Level 2 in Aviation Operations on the Ground (4877-02/21)

Qualification handbook for centres

501/0865/7
De-icing aircraft
General

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Level 2 in Aviation Operations on the Ground (4877-02/21)

Qualification handbook for centres

Qualification title	Number	QAN
Level 2 Diploma in Aviation Operations on the Ground	4877-02	501/0865/7
Level 2 Certificate in De-icing	4877-21	501/0841/4

Version and date	Change detail	Section
1.4 September 2017	Added TQT details Deleted QCF	Introduction and Structure Throughout
1.3 June 2013	Changed unit 232 to "Specialist Aviation Unit"	Error! Reference source not found.

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Contents

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1 Introduction to the qualification

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

Qualification title and level	Level 2 Diploma in Aviation Operations the Ground
GLH	312
TQT	370
City & Guilds qualification number	(4877-02)
Qualification accreditation number	501/0865/7
Last registration date	31/12/2014
Last certification date	31/12/2016

Area	The Level 2 Diploma in Aviation Operations on the Ground…
Who is the qualification for?	…meets the needs of candidates who work in the aviation ground operations sector
What does the qualification cover?	…allows candidates to learn, develop and practise the skills required for employment and/or career progression in the aviation sector. (cf summary of skills and knowledge provided for Europass certificate)
Is the qualification part of a framework or initiative?	… serves as the competency diploma for the aviation ground operations apprenticeship framework.
Why has the qualification been developed?	…replaces the City & Guilds Level 2 NVQ in Providing Aviation Operations on the Ground (4942-01/02/03/04/05).
Who did we develop the qualification with?	…was developed in association with the sector skills council Goskills.

1.1 Qualification structure

To achieve the Level 2 Diploma in Aviation Operations on the Ground, learners must achieve **8** credits from the mandatory units, a minimum of **11** credits from the specialist aviation units and a further **18** credits from the balance of units available.

The diagram below illustrates the unit titles and the credit value of each unit which will be awarded to candidates successfully completing the required combination of units and/or credits.

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value
J/600/9313	Unit 201	Recognise airside hazards and minimise risks	Mandatory	4
R/600/9315	Unit 202	Contribute to the maintenance of aviation, health, safety and security	Mandatory	4
J/600/9327	Unit 203	Carry out effective communications and information transfer in an aviation environment	Specialist Aviation Unit	4
H/600/4037	Unit 204	De-ice aircraft on the ground	Specialist Aviation Unit	10
M/600/4039	Unit 205	Field test aircraft de-icing fluid	Specialist Aviation Unit	3
L/600/4033	Unit 206	Carry out pre and post aircraft de-icing checks	Specialist Aviation Unit	6
R/600/9427	Unit 207	Check in aviation passengers and baggage	Specialist Aviation Unit	8
D/600/9429	Unit 208	Receive, call and escort passengers to and from aircraft	Specialist Aviation Unit	6
Y/600/9431	Unit 209	Handle reports of lost or damaged baggage	Specialist Aviation Unit	4
D/600/9432	Unit 210	Maintain the comfort of passengers using the Executive lounge	Specialist Aviation Unit	3

J/600/9425	Unit 211	Prepare loads for and receive loads from aircraft	Specialist Aviation Unit	5
J/600/9344	Unit 212	Operate a vehicle airside	Specialist Aviation Unit	7
M/600/9421	Unit 213	Inspect airside pavement surfaces and systems	Specialist Aviation Unit	4
F/600/9424	Unit 214	Contribute to wildlife control on an airfield	Specialist Aviation Unit	6
L/600/9670	Unit 215	Support aviation operations on the ground	Specialist Aviation Unit	6
Y/600/9672	Unit 216	Provide ticket desk services	Specialist Aviation Unit	6
K/600/9675	Unit 217	Operate specialist equipment in an airport environment	Specialist Aviation Unit	5
A/600/9678	Unit 218	Marshal aircraft (Fixed and Rotary)	Specialist Aviation Unit	5
T/600/9680	Unit 219	Pushback aircraft	Specialist Aviation Unit	5
L/600/9698	Unit 220	Escort aircraft	Specialist Aviation Unit	4
A/600/9700	Unit 221	Tow aircraft	Specialist Aviation Unit	5
Y/600/9705	Unit 222	Plan the loading of helicopters	Specialist Aviation Unit	7
D/600/9706	Unit 223	Operate aeronautical ground lighting systems	Specialist Aviation Unit	5
K/600/9708	Unit 224	Inspect and maintain ground power units	Specialist Aviation Unit	4

H/600/9710	Unit 225	Inspect and maintain aircraft fuelling systems	Specialist Aviation Unit	5
A/600/9731	Unit 226	Use radiotelephony in the aviation environment	Specialist Aviation Unit	5
F/600/9732	Unit 227	Communicate with aircraft operating crew using a headset	Specialist Aviation Unit	5
Y/600/9736	Unit 228	Respond to fire and rescue incidents at an airport	Specialist Aviation Unit	9
A/600/9342	Unit 229	Load and unload aircraft	Specialist Aviation Unit	8
F/600/9343	Unit 230	Carry out airside maintenance	Specialist Aviation Unit	5
M/600/9323	Unit 231	Maintain a hazard free airside environment	Specialist Aviation Unit	6
H/600/9741	Unit 232	Operate an IT system in the aviation industry	Specialist Aviation Unit	2
T/600/9338	Unit 233	Identify and resolve aviation problems	Optional	3
F/600/9326	Unit 234	Maintain effective working practices in the aviation industry	Optional	4
L/601/0933	Unit 235	Give customers a positive impression of yourself and your organisation (ICS)	Optional	5
J/601/1210	Unit 236	Deliver reliable customer service (ICS)	Optional	5
K/600/9739	Unit 237	Deal effectively with difficult passengers	Optional	5
A/600/9325	Unit 303	Ensure the safe movement and operation of aircraft, vehicles and personnel on the apron	Specialist Aviation Unit	5

T/600/9436	Unit 305	Maintain flight control operations and operating conditions	Specialist Aviation Unit	8
H/600/9450	Unit 307	Plan the loading of aircraft	Specialist Aviation Unit	9
D/600/9446	Unit 318	Dispatch aircraft	Specialist Aviation Unit	12

Total Qualification Time

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

Title and level	GLH	TQT
Level 2 Diploma in Aviation Operations the Ground	312	370

LEVEL 2 IN AVIATION OPERATIONS ON THE GROUND
Candidates must choose 8 mandatory credits from:

Unit 201 Recognise airside hazards and minimise risks (4 credits)	Unit 202 Contribute to the maintenance of aviation health, safety and security (4 credits)

KEY:

Aviation specialist unit

Candidates must choose a minimum of **11** credits from the Aviation Specialist units and a further **18** credits from all units below:

Unit 203 (4 credits)	Unit 204 (10 credits)	Unit 205 (3 credits)	Unit 206 (6 credits)	Unit 207 (8 credits)	Unit 208 (6 credits)	Unit 209 (4 credits)	Unit 210 (3 credits)	Unit 211 (5 credits)
Unit 212 (7 credits)	Unit 213 (4 credits)	Unit 214 (6 credits)	Unit 215 (6 credits)	Unit 216 (6 credits)	Unit 217 (5 credits)	Unit 218 (5 credits)	Unit 219 (5 credits)	Unit 220 (4 credits)
Unit 221 (5 credits)	Unit 222 (7 credits)	Unit 223 (5 credits)	Unit 224 (4 credits)	Unit 225 (5 credits)	Unit 226 (5 credits)	Unit 227 (5 credits)	Unit 228 (9 credits)	Unit 229 (8 credits)
Unit 230 (5 credits)	Unit 231 (6 credits)	Unit 232 (2 credits)	Unit 233 (3 credits)	Unit 234 (4 credits)	Unit 235 (5 credits)	Unit 236 (5 credits)	Unit 237 (5 credits)	Unit 303 (5 credits)
Unit 305 (8 credits)	Unit 307 (9 credits)	Unit 318 (12 credits)						

Unit 204	Unit 205	Unit 206
De-ice aircraft on the ground (10 credits)	Field test aircraft de-icing fluid (3 credits)	Carry out pre and post aircraft de-icing checks (6 credits)

1.2   Opportunities for progression

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

- Level 3 Diploma in Aviation Operations on the Ground
- Level 3 Diploma in Travel and Tourism
- Level 3 Extended Diploma in Travel and Tourism

1.3   Qualification support materials

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

Description	How to access
Qualification handbook	www.cityandguilds.com
fast track approval forms/generic fast track approval form	www.cityandguilds.com

2 Centre requirements

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

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification Level 2 NVQ in Providing Aviation Operations on the Grounds (4942-01/02/03/04/05) will receive automatic approval for the new Level 2 Diploma in Aviation Operations on the Ground (4877-02), which will be made available from the 01 August 2010.

2.1 Resource requirements

Human resources

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

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

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

Assessors and internal verifiers

Centre staff should hold, or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying this qualification or meet the relevant experience requirements outlined above.

