcing

Impact

On business, individual

Managed

Fair, organisational policies, company agreements, regulatory requirements, appeals, union agreements, priority levels.

Learning outcome
The learner will: 3. be able to roster crew leave
Assessment criteria
The learner can: 3.1 **plan** crew **leave** 3.2 **record** crew leave.

Range
Plan Schedule time off, flying time, type rating, holiday entitlement, numbers of crew on leave **Leave** Summer, winter, maternity/paternity, unpaid **Record** Update file, update systems, complete leave documentation, follow procedures.

Unit 320   Dealing with airline operational issues

Learning outcome
The learner will:
1. know how airlines deal with operational flight issues
Assessment criteria
The learner can:
1.1 summarise the **procedures** for **operational flight issues**
1.2 describe how airlines **monitor** flying programmes to identify disruption.

Range
Procedures
Booking customer services, special requirements, luggage, delays, diverts, changes, adhoc, sub chartered flights
Operational flight issues
Delays: UK; overseas; 1-2 hrs; 3-5hrs; 6-11hrs; 12+hrs; relevant documentation used; activation of the Flight Delay Line; aircraft changes; activation of the Customer Self Assistance Policy
Diverts: Weather; medical; technical; operational; relevant documentation used
Changes overbookings; overspill, medical repatriations; relevant documentation used; immigration refusals; technical; split load clearances; reporting of damage to aircraft; delays; downgrades
Adhoc / Sub charter: out of hours; last minute; within office hours; missing; damaged; unaccompanied bags (single, in bulk, lost); informing the Department for Transport, advance bookings; overnight accommodation, ground transport; airport meals; arranged in the UK; arranged overseas; record expenses; minimise inconvenience to customers; prms e.g. medical, supplementary oxygen, wheelchairs; dietary; travelling with young children; nervous flyers
Monitor
Previous and subsequent issues; update charterer's and handling agents.

Learning outcome
The learner will:
2. understand how airlines comply with passenger rights and regulations
Assessment criteria

The learner can:

2.1 describe how airlines **comply** with the air passenger rights legislation

2.2 summarise the air passenger rights **policy** for flight changes to customer bookings

2.3 explain the **implications** of airlines not complying with Air Passenger Rights

2.4 explain why airlines follow organisation **conditions of carriage** guidelines.

Range

Comply

Information provided to customers; notify relevant parties e.g. when birth/death on board a flight; dealing with disruptive passengers on board a flight; advising relevant departments; airside incidents (on the ground and on the aircraft); checking customers are fit to fly; offloading of passengers

Policy

Cancelled flights; voluntary denied boarding; involuntary denied boarding; delayed flights; arranging accommodation or meals; relevant documentation used; passenger welfare; downgrades (planned and unplanned)

Implications

To the airline; to the passenger

Conditions of carriage

Additional conditions of carriage; refusals of carriage.

Learning outcome

The learner will:

3. be able to deal with airline operation issues

Assessment criteria

The learner can:

3.1 communicate **information** to **customers** in airline **operational situations**

3.2 propose solutions to customers regarding operational situations

3.3 prioritise work load to minimise disruption to the flying programme.

Range

Information

Verbal; non verbal e.g. logs; airline passenger information (AQQ/APIs); pass on relevant operational e.g. handover and customer information, cascade information

Customers

Internal, external

Operational situations

E.g. relating to immigration refusals; coach information for delayed flights; hotac information for delayed flights; aircraft changes; off loads; sick passengers; refusals of carriage; diversions; medical diverts; flight duty limitation; premium downgrades; catering issues; issues with adhocs; industrial action; customer incidents.

Unit 321 Handling tour operator holiday issues

Learning outcome
The learner will:
1. know how tour operators handle 'on the day' holiday issues
Assessment criteria
The learner can:
1.1 state the types of **issues** tour operators deal with
1.2 describe tour operator **procedures** for handling issues
1.3 identify **documentation** completed by tour operators
1.4 identify tour operator **products.**

Range
Issues
Small scale e.g. missed flight, customer illness, missed departures; curtailed flights; name changes; standby seats
large scale e.g. country issues, hotel fire, crisis situations affecting a whole resort e.g. earthquake or tsunami warning; tropical storm/hurricane threat; individuals situations e.g. customer passing away in resort
Procedures
Missed flights i.e. rebooking customer flights; flight delays; standby seats; foreign office advice; child protection issues (UK and oversees); escalating information in a crisis; dealing with customer deaths in resort; dealing with a crisis situation e.g. tropical storm/earthquake; updating records; dealing with a new customer incident; dealing with a new employee incident; handling Data Protection requests; emergency funds, over aged infants
Documentation
E.g. logs and reprotection sheets
Products
E.g. specialist holiday group, peak, education, sport, language, ski, marine, adventure.