Continuing professional development (CPD)

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

2.2   Candidate entry requirements

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

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

Age restrictions

This qualification is not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group.

3 Course design and delivery

3.1 Initial assessment and induction

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

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

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

3.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification[s] 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 qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:
* literacy, language and/or numeracy
* personal learning and thinking
* personal and social development
* employability

4   Assessment

4.1   Summary of assessment methods

For this qualification, candidates will be required to complete a portfolio of evidence for the **full qualification.**

4.2   Evidence requirements

Witness Testimony

Witness testimonies can be obtained from people that are occupationally competent and whom may be familiar with the National Occupational Standards, such as the candidate's line manager. They may also be obtained from people who are not occupationally competent, and do not have a knowledge of the National Occupational Standards, such as other people within the candidate's workplace, customers and suppliers. The assessor must judge the validity of the witness testimony and these may vary depending on the source.

Expert witnesses may be used where additional support relating to the assessment of technical competence is required. Expert witnesses may be:
• other approved assessors that are recognised to assess the relevant National Occupational Standards, or
• line managers, other managers or experienced colleagues that are not approved assessors, but whom the awarding organisation/body agrees has current occupational competence, knowledge and expertise to make a judgement on a candidate's competence.

Expert witnesses must be able to demonstrate through relevant qualifications, practical experience and knowledge that they are qualified to provide an expert opinion on a candidate's performance in relation to the unit being assessed.

Professional Discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a candidate's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the candidate has a firm understanding of the standard being assessed.

Simulation

Simulation can only be used to assess candidates for the sector's competence based units and qualifications where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence. There are no units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

4.3 Recording forms

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

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

4.4 Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) recognises the contribution a person's previous experience could contribute to a qualification. RPL is allowed and is also sector specific.

5 Units

Structure of units

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

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

Summary of units

City & Guilds unit number	Title	Unit number	Credits
Unit 201	Recognise airside hazards and minimise risks	J/600/9313	4
Unit 202	Contribute to the maintenance of aviation, health, safety and security	R/600/9315	4
Unit 203	Carry out effective communications and information transfer in an aviation environment	J/600/9327	4
Unit 204	De-ice aircraft on the ground	H/600/4037	10
Unit 205	Field test aircraft de-icing fluid	M/600/4039	3
Unit 206	Carry out pre and post aircraft de-icing checks	L/600/4033	6
Unit 207	Check in aviation passengers and baggage	R/600/9427	8
Unit 208	Receive, call and escort passengers to and from aircraft	D/600/9429	6
Unit 209	Handle reports of lost or damaged baggage	Y/600/9431	4
Unit 210	Maintain the comfort of passengers using the Executive lounge	D/600/9432	3
Unit 211	Prepare loads for and receive loads from aircraft	J/600/9425	5
Unit 212	Operate a vehicle airside	J/600/9344	7
Unit 213	Inspect airside pavement surfaces and systems	M/600/9421	4
Unit 214	Contribute to wildlife control on an airfield	F/600/9424	6
Unit 215	Support aviation operations on the ground	L/600/9670	6
Unit 216	Provide ticket desk services	Y/600/9672	6
Unit 217	Operate specialist equipment in an airport environment	K/600/9675	5
Unit 218	Marshal aircraft (Fixed and Rotary)	A/600/9678	5
Unit 219	Pushback aircraft	T/600/9680	5

Unit 220	Escort aircraft	L/600/9698	4
Unit 221	Tow aircraft	A/600/9700	5
Unit 222	Plan the loading of helicopters	Y/600/9705	7
Unit 223	Operate aeronautical ground lighting systems	D/600/9706	5
Unit 224	Inspect and maintain ground power units	K/600/9708	4
Unit 225	Inspect and maintain aircraft fuelling systems	H/600/9710	5
Unit 226	Use radiotelephony in the aviation environment	A/600/9731	5
Unit 227	Communicate with aircraft operating crew using a headset	F/600/9732	5
Unit 228	Respond to fire and rescue incidents at an airport	Y/600/9736	9
Unit 229	Load and unload aircraft	A/600/9342	8
Unit 230	Carry out airside maintenance	F/600/9343	5
Unit 231	Maintain a hazard free airside environment	M/600/9323	6
Unit 232	Operate an IT system in the aviation industry	H/600/9741	2
Unit 233	Identify and resolve aviation problems	T/600/9338	3
Unit 234	Maintain effective working practices in the aviation industry	F/600/9326	4
Unit 235	Give customers a positive impression of yourself and your organisation (ICS)	L/601/0933	
Unit 236	Deliver reliable customer service (ICS)	J/601/1210	
Unit 237	Deal effectively with difficult passengers	K/600/9739	5
Unit 303	Ensure the safe movement and operation of aircraft, vehicles and personnel on the apron	A/600/9325	5
Unit 305	Maintain flight control operations and operating conditions	T/600/9436	8
Unit 307	Plan the loading of aircraft	H/600/9450	9
Unit 318	Dispatch aircraft	D/600/9446	12

Unit 201   Recognise airside hazards and minimise risks

Level: **2**
Credit value: **4**
UAN number: **J/600/9313**

Unit aim

The purpose of this unit is for learners to demonstrate that they can recognise hazards and minimise risks in an airside environment.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:
1. Understand how to recognise airside hazards and associated risks
2. Understand how to work safely on the ramp area ensuring their own safety and that of others

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills National Occupational Standard Unit 1 – Recognise airside hazards and minimise risks from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed in the workplace using professional discussion.

Unit 201 Recognise airside hazards and minimise risks

Outcome 1   Understand how to recognise airside hazards and associated risks

Assessment Criteria

The learner can:

1. recognise airside hazards and associated risks
2. identify organisational procedures covering health and safety
3. identify the consequences of not operating safely in an airport environment
4. identify the main causes of accidents in an airport
5. describe the possible costs of not following airport and ramp safety procedures
6. report incidents in line with organisational procedures
7. describe organisational procedures to ensure health and safety
8. outline the benefits of safe working practices and include:
   - themselves
   - passengers and colleagues
   - equipment
   - the airport
   - other companies
9. identify hazardous materials
10. outline procedures for using hazardous materials and give examples of dealing with incidents involving them
11. describe procedures for reporting incidents airside
12. explain the importance of staying alert and following safety procedures
13. describe the type of legislation covering the aviation working environment which means that their employer has the duty to provide a safe working environment and they have a duty to follow their employers safety rules
14. describe the effects of severe weather airside and the precautions to take for the following:
    - wind
    - snow
    - heat
    - sun
    - ice.

Unit 201 Recognise airside hazards and minimise risks

Outcome 2 Understand how to work safely on the ramp area ensuring their own safety and that of others

Assessment Criteria

The learner can:

1. identify the hazards associated with the ramp
2. identify how to deal with these hazards
3. explain how to work safely to ensure their own and others safety
4. explain how hazards can be avoided
5. identify what to do to deal with any hazards that occur
6. describe where the ramp area is
7. identify dangers from aircraft
8. describe how to approach aircraft
9. identify dangers from vehicles on the ramp area other than aircraft
10. identify airport surface markings within the ramp area
11. identify operating areas for aircraft, vehicles and pedestrians on the ramp area
12. identify personal protective equipment (PPE) and describe when to wear it including:
    - ear protection
    - high visibility clothing
    - other personal protective equipment
13. describe dangers from foreign object debris (FOD) and the importance of keeping areas clean and tidy at all times
14. describe dangers from birds and other wild animals and the importance of making sure that that the area does not attract them
15. identify emergency areas in the ramp area
16. describe how to use equipment and vehicles on the ramp area.

Unit 201   Recognise airside hazards and minimise risks
Evidence Requirements

An airside visit needs to be completed by the learner to ensure they have experience of the airside environment.

The following is a list of items that must be assessed in specific assessment criteria:
In assessment criteria 2.10 the following surface markings should be assessed:
- service roads
- equipment parking areas
- no parking areas
- stand layout markings
- interstand clearways
- demarcation between aircraft parking stands
- live taxiways
- helicopter landing hotspots
- areas where people are allowed and are not allowed to walk including pedestrian walkways

Unit 202 Contribute to the maintenance of aviation health, safety and security

Level: 2
Credit value: 4
UAN number: R/600/9315

Unit aim

The purpose of this unit is to ensure that a learner is able to consider the health and safety of themselves and others while carrying out their role in an airport environment.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:
1. Be able to follow healthy and safety working practices
2. Know how to follow healthy and safe working practices
3. Be able to follow emergency procedures
4. Know how to follow emergency procedures
5. Be able to contribute to the maintenance of security within own area of responsibility
6. Know how to contribute to the maintenance of security within own area of responsibility

Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills National Occupational Standard Unit 2 – Contribute to the maintenance of aviation health, safety and security from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in a normal workplace environment.

Unit 202   Contribute to the maintenance of aviation health, safety and security

Outcome 1   Be able to follow healthy and safety working practices

Assessment Criteria

The learner can:
1. carry out operations safely and in line with organisational procedures
2. wear the correct personal protective equipment (PPE) to carry out duties
3. take action in the event of unsafe working practices and hazards
4. operate equipment safely in line with organisational procedures
5. take remedial action if work equipment is unsafe to use
6. report incidents, accidents and near misses in line with organisational procedures.

Unit 202 Contribute to the maintenance of aviation health, safety and security

Outcome 2 Know how to follow healthy and safe working practices

Assessment Criteria

The learner can:

1. describe organisational health and safety standards
2. explain personal responsibility under health and safety law
3. describe safe working practices
4. explain how to identify hazards in the workplace
5. describe organisational procedures for reporting incidents
6. describe incidents and accidents that can relate to:
    *   staff
    *   equipment
    *   customers
7. describe correct action to put things right after an incident.

Unit 202 **Contribute to the maintenance of aviation health, safety and security**

Outcome 3 Be able to follow emergency procedures

Assessment Criteria

The learner can:
1. raise the emergency alarm in line with organisational procedures and personal authority
2. respond to an emergency alarm in line with organisational procedures and personal authority
3. locate and use emergency equipment in line with organisational procedures
4. carry out personal emergency responsibilities in line with organisational procedures.

Unit 202   Contribute to the maintenance of aviation health, safety and security

Outcome 4   Know how to follow emergency procedures

Assessment Criteria

The learner can:

1. identify where the alarms are
2. describe personal responsibility in relation to emergencies
3. describe organisational procedures for
   - raising or responding to alarms
   - reporting and recording emergencies.

Unit 202 **Contribute to the maintenance of aviation health, safety and security**

Outcome 5 Be able to contribute to the maintenance of security within own area of responsibility

Assessment Criteria

The learner can:
1. secure items and areas in line with personal responsibilities
2. follow organisational procedures for personal identification
3. report suspicious incidents or behaviour to the correct authority
4. take action when irregularities in security are identified in line with organisational procedures
5. report discrepancies in the security of actual or potential access points
6. respond to an actual or suspected security threat within the limits of own personal responsibility.

Unit 202 **Contribute to the maintenance of aviation health, safety and security**

Outcome 6 Know how to contribute to the maintenance of security within own area of responsibility

Assessment Criteria

The learner can:

1. describe signs of suspicious behaviour
2. describe the limits of their personal authority
3. list specified, banned, illegal and dangerous items
4. describe threat or risk awareness
5. list relevant documents relating to security
6. identify relevant authorities relating to security
7. describe personal responsibility in relation to security
8. describe organisational procedures for restricting access.

Unit 203 Carry out effective communications and information transfer in an aviation environment

Level: 2
Credit value: 4
UAN number: J/600/9327

Unit aim

The purpose of this unit is for a learner to demonstrate they can carry out communications and information transfer using the most suitable equipment available.

Learning outcomes

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

1. Be able to carry out effective aviation communications
2. Be able to receive, record and follow guidelines for communications
3. Know how to carry out effective communications and information transfer

Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills National Occupational Standards Unit 12 – Carry out effective communications and information transfer in an aviation environment from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Unit 203   Carry out effective communications and information transfer in an aviation environment

Outcome 1   Be able to carry out effective aviation communications

Assessment Criteria

The learner can:
1. choose and use suitable equipment for the purpose of communicating
2. communicate at a level/volume appropriate to the equipment and receiver
3. use appropriate pace and tone for the purpose of the communication
4. communicate relevant and accurate information
5. use suitable equipment to send information
6. respond to requests for information quickly
7. provide information in the correct format for the activity being carried out
8. provide information that is accurate and relevant to the person receiving it.

Unit 203 **Carry out effective communications and information transfer in an aviation environment**

Outcome 2 Be able to receive, record and follow guidelines for communications

Assessment Criteria

The learner can:
1. record incoming information in line with organisational procedures
2. keep information confidential in line with organisational procedures
3. report any faulty or broken communication equipment in line with organisational procedures
4. use correct codes, procedures and guidelines when communicating
5. operate communications equipment in line with organisational procedures.

Unit 203 **Carry out effective communications and information transfer in an aviation environment**

Outcome 3 Know how to carry out effective communications and information transfer

Assessment Criteria

The learner can:

1. describe the available lines and methods of communication
2. describe organisational procedures relating to using communication equipment, including:
   - telephone
   - electronic
   - radio
   - text
   - public information systems
3. describe aviation industry guidelines, procedures and standard phrases
4. demonstrate the phonetic alphabet
5. describe organisational procedures for passing on messages
6. describe how to record and process information
7. describe types of confidential information and organisational procedures for handling confidential information
8. explain the use of flight information data systems (FIDS)
9. describe different forms of information
10. describe different formats of information including:
    - aviation specific
    - organisation specific
11. describe organisational fault reporting procedures
12. identify commonly used aviation codes relevant to own job role.

Unit 204 De-ice aircraft on the ground

Level: 2
Credit value: 10
UAN number: H/600/4037

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in de-icing aircraft on the ground. This unit is aimed at learners who are responsible for spraying aircraft surfaces with de-icing fluid as part of their job role.

Learning outcomes

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

1. Be able to prepare to spray aircraft surfaces with de-icing fluid
2. Know how to prepare to spray aircraft surfaces with de-icing fluid
3. Be able to apply de-icing fluid to aircraft on the ground
4. Know how to apply de-icing fluid to aircraft on the ground

Guided learning hours

It is recommended that **71** guided learning hours should be allocated for this unit and 44 hours of these are guided learning. This may be on a full-time or part-time basis.

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

This unit is directly related to GoSkills Unit 63 – De-ice Aircraft on the Ground from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion. Realistic workplace simulation may be used to assess areas that cover non routine situations.

Unit 204 De-ice aircraft on the ground

Outcome 1 Be able to prepare to spray aircraft surfaces with de-icing fluid

Assessment Criteria

The learner can:
1. check safety equipment and wear appropriate Personal Protective Equipment (PPE)
2. check communications link with the vehicle driver
3. check that the aircraft is in a condition suitable for de-icing
4. function test equipment
5. check the fluid mixture strength using a field refractometer
6. carry out a check of the fluid delivery temperature to ensure it meets requirements
7. check that the area is safe to work in.

Unit 204 De-ice aircraft on the ground

Outcome 2 Know how to prepare to spray aircraft surfaces with de-icing fluid

Assessment Criteria

The learner can:

1. describe organisational health and safety standards for operating the de-icer in a safe manner including:
   - the safety features on the vehicles
   - personal protective equipment (PPE) required
   - the safe system of work
2. describe organisational systems, procedures and practices for testing function of communication equipment
3. describe organisational procedures for checking the aircraft is in a suitable condition to be de-iced
4. describe organisational procedures for reporting defects found during operational checks including the correct action to take
5. explain what to do if the area is not safe to begin de-icing operations in
6. describe common standards, regulations and recommendations for aircraft de-icing
7. demonstrate a basic knowledge of aircraft performance
8. describe the effects of frost, ice, snow, slush and fluids on aircraft performance
9. describe the meteorological considerations on ice formation
10. describe the basic characteristics of the de-icing fluid in use, causes and consequences of degraded fluid and fluid residues
11. explain refractive index charts for fluid types in use and how to convert refractive index readings to mixture strength
12. describe the required fluid delivery temperatures
13. describe local rules and restrictions concerning de-icing
14. describe airline specific requirements in relation to de-icing.

Unit 204   De-ice aircraft on the ground

Outcome 3   Be able to apply de-icing fluid to aircraft on the ground

Assessment Criteria

The learner can:
1. carry out a check of the surfaces to confirm the requirement for de-icing
2. operate the equipment safely, and maintain a coordinated operation with the vehicle driver following a path around the aircraft to treat the aircraft symmetrically and in a logical sequence
3. use appropriate spray techniques to remove deposits of frost, ice, snow and slush from aircraft surfaces
4. apply fluid appropriately to minimise environmental impact
5. avoid spraying fluid on **fluid sensitive parts of the aircraft**
6. use appropriate fluid spray techniques for different **aircraft structure and manufacture types**
7. carry out a post de-icing check (if required)
8. complete paperwork in line with organisational procedures.

Range

Fluid sensitive parts of the aircraft

Auxiliary power unit (APU) inlet, aircraft brakes, directly onto cabin windows, flight deck windows, pitot/static systems

Aircraft structure and manufacture types

Composite material used in some aircraft wings

Unit 204   **De-ice aircraft on the ground**

Outcome 4   Know how to apply de-icing fluid to aircraft on the ground

Assessment Criteria

The learner can:

1. describe the general techniques for removing deposits of frost, ice slush and snow from aircraft surfaces
2. describe de-icing / anti-icing procedures in general and different measures to be performed on different aircraft / airline types
3. identify aircraft critical areas
4. identify aircraft fluid sensitive areas
5. describe the sequence of de-icing aircraft surfaces and the requirement for symmetrical treatment
6. describe the safety precautions to take when de-icing
7. describe how to use holdover charts appropriate to fluid type in use, mixture strength and prevailing weather conditions to calculate holdover time
8. explain the types of inspection that are required to be carried out in line with their organisation / airline requirements
9. describe the paperwork which must be completed according to organisational and airline procedures
10. describe local rules and restrictions relating to de-icing.