Learning outcome
The learner will:
2. know how to minimise disruption of tour operator issues
Assessment criteria
The learner can:

2.1	describe how tour operators **minimise operational disruption** to customers
2.2	describe tour operator **contingencies** used to deal with major issues.

Range
Minimise operational disruption
Provide updated information; timings; follow procedures; avoid repercussion; identify cause of disruption
Contingencies
On call rosters, escalating information, resources.

Learning outcome
The learner will:
3. be able to handle tour operator issues
Assessment criteria
The learner can:
3.1 **communicate** with **internal** and **external** customers in a tour operator environment
3.2 **document** tour operator issues
3.3 present solutions to tour operator issues.

Range
Communicate
Give timely information; communicate with the UK Airport Agency; complete documentation; deal with people in an efficient manner; follow airline guidelines; identify customer numbers in a location when at risk; monitor risks to customers; identify cause of the disruption; escalate information to senior managers
Verbal
E.g with Holiday Rep, foreign office, telephone e.g. phone home messages; face to face
Non verbal - completion of documentation e.g. log customer issues in chronological order; document flight delays, diversions, changes to Foreign Office Advice, natural disasters, major incidents/disruption; emails; daily check lists
External
Day/night shift activities; UK Airport Agency; customers, deal with name/flight changes, provide foreign office advise in accordance with company policy; journalists; press calls, handling agents; data protection request
Internal
UK teams, overseas teams, use inter-company codes to account for transactions;; manage flight loads; manage split flight seats; manage standby seat sales; other functional areas e.g. overseas resort teams;

other tour operators within the organisation (SHG, Real Gap, Exodus, car hire)

Document
E.g. daily summary, logs, incident reports, use systems.

Unit 322 Operate within a crewing department

Learning outcome
The learner will:
1. know the procedures for crewing aircraft
Assessment criteria
The learner can:
1.1 summarise the crewing **procedures** for crewing an aircraft
1.2 describe the requirements for maintaining crew lists
1.3 describe the importance of maintaining **crewing systems** for major airline incidents
1.4 describe the steps followed to rectify critical alerts
1.5 describe how critical alerts work.

Range
Procedures
For rostered & unrostered, recrew flights day of operation
'day 2', day 3', sickness, duty changes, fail to report for duty, legal requirements, long term sickness, no show; check flights i.e. CAA Airworthiness Flight Test, flight test, validation flight test, unscheduled check flight; to deal with batch legalities within an operational window, to handle flight limitation issues, aircraft is diverted and the crew can complete the trip in a single FDP/unable to complete in a single FDP/replacement crew/delaying a report time/bringing forward a report time/ amending a crew report time after being notified of a flight delay/ crew member has operated illegally/ UK/ overseas/ at base, away from base, overseas/journey log/data management, aircraft incidents and accidents when a flight departs with less than the planned complement of crew
Crewing systems
E.g. contacting crew members next of kin in the event of a major airline incident, contacting families, working with emergency services, foreign office, air investigation.

Learning outcome
The learner will:
2. understand how flight time limitations are maintained

Assessment criteria
The learner can:
2.1 explain how the flight time limitations scheme impacts on an operator
2.2 explain why it is important to ensure crew members operate legally
2.3 explain why Aircraft Commanders Discretion can be used on fights
2.4 describe operator **legal compliance considerations** required by the Captain to use discretion on flights
2.5 explain why it is important to maintain legal rostering of cabin crew
2.6 identify the maximum basic daily flying duty period (FDP) a **crew** member can operate
2.7 describe how to proceed if **illegalities** are found.

Range
Legal compliance requirements
CAA requirements, EASA Regulations, journey logs, discretion forms, capturing and reporting violations, control, document, record
Crew
Flight, cabin
Illegalities
Post flight checks, FDP.