Unit 205   Field test aircraft de-icing fluids

Level: 2
Credit value: 3
UAN number: M/600/4039

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in field testing aircraft de-icing fluids. This unit is aimed at learners who are responsible for carrying out aircraft de-icing fluid checks and recording results as part of their job role.

Learning outcomes

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

1. Be able to perform field tests on aircraft de-icing fluids and record results
2. Know how to perform field tests on aircraft de-icing fluids and record results

Guided learning hours

It is recommended that **24** guided learning hours should be allocated for this unit and 16 hours of these are guided learning. This may be on a full-time or part-time basis.

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

This unit is directly related to GoSkills Unit 64 – Field test aircraft de-icing fluids from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion. Realistic workplace simulation may be used to assess areas that cover non routine situations.

Unit 205   Field test aircraft de-icing fluids

Outcome 1   Be able to perform field tests on aircraft de-icing fluids and record results

Assessment Criteria

The learner can:

1. take samples from de-icing equipment for testing
2. carry out a visual check for contamination
3. carry out a refractive index check to confirm mixture strength
4. carry out field viscosity checks (falling ball comparator)
5. carry out field tests for pH
6. take action in the event of fluid failing to meet required performance standards
7. take and prepare samples for transport to laboratories for test purposes
8. complete paperwork and documentation to meet organisational standards for reports and records

Unit 205 Field test aircraft de-icing fluids

Outcome 2 Know how to perform field tests on aircraft de-icing fluids and record results

Assessment Criteria

The learner can:
1. describe where to take samples from
2. describe what to inspect for during a visual check of the fluid
3. describe how to use a **field refractometer**
4. explain how to interpret manufacturers' figures for refractive index at 20 degrees centigrade to calculate mixture strength
5. explain how to use a **falling ball comparator**
6. describe how to use a pH test strip on sample fluid
7. describe how to interpret results from the pH test against manufacturers figures
8. explain what to do if the fluid fails to meet the required standards
9. describe how laboratory samples should be marked, labelled and shipped for transport to laboratories for testing in line with organisational requirements
10. describe which documents must be completed in line with organisational requirements
11. explain how frequently documents need to be completed in line with organisational requirements
12. describe how documents are stored in line with organisational requirements.

Range

Field refractometer

Clean prism, temperature of fluid and refractometer

Falling ball comparator

Minimum viscosity and maximum viscosity reference samples, clean sample tube, tube filled fully, invert the comparator, check the test sample falls between the speed of the two reference fluids

Unit 206   Carry out pre and post aircraft de-icing checks

Level: **2**
Credit value: **6**
UAN number: **L/600/4033**

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in carrying our pre and post aircraft de-icing checks. This unit is aimed at learners who are responsible for carrying out checks on aircraft for the need to be de-iced, and to confirm the aircraft can be released to fly after de-icing has taken place as part of their job role.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Be able to prepare to carry out a de-icing check to identify the need for ground de-icing or confirm all critical surfaces are free from contamination
2. Know how to prepare to carry out a de-icing check to identify the need for ground de-icing or confirm all critical surfaces are free from contamination
3. Be able to carry out a de-icing check to confirm the need for ground de-icing and, post de-icing to confirm all critical surfaces are free from contamination
4. Know how to carry out a de-icing check to confirm the need for ground de-icing and, post de-icing to confirm all critical surfaces are free from contamination

Guided learning hours

It is recommended that **51** guided learning hours should be allocated for this unit and 33 hours of these are guided learning. This may be on a full-time or part-time basis.

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

This unit is directly related to GoSkills Unit 65 – Carry Out Pre and Post Aircraft De-icing Checks from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion. Realistic workplace simulation may be used to assess areas that cover non routine situations.

Unit 206 Carry out pre and post aircraft de-icing checks

Outcome 1 Be able to prepare to carry out a de-icing check to identify the need for ground de-icing or confirm all critical surfaces are free from contamination

Assessment Criteria

The learner can:

1. select safe and suitable equipment to use for accessing the aircraft surfaces to be checked including pre-user checks
2. use appropriate access equipment including any associated Personal Protective Equipment (PPE)
3. position access equipment safely to allow the appropriate aircraft surfaces to be checked.

Unit 206 **Carry out pre and post aircraft de-icing checks**

Outcome 2 Know how to prepare to carry out a de-icing check to identify the need for ground de-icing or confirm all critical surfaces are free from contamination

Assessment Criteria

The learner can:

1. describe organisational health and safety standards for access equipment, appropriate Personal Protective Equipment (PPE) and safe systems of work
2. describe the action to take including defect reporting for defective access equipment and any associated Personal Protective Equipment (PPE)
3. explain how to operate equipment correctly and safely
4. describe **emergency** actions
5. describe aircraft in general and common critical areas to be inspected
6. describe safety precautions and human factors
7. explain any new requirements from lessons learned during previous winter operations
8. describe conditions which can lead to the formation of frost or ice on the aircraft
9. describe local rules and restrictions on de-icing
10. describe airline or customer specific checks which may be required in addition to the standard checks.

Range

Emergency

Equipment breakdown, fire at the aircraft, fire in the terminal building or on the access equipment they are using

Unit 206   **Carry out pre and post aircraft de-icing checks**

Outcome 3   Be able to carry out a de-icing check to confirm the need for ground de-icing and, post de-icing to confirm all critical surfaces are free from contamination

Assessment Criteria

The learner can:

1. carry out a tactile check of the appropriate critical surfaces or representative areas according to their organisational and airline requirements
2. make a decision based on the inspection
3. communicate this decision to the correct parties.

Unit 206   **Carry out pre and post aircraft de-icing checks**

Outcome 4   Know how to carry out a de-icing check to confirm
               the need for ground de-icing and, post de-icing to
               confirm all critical surfaces are free from
               contamination

Assessment Criteria

The learner can:

1. identify the types of contamination being checked for
2. describe acceptable limits as given by the aircraft manufacturer
3. describe the areas to be inspected by tactile method (where possible, or other acceptable
    approved method)
4. describe organisational procedures for communicating the decision (based on their
    inspection) for either confirming the need for ground de-icing, or confirming all critical
    surfaces are free from contamination.

Unit 207 Check in aviation passengers and baggage

Level: 2
Credit value: 2
UAN number: R/600/9427

Unit aim

This unit is about checking in aviation passengers and dealing with their baggage.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Be able to check in aviation passengers
2. Know how to check in aviation passengers
3. Be able to receive and process passenger baggage
4. Know how to receive and process passenger baggage

Guided learning hours

It is recommended that **57** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills Unit 23 – Check in aviation passengers and baggage from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 207   Check in aviation passengers and baggage
Outcome 1   Be able to check in aviation passengers

Assessment Criteria

The learner can:

1. deal with passengers in a polite and friendly way at all times in line with organisational guidelines
2. check passenger documents for validity and applicability before processing
3. deal with documentary discrepancies in line with organisational procedures
4. process documents in line with organisational procedures
5. allocate seats, services and facilities to passengers according to their requests, needs and status
6. provide ticket and boarding information to passengers according to their needs
7. give information to passengers that is complete, accurate, relevant and meets organisational requirements
8. process information relating to passengers in line with organisational procedures
9. deal with passengers who are unfit or incapable of air travel
10. refer passenger requests which are outside personal knowledge or experience to the correct person as soon as possible
11. refer any safety or security concerns about passengers to an appropriate authority.

Unit 207   Check in aviation passengers and baggage

Outcome 2   Know how to check in aviation passengers

Assessment Criteria

The learner can:

1. describe customs and immigration information in relation to airline destinations and necessary documents
2. describe organisational procedures for dealing with documentary discrepancies including:
   - invalid tickets
   - lost tickets
   - incorrect tickets
   - visa discrepancies
   - passport discrepancies
3. describe organisational procedures for domestic and international flights
4. identify documents needed by passengers in order to travel
5. describe organisational security procedures
6. describe special status passengers
7. describe how to identify passengers who are unfit or incapable of air travel
8. describe organisational procedures for:
   - dealing with passengers who are unfit or incapable of air travel
   - dealing with passengers travelling on domestic or international flights
   - dealing with passengers who do not speak English
   - dealing with abusive or aggressive passengers.

Unit 207　Check in aviation passengers and baggage

Outcome 3　Be able to receive and process passenger baggage

Assessment Criteria

The learner can:
1. ask passengers security questions about baggage in line with organisational procedures
2. inform passengers about regulations relating to carrying dangerous goods in line with organisational procedures
3. deal with unacceptable baggage in line with organisational procedures
4. weigh, label and despatch passenger baggage in line with organisational procedures
5. calculate excess baggage charges in line with organisational procedures
6. report security concerns relating to baggage to the appropriate authority.

Unit 207   Check in aviation passengers and baggage

Outcome 4   Know how to receive and process passenger
               baggage

Assessment Criteria

The learner can:
1. describe organisational procedures in relation to dangerous goods
2. describe organisational standards for acceptable luggage
3. explain how to calculate excess baggage charges
4. describe how to trace baggage
5. explain what constitutes unacceptable baggage
6. describe organisational security procedures in relation to baggage and the identification of security risks.

Unit 208 Receive, call and escort passengers to and from aircraft

Level: 2
Credit value: 6
UAN number: D/600/9429

Unit aim

The purpose of this unit is for learners to demonstrate that they can receive, call and escort passengers to and from aircraft. It is essential to ensure that only genuine passengers board the aircraft.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Be able to receive and call passengers for their flight
2. Know how to receive and call passengers for their flight
3. Be able to escort passengers to and from the aircraft
4. Know how to escort passengers to and from the aircraft

Guided learning hours

It is recommended that **48** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills National Occupational Standard Unit 24 – Receive, call and escort passengers to and from aircraft from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 208 Receive, call and escort passengers to and from aircraft

Outcome 1 Be able to receive and call passengers for their flight

Assessment Criteria

The learner can:
1. identify unacceptable cabin baggage or equipment not in accordance with airline procedures
2. deal with passengers with unacceptable baggage or equipment in line with organisational procedures
3. process surrendered items in line with organisational procedures and ensure they are suitably and safely placed in preparation for loading in the aircraft
4. allow only passengers with correct boarding documents onto to the aircraft
5. call passengers forward for the flight using the operator's/clients protocols and procedures
6. deal with passengers incapable of air travel
7. confirm total on board (TOB)
8. take action to deal with missing passengers.

Unit 208 Receive, call and escort passengers to and from aircraft

Outcome 2 Know how to receive and call passengers for their flight

Assessment Criteria

The learner can:
1. describe airline/operators/clients restrictions on size and weight of permitted baggage or equipment used by passengers
2. identify types of special needs and describe the help that people with special needs may need
3. describe how to deal with unacceptable baggage and equipment
4. describe organisational procedures for boarding aircraft
5. describe how to deal with passengers who are unfit or incapable of air travel
6. describe how to report security concerns
7. list types of passengers who may be travelling and describe any help they may need when boarding.

Unit 208   Receive, call and escort passengers to and from aircraft

Outcome 3   Be able to escort passengers to and from the aircraft

Assessment Criteria

The learner can:
1. wear correct personal protective equipment (PPE) to escort passengers
2. direct passengers to or from the aircraft to or from the appropriate safe entry point
3. direct passengers away from hazardous areas on the aircraft
4. safely escort passengers across ramp areas according to local procedures
5. deal with safety or security concerns about passengers.

Unit 208 Receive, call and escort passengers to and from aircraft

Outcome 4 Know how to escort passengers to and from the aircraft

Assessment Criteria

The learner can:

1. describe which items of personal protective equipment (PPE) need to be worn airside when carrying out escort duties and why
2. describe the layout of airport roadways and walkways from the terminal to the aircraft
3. describe why it is important to have an awareness of activity on other adjacent stands
4. describe how to use relevant equipment (for example, busses/bollards/cones/tape) to ensure passengers are safe
5. describe dangers on the ramp and local procedures for escorting passengers across ramp areas
6. describe the ratio of passengers allowed on the ramp at any time
7. describe local procedures for transferring passengers to the aircraft
8. describe hazardous areas to be aware of when escorting passengers
9. describe how to report safety concerns about passengers.

Unit 209   Handle reports of lost or damaged baggage

Level: 2
Credit value: 4
UAN number: Y/600/9431

Unit aim

The purpose of this unit is for learners to demonstrate that they can deal with passengers who have problems with their baggage following a flight.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Be able to deal with passengers who report that their baggage has not appeared following a flight
2. Know how to deal with passengers who report that their baggage has not appeared following a flight
3. Be able to deal with passengers who report theft from, or damage to, their baggage
4. Know how to deal with passengers who report theft from, or damage to, their baggage

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills Unit 25 – Handle reports of lost or damage baggage from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 209   Handle reports of lost or damaged baggage

Outcome 1   Be able to deal with passengers who report that their baggage has not appeared following a flight

Assessment Criteria

The learner can:

1. examine passengers' tickets and baggage tag identification to identify appropriate reference numbers
2. enter baggage reference numbers into tracking equipment to find out where the lost baggage is
3. explain the lost baggage procedure to passengers in a clear and concise manner in line with organisational guidelines
4. look at the passengers' completed forms to make sure they are completed accurately
5. issue documents or 'temporary packs' to help passengers as appropriate
6. communicate with others to retrieve baggage
7. arrange to send the baggage to the passengers
8. process internal paperwork about the loss in line with organisational procedures
9. refer safety or security concerns about passengers' baggage to the correct person.

Unit 209   Handle reports of lost or damaged baggage

Outcome 2   Know how to deal with passengers who report that their baggage has not appeared following a flight

Assessment Criteria

The learner can:
1. describe guidelines used in communicating with others at other locations
2. describe how to contact others to find out where baggage is
3. describe processes for claiming compensation
4. describe how to process internal paperwork which may include HM Customs and Passenger Irregularity Reports
5. describe how to handle conflict
6. describe how to report security concerns
7. describe organisational procedures for dealing with abusive or aggressive passengers.

Unit 209   Handle reports of lost or damaged baggage

Outcome 3   Be able to deal with passengers who report theft from, or damage to, their baggage

Assessment Criteria

The learner can:

1. find out who owns baggage by using the baggage tag identification
2. inspect baggage for alleged theft or damage and make judgments as to how recently the damage happened
3. explain the claims procedure to passengers in a clear and concise manner in line with organisational guidelines
4. inspect passengers' completed claim forms to ensure they are fully completed
5. issue appropriate documents to passengers
6. process internal paperwork relating to damage in line with organisational procedures
7. refer safety or security concerns about passengers' baggage to the correct person.

Unit 209　Handle reports of lost or damaged baggage

Outcome 4　Know how to deal with passengers who report theft from, or damage to, their baggage

Assessment Criteria

The learner can:

1. describe types of airline equipment used to handle baggage and possible damage that may occur from the use of the equipment
2. describe the process for claiming compensation
3. describe how to process internal paperwork
4. describe how to handle conflict
5. describe how to report security concerns
6. describe how to report theft
7. describe organisational procedures for dealing with abusive or aggressive passengers.

Unit 210 Maintain the comfort of passengers using the executive lounge

Level: 2
Credit value: 3
UAN number: D/600/9432

Unit aim

This unit is aimed at learners working in an airport in the executive lounge. Achieving this unit requires a learner to communicate effectively with passengers including special status passengers.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Be able to maintain access to the executive lounge
2. Know how to maintain access to the executive lounge
3. Be able to maintain high customer service standards in the executive lounge
4. Know how to maintain high customer service standards in the executive lounge

Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills National Occupational standard Unit 26 – Maintain the comfort of passengers using the executive lounge from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 210 Maintain the comfort of passengers using the executive lounge

Outcome 1 Be able to maintain access to the executive lounge

Assessment Criteria

The learner can:

1. open the executive lounge for passengers' use
2. identify which groups of passengers have automatic entry to the executive lounge
3. identify the type of ticket passengers hold
4. tell passengers about the services that are offered in the executive lounge
5. tell passengers about any restrictions that may apply to them in the executive lounge
6. recognise special status passengers and deal with them appropriately
7. make sure that passenger details are recorded correctly.

Unit 210 Maintain the comfort of passengers using the executive lounge

Outcome 2 Know how to maintain access to the executive lounge

Assessment Criteria

The learner can:

1. describe organisational procedures for dealing with documentary discrepancies including:
   - non qualifying airline cards/invitations
   - passengers arriving without documentation
2. describe the types of documents needed by passengers
3. describe the security standards for the executive lounge
4. identify special status passengers and describe how to deal with them
5. describe organisational procedures for:
   - dealing with passengers departing/arriving on domestic or international flights
   - dealing with passengers who do not speak English.

Unit 210 Maintain the comfort of passengers using the executive lounge

Outcome 3 Be able to maintain high customer service standards in the executive lounge

Assessment Criteria

The learner can:

1. provide passengers with newspapers, food and drink, if they ask
2. operate equipment in the executive lounge
3. keep food and drink stock levels at the organisation's preferred levels
4. dress appropriately at all times
5. maintain high levels of hygiene
6. make announcements to make sure that passengers board their flights in a timely manner
7. deal effectively and politely with passengers during flight delays in line with organisational guidelines
8. close the executive lounge when all passengers have departed.

Unit 210   Maintain the comfort of passengers using the executive lounge

Outcome 4   Know how to maintain high customer service standards in the executive lounge

Assessment Criteria

The learner can:

1. describe organisational procedures for:
    - dealing with passengers who are unfit or not capable of air travel
    - dealing with passengers who do not speak English
2. describe the security standards for the executive lounge
3. describe requirements and standards for food handling
4. describe how to operate the machinery in the executive lounge
5. describe how to order and rotate stock
6. describe how to carry out a stock take
7. describe how to deal with difficult passengers
8. describe organisational expected standards of dress and personal hygiene.

Unit 211 Prepare loads for and receive loads from aircraft

Level: 2
Credit value: 5
UAN number: J/600/9425

Unit aim

The purpose of this unit is for learners to demonstrate that they can prepare loads to be transported to an aircraft and receive loads from an aircraft.