Learning outcome
The learner will:
3. be able to operate within a crewing department

Assessment criteria
The learner can:
3.1 propose solutions to manage flight departures with less than the planned complement of **crew members**
3.2 carry out crew **roster changes**
3.3 communicate crew **operational information.**

Range
Crew members
Flight crew, cabin crew, crew members who fail to report for duty
Roster changes
Day of operation, day 2 to the end of the published roster notify relevant crew/colleagues/departments rostered flight to standby/non

airline aircraft, crew swaps, standby, book a light aircraft (in exceptional circumstances)

Operational Information

Communicate to team colleagues crew changes, shift handover information, passing on relevant information to crewing colleague and crew relating to operation, crew no longer required after they have reported for duty, aircraft type delays, changes to report time UK/Overseas, FDP delay, flights departing with less than the planned crew complement, delay crew report time by holding crews at base/away from base, bring forward departure time, TBA's on day of operation, TBA's day 2 to the end of the roster period.

Unit 323   Scheduling crew rosters

Learning outcome
The learner will:
1. know how airlines plan crew rosters

Assessment criteria
The learner can:
1.1 describe the **procedures** to plan crew rosters
1.2 identify **factors** that can affect crew roster plans
1.3 escribe how airlines **publish** crew rosters.

Range
Procedures
Legal (for cabin crew; flight crew; multi tasking pilots; cabin crew managers; crew members moving base; job share requirements), process for dealing with changes, moving crew between bases loading OAG file; taking SIMM and creating an extract; creating local pairing plans (flight deck and cabin crew); legal monthly crew pairing; building ground duties and maintaining the appropriate rulings & references. local plans by fleet; cleaning any split plans; creating separate local plans by fleet; processing system (Carmen) merged RHS runs; rostering flights, training and unassigned training; checks to see that ground travel is aligned; assigning of flights; using technology
Factors
Training; to the flying programme; ad-hoc flights; contracts; sickness, changes; unforeseen, planned
Publish
Importing rosters in to a live system; timescales; system final runs (Carmen).

Learning outcome
The learner will:
2. understand how crew planning departments communicate to produce rosters

Assessment criteria
The learner can:
2.1   explain how the working **practices** impact on other departments
2.2   explain how crew planning departments communicate roster information.

Range

Practices:
Crewing, crew training, crew leave, crew travel.

Learning outcome
The learner will:
3. understand how airline rosters adhere to legal requirements
Assessment criteria
The learner can:
3.1 describe the **legal checks** carried out on airline crew rosters
3.2 explain why rosters are checked for illegalities prior to roster publication
3.3 explain why crew are positioned between bases.

Range
Legal checks
Crew contracts; airline flying rules; union.

Learning outcome
The learner will:
4. be able to schedule rosters for airline crew
Assessment criteria
The learner can:
4.1 plan airline crew **rosters**
4.2 **schedule** crew rosters using **rostering systems.**

Range
Rosters
Monthly; for flight crew; for cabin crew
Schedule
Taking into account travel, leave, training
Rostering systems
E.g. Carmen.

Unit 324   Scheduling crew training

Learning outcome
The learner will:
1. know how to schedule training for operational crew
Assessment criteria
The learner can:
1.1 identify crew **training**
1.2 describe the procedures for scheduling crew training
1.3 state documentation used to schedule crew training
1.4 describe how crew operational procedures comply with **legal requirements.**

Range
Training
E.g Cabin – initial, annual and triennial recurrent training, conversion, promotion
Flight–initial courses, new pilots, change of aircraft type, differences, type rating, command training for nominated first officers, annual and triennial recurrent training, CAT C Airfield, ETOPS, conversion
Familiarisation flights, initial, permanent supernumerary, rejoiner, seasonal rejoiner, absence from flying training, base fleet
Legal flight requirements
ALO, ASD proficiency checks, ATQP line checks every 24 months, line check failures, crew recency, category C airfield, ETOPS (Extended Twin Operations) clearance, timescales, cabin crew.

Learning outcome
The learner will:
2. understand factors affecting the scheduling of training
Assessment criteria
The learner can:
2.1   explain why flight hours and sectors are recorded
2.2   explain why it is important to show crew as off roster if out of check
2.3   analyse how **factors** affect the scheduling of training.