Learning outcomes

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

1. Be able to prepare loads for transportation to aircraft
2. Know how to prepare loads for transportation to aircraft
3. Be able to receive loads from aircraft
4. Know how to receive loads from aircraft

Guided learning hours

It is recommended that **43** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

The purpose of this unit is for learners to demonstrate that they can prepare loads to be transported to an aircraft and receive loads from an aircraft.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

When assessing this unit the following definition should be used:
irregular items – this includes items such as ski's and prams

Unit 211   Prepare loads for and receive loads from aircraft

Outcome 1   Be able to prepare loads for transportation to aircraft

Assessment Criteria

The learner can:

1. obtain appropriate authority before preparing the load
2. obtain correct equipment and check it is in working order
3. interpret baggage tags or load labelling correctly
4. use correct handling equipment and lifting techniques to lift a load
5. load items carefully onto the correct transit equipment for the flight
6. secure load for transit
7. load items within the allocated time frame
8. protect loads from weather conditions
9. deal with damaged loads in line with organisational procedures
10. report load discrepancies to appropriate staff.

Unit 211 Prepare loads for and receive loads from aircraft

Outcome 2 Know how to prepare loads for transportation to aircraft

Assessment Criteria

The learner can:

1. describe the information contained on baggage tags and load labelling information
2. describe organisational procedures for reconciling baggage
3. list approved airport codes
4. describe organisational procedures for dealing with different types of load
5. describe types of loading conveyances and containers
6. explain how to use the loading equipment in a safe manner and the complementary safe manual handling procedures
7. describe the consequences of inappropriate manual handling of loads
8. identify organisational reporting processes
9. describe protection available for loads in different weather conditions
10. describe the importance of an awareness of possible hidden dangerous goods items
11. describe how to deal with different types of load including:
    - regular baggage
    - overweight or heavy baggage
    - oversize baggage
    - irregular items.

Unit 211 Prepare loads for and receive loads from aircraft

Outcome 3   Be able to receive loads from aircraft

Assessment Criteria

The learner can:
1. obtain appropriate authority before handling load
2. check appropriate conveyancing equipment is working properly
3. inform appropriate member of staff about damaged or malfunctioning equipment
4. interpret baggage tags/ load labelling information correctly
5. sort loads according to onward destination
6. off-load items onto the appropriate conveyancing equipment for the incoming flight without causing damage
7. use appropriate handling equipment and lifting techniques to lift the load
8. deal with damaged loads in line with organisational procedures
9. complete documents for the load
10. deal with incorrectly received loads in line with organisational procedures.

Unit 211 Prepare loads for and receive loads from aircraft

Outcome 4 Know how to receive loads from aircraft

Assessment Criteria

The learner can:
1. describe the information contained on baggage tags and load labelling information
2. identify approved airport codes
3. describe procedures for dealing with different types of load
4. describe types of loading conveyances and containers
5. explain how to use the loading equipment in a safe manner and the complementary safe manual handling procedures
6. describe the consequences of inappropriate handling of loads
7. identify appropriate reporting processes
8. describe how to deal with different types of load including:
    - regular baggage
    - overweight or heavy baggage
    - oversize baggage
    - irregular items.

Unit 212   Operate a vehicle airside

Level: 2
Credit value: 7
UAN number: J/600/9344

Unit aim

The purpose of this unit is for a learner to demonstrate occupational competence in operating a vehicle as part of their job role at an airport.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:
1. Be able to prepare a vehicle for airside use
2. Know and understand how to prepare a vehicle for airside use
3. Be able to manoeuvre a vehicle airside
4. Know and understand how to manoeuvre a vehicle airside
5. Be able to maintain procedures and practices which contribute to the safety of airside traffic and apron operations
6. Know and understand how to maintain procedures and practices which contribute to the safety of airside traffic and apron operations
7. Be able to comply with airside accident, hazard and emergency procedures
8. Know and understand how to comply with airside accident, hazard and emergency procedures

Guided learning hours

It is recommended that **58** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills Unit 19 – Operate a vehicle airside from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 212   Operate a vehicle airside

Outcome 1   Be able to prepare a vehicle for airside use

Assessment Criteria

The learner can:

1. make sure that personal driving authorisation is appropriate and current for the vehicle
2. inspect the vehicle before it is used to establish operational condition
3. take remedial action in response to any vehicle faults
4. confirm that the vehicle is lit and marked according to airside requirements
5. complete documents relating to using the vehicle in line with organisational procedures.

Unit 212   Operate a vehicle airside

Outcome 2   Know and understand how to prepare a vehicle for airside use

Assessment Criteria

The learner can:

1. describe organisational and regulatory standards for the operational condition of the vehicle
2. describe the types of faults that affect operational condition
3. explain why airside vehicle permits are required
4. describe types of authorisation, permits and licences needed to drive various vehicles
5. describe organisational procedures for reporting and recording vehicle faults
6. explain why routine vehicle maintenance is important.

Unit 212　Operate a vehicle airside

Outcome 3　Be able to manoeuvre a vehicle airside

Assessment Criteria

The learner can:
1. manoeuvre the vehicle in a controlled manner in all conditions
2. park the vehicle safely in correct areas in line with organisational procedures
3. follow airside road signs, markings, and traffic lights at all times
4. drive in a way that recognises other vehicle movements on the airfield
5. demonstrate how to give priority to moving aircraft
6. demonstrate how to maintain a safe distance between the vehicle and aircraft
7. make sure that all doors and shutters (where relevant) are closed when driving the vehicle
8. reverse the vehicle in line with aviation and organisational procedures
9. demonstrate vigilance when driving.

Unit 212 Operate a vehicle airside

Outcome 4 Know and understand how to manoeuvre a vehicle airside

Assessment Criteria

The learner can:

1. describe organisational procedures as they apply to airside traffic
2. explain the importance of airside safety instructions
3. describe airside areas including:
   - roads
   - apron areas
   - movement areas
   - runways
   - manoeuvring areas

   in relation to airside driving permit/ licence categories
4. identify airside road signs, markings, airfield lighting and traffic lights
5. identify aircraft runway and taxiway crossing points
6. describe the airport and stand layout
7. identify speed limits and explain why it is important to keep within the speed limit
8. describe airside parking regulations
9. explain types of aircraft servicing operations and the related vehicles, procedures and hazards
10. describe the characteristics of the vehicle being operated including;
    - height
    - length
    - width
    - handling/steering
    - specific hazards
11. identify vehicle reversing signals
12. describe regulations concerning reversing
13. describe low visibility notification and operating procedures
14. describe the effect that weather conditions have on driving airside including:
    - snow and ice
    - high winds
    - rain/surface water.

Unit 212 Operate a vehicle airside

Outcome 5 Be able to maintain procedures and practices which contribute to the safety of airside traffic and apron operations

Assessment Criteria

The learner can:

1. wear correct personal protective equipment (PPE) when driving
2. secure vehicle loads in line with organisational procedures
3. carry an airside driving permit, pass or licence in line with organisational procedures
4. take remedial action when foreign objects or spillages are seen on the airfield
5. report dangerous or unsafe practices to the correct person
6. get rid of all waste products in line with organisational procedures
7. take the most direct route between places on the airfield whenever possible
8. avoid obstructing other airside workers or operations whenever possible
9. keep access free for emergency services at all times.

Unit 212   Operate a vehicle airside

Outcome 6   Know and understand how to maintain procedures
                 and practices which contribute to the safety of
                 airside traffic and apron operations

Assessment Criteria

The learner can:

1. explain why personal protective equipment (PPE) needs to be appropriate to the task, the weather, visibility and noise level
2. identify the types of personal protective equipment (PPE) and describe the conditions in which they must be used, including:
    *   high visibility clothing
    *   hearing protection
    *   safety footwear
    *   those specific to the job
3. describe types of airside vehicles and the related hazards
4. describe hazards that could occur when driving airside
5. describe how to recognise whether aircraft are moving or about to move
6. describe how and when to use seatbelts on the airfield
7. describe identification and security procedures and regulations
8. describe types of and sources of foreign object debris and spillages, and organisational procedures for reporting them.

Unit 212   Operate a vehicle airside

Outcome 7   Be able to comply with airside accident, hazard and emergency procedures

Assessment Criteria

The learner can:

1. report all airside accidents and emergencies in line with organisational procedures
2. respond to airside accidents and emergencies in line with organisational procedures
3. deploy any fitted vehicle emergency equipment in line with organisational procedures
4. operate any fitted vehicle emergency equipment in line with organisational procedures.

Unit 212 **Operate a vehicle airside**

Outcome 8 Know and understand how to comply with airside accident, hazard and emergency procedures

Assessment Criteria

The learner can:

1. describe where the emergency cut-off switches, phones and alarms are and explain how to use them
2. describe organisational procedures for operating emergency cut-off switches, phones and alarms
3. describe where the first-aid equipment is
4. describe organisational procedures for dealing with airside hazards including:
    *   spillages
    *   dangerous goods
    *   livestock
    *   foreign object debris
    *   disabled vehicles/equipment
    *   disabled aircraft
5. describe the types of accidents and emergencies and organisational procedures for dealing with them including those involving:
    *   aircraft
    *   vehicles other than aircraft
    *   staff
    *   fire
    *   fuel spillage.

Unit 213 Inspect airside pavement surfaces and systems

Level: 2
Credit value: 4
UAN number: M/600/9421

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in inspecting airside pavement surfaces and systems.

Learning outcomes

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

1. Be able to inspect pavement surfaces
2. Know how to inspect pavement surfaces
3. Be able to inspect airside systems
4. Know how to inspect airside systems

Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills Unit 20 – Inspect airside pavement surfaces and systems from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 213 **Inspect airside pavement surfaces and systems**

Outcome 1 Be able to inspect pavement surfaces

Assessment Criteria

The learner can:
1. inspect airside surfaces systematically
2. take action when there are problems with airside surfaces
3. maintain constant communication with relevant people while on duty
4. complete records relating to inspection
5. use cleaning equipment in line with organisational procedures.

Unit 213   Inspect airside pavement surfaces and systems

Outcome 2   Know how to inspect pavement surfaces

Assessment Criteria

The learner can:
1. describe organisational inspection processes
2. identify and describe the importance of the operational log book
3. identify **airside surfaces**
4. describe organisational communication channels and procedures relating to inspecting pavement surfaces
5. describe how to use **cleaning equipment**
6. describe procedures for issuing security passes in relation to inspecting pavement surfaces
7. describe how to identify **surface damage** and deterioration
8. describe the relevant bodies relating to airside services
9. describe how to report any problems related to pavement surfaces
10. describe organisational processes for ensuring faults are rectified and signed off
11. describe the relevant bodies relating to airside services.

Range

Airside surfaces

Concrete, asphalt, sealing compound, apron markings, drains and access cover surrounds, foreign object debris (FOD)

Cleaning equipment

sweepers, equipment for clearing snow

Surface damage

different types of surface damage, surface damage requiring immediate action

Unit 213 **Inspect airside pavement surfaces and systems**

Outcome 3 Be able to inspect airside systems

Assessment Criteria

The learner can:
1. inspect airside systems and fixed apron services systematically
2. take action when there are problems with airside systems and fixed apron services
3. complete records relating to inspection
4. use cleaning equipment in line with organisational procedures.

Unit 213   Inspect airside pavement surfaces and systems

Outcome 4   Know how to inspect airside systems

Assessment Criteria

The learner can:

1. describe how **fixed apron services** work
2. describe how to identify damaged or missing apron services
3. describe how to report any problems with airside systems.

Range

Fixed apron services

Air bridge, fixed electrical ground power, pre-conditioned air, other fixed apron services not listed

Unit 214 Contribute to wildlife control on an airfield

Level: 2
Credit value: 6
UAN number: F/600/9424

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in contributing to wildlife control.

Learning outcomes

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

1. Be able to maintain an environment which is unattractive to birds and other wildlife which may be hazardous to aircraft
2. Know and understand how to maintain an environment which is unattractive to birds and other wildlife which may be hazardous to aircraft
3. Be able to disperse birds and other wildlife in the vicinity of the airfield
4. Know and understand how to disperse birds and other wildlife in the vicinity of the airfield

Guided learning hours

It is recommended that **51** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills Unit 21 – Contribute to wildlife control on the airfield from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 214 Contribute to wildlife control on an airfield

Outcome 1 Be able to maintain an environment which is unattractive to birds and other wildlife which may be hazardous to aircraft

Assessment Criteria

The learner can:

1. assess the areas around the airfield where birdstrike could be a danger to aircraft, using all available information sources
2. take action to make relevant areas unattractive to bird populations and other wildlife
3. give all parties involved information about bird and wildlife hazards that may be a danger to aircraft.

Unit 214   Contribute to wildlife control on an airfield

Outcome 2   Know and understand how to maintain an environment which is unattractive to birds and other wildlife which may be hazardous to aircraft

Assessment Criteria

The learner can:

1. identify and describe areas where wildlife control is required
2. describe why dangers caused by birds and wildlife are assessed and reassessed in relation to:
   - when, where and how often they occur
   - wildlife behaviour patterns
   - the nature and vulnerability the of the aircraft involved
   - the nature of the aerodrome
   - relevant bird migration, feeding, breeding and roosting patterns
   - problem bird and wildlife species
3. describe what actions to take to move birds away from areas of the airport and when to do so
4. identify birds most associated with:
   - coastal aerodromes
   - inland aerodromes
   - grass aerodromes
   - tarmac aerodromes
5. describe systems and procedures for reporting any hazards associated with birds and wildlife
6. describe how wildlife attractants can be monitored and controlled
7. identify the relevant people involved in wildlife control
8. describe what is involved in a habitat management scheme
9. describe how a robust habitat management regime can assist in managing birdstrike risk
10. describe the equipment and tools available to a wildlife control operative.

Unit 214   Contribute to wildlife control on an airfield

Outcome 3   Be able to disperse birds and other wildlife in the vicinity of the airfield

Assessment Criteria

The learner can:

1. select appropriate action to disperse birds according to local circumstances and aerodrome characteristics
2. vary the action taken to disperse birds and wildlife according to local circumstances and aerodrome characteristics
3. disperse birds and wildlife at appropriate times with regard to period of day and night
4. use equipment to disperse birds and wildlife in line with the operating procedures
5. record how birds and wildlife respond to dispersal, and patrol activity regardless of wildlife activity.

Unit 214   Contribute to wildlife control on an airfield

Outcome 4   Know and understand how to disperse birds and other wildlife in the vicinity of the airfield

Assessment Criteria

The learner can:

1. describe the characteristics of **aerodromes**
2. describe what bird/ wildlife response could be to dispersal
3. explain health and safety aspects relating to all equipment and methods used
4. explain local by-laws affecting the way bird-scaring equipment is operated
5. describe how to use the following:
    - bird distress call
    - visual scare/arm waving
    - dispersing pyrotechnic
    - lures
    - an automatic gas cannon
    - shooting/culling
    - use of falcons and model predators
6. describe static and mobile methods for dispersing birds and wildlife
7. identify the relevant people involved in the bird/wildlife scaring/control processes
8. describe organisational recording and reporting procedures
9. describe the importance of persistent dispersal in deterring birds and other wildlife from settling in the vicinity of the airfield
10. describe firearm and safety procedures.

Range

Aerodromes
Coastal aerodromes, inland aerodromes, grass aerodromes, tarmac aerodromes

Unit 215 Support aviation operations on the ground

Level: 2
Credit value: 6
UAN number: L/600/9670

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in supporting aviation operations on the ground.

Learning outcomes

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

1. Be able to collect and collate relevant aviation information
2. Know how to collect and collate relevant aviation information
3. Be able to communicate relevant aviation information
4. Know how to communicate relevant aviation information
5. Be able to respond to aviation emergencies
6. Know how to respond to aviation emergencies

Guided learning hours

It is recommended that **51** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills Unit 45 – Support aviation operations on the ground from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 215　Support aviation operations on the ground

Outcome 1　Be able to collect and collate relevant aviation information

Assessment Criteria

The learner can:

1. assist in the collection and collation of operational information on aircraft movements
2. record information on aircraft movement in line with organisational procedures
3. operate equipment in order to process information in line with organisational procedures.

Unit 215   Support aviation operations on the ground

Outcome 2   Know how to collect and collate relevant aviation information

Assessment Criteria

The learner can:

1. identify **operational information**
2. identify sources of aviation information
3. identify different forms of aviation information, aviation codes and protocols in use
4. identify the final recipients of aviation information
5. describe the purpose of airline ground operations manuals and the contents
6. describe the flight information display / system
7. identify reference sources for unknown or unrecognised codes and abbreviations
8. describe organisational procedures relating to recording and processing aviation information.

Range

Operational information

Routes, flight destinations, weather conditions, station or airport status, slot times/approved departure times

Unit 215   Support aviation operations on the ground

Outcome 3   Be able to communicate relevant aviation information

Assessment Criteria

The learner can:

1. pass relevant aviation information on to others
2. operate the ground to air radio in line with organisational procedures
3. respond to and initiate operational signals relating to inbound and outbound aircraft
4. use the information from standard International Air Transport Association (IATA) messages to disseminate information in line with organisational procedures.

Unit 215   Support aviation operations on the ground

Outcome 4   4. Know how to communicate relevant aviation information

Assessment Criteria

The learner can:

1. describe the legal requirements existing for licensing of aerodrome radios (ground to air)
2. describe organisational procedures for using ground to air radios
3. describe **IATA standard message** formats including:
4. describe the types of information which need to be distributed
5. identify who information should be passed to
6. describe organisational procedures relating the use of aviation information.

Range

IATA standard message

load distribution message (LDM), unit load device control message (UCM), unit load device stock check message (SCM), container/pallet distribution message (CPM), aircraft movement message (MVT)

Unit 215   Support aviation operations on the ground

Outcome 5   Be able to respond to aviation emergencies

Assessment Criteria

The learner can:

1. initiate an emergency alarm under correct circumstances in line with organisational procedures
2. respond to an emergency alarm in line with organisational procedures.