Range
Factors
Bidding, sickness, leave, hours, bidding procedure i.e. prior to sitting the bid, bid process, post bid.

Learning outcome
The learner will:
3. be able to schedule crew for training
Assessment criteria
The learner can:
3.1 roster **training activities**
3.2 document **crew personal records**
3.3 record the **scheduling** of crew training.

Range
Training activities
E.g. conversion, promotion, courses, nominated crew, non-flying activities
Crew personal records
Company business, personal welfare, internal notification amendments
Scheduling
Ground training, flight crew line training, cabin crew supernumerary.

Unit 401　　　　Managing aircraft

Learning outcome
The learner will:
1.　know how airlines operate aircraft
Assessment criteria
The learner can:
1.1　describe the **factors** that affect aircraft operating to destinations
1.2　summarise the **procedures** for managing aircraft
1.3　describe how airlines **lease** aircraft
1.4　describe how daily flight programmes are **monitored.**

Range
Factors
Fuel efficiency; passenger bookings; crew; airport fees; airport stands; size of runway; air tests; new aircraft
Procedures
Safety & security, reporting security incidents, Combining flights; splitting; airline swapping; flight downgrades; dealing with return to base landings; air tests; creating a new flight; aircraft registration to spare aircraft; rescheduling; delays; adding extra sectors; adding maintenance; updating aircraft status; flight diversions; airfield closures or restrictions; operating with a new airfield; overweight landing; en route diversions; airfield operating slots, control of data; controlling passwords
Lease
To other airlines/tour operators; operate on behalf of an airline/tour operator; sharing fleet with other departments; leased in, out following procedures; monitoring of leases; light aircraft; long term sickness; short term sickness
Monitored
E.g. checking flight departures, arrivals, liaising with 3rd parties, identifying issues affecting aircraft, logging flights.

Learning outcome
The learner will:
2.　understand how fleet changes impact on airline's operation
Assessment criteria
The learner can:
2.1　explain how flight **air tests** impact on the airlines operation
2.2　analyse the **impact** of aircraft disruption on the **business.**

Range
Air tests
Check flight; test flights; permit to fly flight; unscheduled flight tests and checks; new aircraft
Impact
Statistical delay data; financial; operational
Business
E.g. different departments, financials, customers, crew.

Learning outcome
The learner will:
3. know how airlines manage large scale incidents
Assessment criteria
The learner can:
3.1 identify large scale **incidents** that affect aircraft operation
3.2 describe how airlines manage aircraft in a large scale incident.

Range
Incidents
Natural e.g. hurricanes, volcano ash; events; accidents; security; managing and monitoring the effects of an incident.

Learning outcome
The learner will:
4. be able to manage aircraft
Assessment criteria
The learner can:
4.1 record **information** to monitor aircraft
4.2 identify aircraft operational safety issues
4.3 **analyse** information to determine operation of an aircraft
4.4 **plan** airline contingencies for aircraft safety **issues**
4.5 communicate aircraft **issue updates** with relevant parties.

Range
Information
E.g. timings, delays, airport stands, airport updates downgrades; to relevant parties; cancelled flights; flight changes e.g. engine failure /overweight landing; update systems; delays; crew; operational; with duty managers; to media; handover information
Analyse
Verbal communication, emails, notams, safety regulations, crewing, operations, engineering

Plan

Replacement aircraft, alternative airport, merge flights, legalities, up to 3 days

Issues

E.g. downgrades; to relevant parties; cancelled flights; flight changes e.g. engine failure /overweight landing; update systems; delays; crew; operational; with duty managers; to media; handover information

Issue updates

E.g. Defects: toilet out of order; inflight entertainment not working; no hot water; seat broken; heating system; not fully functioning; catering.

City & Guilds Level 3 Certificate in Airline Operations (4891-13)

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**.

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 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.

Useful contacts

UK learners **General qualification information**	**T: +44 (0)844 543 0033** **E: learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

City & Guilds
1 Giltspur Street
London EC1A 9DD
T +44 (0)844 543 0000
F +44 (0)20 7294 2413
www.cityandguilds.com

4891-HB-01