Unit 215 Support aviation operations on the ground

Outcome 6 Know how to respond to aviation emergencies

Assessment Criteria

The learner can:

1. describe what constitutes an aviation emergency
2. describe the local airport emergency plan
3. describe levels of personal responsibility within the emergency plan
4. describe levels of personal authority within any emergency plan
5. identify the location of **emergency manuals** including:
6. describe the purpose of emergency exercises
7. describe personal role in any airport or organisation emergency exercise
8. describe how to respond to a telephone bomb threat in line with organisational procedures
9. describe how to respond to a fire evacuation alarm
10. describe personal role in an **emergency** including:
11. list **emergency classifications** including:
12. describe organisational procedures for raising or responding to emergency alarms
13. describe organisational emergency reporting and recording procedures
14. describe personal duties as per the Cascade procedures and explain when these would be activated.

Range

Emergency manuals

Organisational emergency manuals, airline emergency manuals

Emergency

Aircraft, fire, medical, bomb warning

Emergency classifications

Local standby, full emergency, aircraft accident

Unit 216   Provide ticket desk services

Level: 2

Credit value: 6

UAN number: Y/600/9672

Unit aim

The purpose of the unit is for the learner to demonstrate that they can take travel booking requests from customers and process them using the appropriate system.

Learning outcomes

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

1.   Be able to provide correct travel booking information
2.   Know how to provide correct travel booking information
3.   Be able to process travel requirements and other services
4.   Know how to process travel requirements and other services

Guided learning hours

It is recommended that **41** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills Unit 46 – Provide ticket desk services from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 216 Provide ticket desk services

Outcome 1 Be able to provide correct travel booking information

Assessment Criteria

The learner can:

1. greet customers at the ticket desk in line with organisational guidelines
2. clarify customer requirements using suitable questioning techniques and listening skills
3. use airline ticketing IT to calculate the total cost of passengers travel requirements, giving accurate information to the passenger
4. respond promptly and positively to customers questions and comments in line with organisational guidelines
5. offer additional services in line with organisational procedures and airline policies
6. refer any matters outside personal area of responsibility to the correct person.

Unit 216 Provide ticket desk services

Outcome 2 Know how to provide correct travel booking information

Assessment Criteria

The learner can:
1. describe the different types of tickets currently available from customer airlines
2. describe the levels of tickets and services available from airlines handled
3. identify check-in open or closure times and onward connection times
4. identify baggage allowances
5. describe organisational security procedures
6. describe where to find accurate and up-to-date information to support the travel booking in accordance with customer airline requirements and organisational procedures
7. describe the booking conditions and restrictions that apply.

Unit 216 Provide ticket desk services

Outcome 3 Be able to process travel requirements and other services

Assessment Criteria

The learner can:
1. check and confirm the booking matches the customer's travel request
2. produce travel documentation correctly
3. complete a computer booking using relevant computer systems correctly
4. check the information shown on the travel document is correct prior to issue in line with organisational procedures
5. issue travel documents to the customer in line with organisational and airline procedures
6. handle the rebooking of passengers travel requirements in the event of a flight disruption or cancellation in line with airline procedure
7. handle payments from customers in line with organisational and airline procedures.

Unit 216   **Provide ticket desk services**

Outcome 4   Know how to process travel requirements and other services

Assessment Criteria

The learner can:

1. describe the types of travel documentation that can be issued
2. describe the meanings of basic terms and abbreviations used on travel documentation
3. identify three letter airport codes and where to find de-code information
4. describe the consequences of errors made in bookings
5. describe a single/return ticket, interline ticket, online ticket
6. explain the need for confidentiality and the implications of the Data Protection Act
7. describe how to issue travel documents in line with organisational procedures
8. describe the various methods of payments acceptable
9. describe how to record payment details in line with organisational procedures.

Unit 217 Operate specialist equipment in an airport environment

Level: 2
Credit value: 5
UAN number: K/600/9675

Unit aim

The purpose of this unit is for learners to show that they are occupationally competent in operating specialist equipment in an aviation environment.

Learning outcomes

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

1. Be able to select and check specialist equipment prior to use
2. Know how to select and check specialist equipment prior to use
3. Be able to use specialist equipment safely
4. Know how to use specialist equipment safely
5. Be able to shut down and secure equipment
6. Know how to shut down and secure equipment

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills Unit 47 – Operate specialist equipment in an airport environment from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 217   Operate specialist equipment in an airport environment

Outcome 1   Be able to select and check specialist equipment prior to use

Assessment Criteria

The learner can:

1. select the correct piece of specialist equipment to match the task
2. carry out a pre-use inspection to check the equipment is serviceable in line with organisational procedures
3. carry out a function check of the specialist equipment to ensure all operational functions are serviceable
4. check the operation of any safety devices fitted to the specialist equipment
5. refuel / recharge the equipment
6. report defects discovered in line with organisational procedures.

Unit 217 Operate specialist equipment in an airport environment

Outcome 2 Know how to select and check specialist equipment prior to use

Assessment Criteria

The learner can:
1. describe the different types of specialist equipment available at the airport location
2. describe which pieces of specialist equipment are suitable for which tasks / aircraft types
3. describe the types of defects which would make a piece of specialist equipment unsafe to use
4. describe the types of defect which need attention but do not impact on safety or operational performance
5. explain how to confirm the equipment has sufficient fuel / battery power for the task (if motorised equipment)
6. describe how to report and record defects in line with organisational procedures
7. describe how the regulations in place (Provision and use of work equipment regulations(PUWER)) are met by the organisation and personal training
8. explain who has responsibility for ensuring equipment is safe to operate
9. describe the penalties in place at the airport for operating equipment unsafely or in an unsafe condition.

Unit 217   Operate specialist equipment in an airport environment

Outcome 3   Be able to use specialist equipment safely

Assessment Criteria

The learner can:

1. identify all the operator controls and state the purpose
2. operate the specialist equipment in line with the specific training for the equipment
3. identify a number of hazards which may be associated with the equipment and explain the measures in place to safeguard these
4. manoeuvre the equipment into position safely with regard to other operators and service providers
5. seek guidance when manoeuvring the equipment around any obstructions or near an aircraft
6. operate the equipment safely and in line with organisational procedures
7. operate any safety features on the equipment to minimise hazards to themselves and others.

Unit 217 Operate specialist equipment in an airport environment

Outcome 4 Know how to use specialist equipment safely

Assessment Criteria

The learner can:

1. describe the correct method of operation of the specialist equipment in line with organisational policies and safe working procedures
2. describe the sequence and priority of access to the aircraft for equipment and service providers
3. describe what to do in the event of mechanical breakdown on the way to the aircraft and at the aircraft
4. describe what types of support may be needed in the event of a breakdown
5. identify who to advise in the event of breakdown of equipment
6. describe the correct vehicle guidance signals in line with International Air Transport Association (IATA) and Airport Handling Manual (AHM)
7. describe any special conditions of use for specialist equipment at the airport.

Unit 217   Operate specialist equipment in an airport environment

Outcome 5   Be able to shut down and secure equipment

Assessment Criteria

The learner can:

1. confirm the equipment is no longer required at the aircraft and that the operation is complete
2. brief any parties who may be affected by the removal of the equipment from the aircraft
3. seek guidance when manoeuvring the equipment around any obstructions or near an aircraft
4. manoeuvre the equipment to the correct parking area provided
5. shut down the equipment and make it safe prior to leaving it.

Unit 217 Operate specialist equipment in an airport environment

Outcome 6 Know how to shut down and secure equipment

Assessment Criteria

The learner can:

1. describe the time at which it is appropriate to remove the equipment from the aircraft
2. describe the correct area for parking equipment as defined by the airport
3. describe how weather and severe winds may affect the safe parking of equipment and what additional measures need to be taken
4. describe what to do in the event of mechanical breakdown when removing equipment from the aircraft side
5. describe the specific airport rules relating to leaving equipment in a safe and secure mode
6. describe the penalties that apply to illegal parking of equipment at the airport.

Unit 217 Operate specialist equipment in an airport environment

Evidence Requirements

For the purpose of this unit 'Specialist Equipment' refers to:

'Motorised or non-motorised equipment or machinery, which is designed to carry out a specific task in a specific environment (Airport)'.

'The operator of 'Specialist Equipment' will have to undergo specific training relating to the equipment in order that they may be able to operate the equipment safely'.

Therefore driving a car, van or similar piece of transport for which you hold a DVLA Licence would not qualify as a piece of 'Specialist Equipment'.

Unit 218 Marshal Aircraft (Fixed and Rotary)

Level: 2
Credit value: 5
UAN number: A/600/9678

Unit aim

The purpose of this unit is for learners to show that they are occupationally competent in marshalling aircraft.

Learning outcomes

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

1. Be able to prepare to marshal aircraft
2. Know how to prepare to marshal aircraft
3. Be able to marshal aircraft (Fixed and Rotary)
4. Know how to marshal aircraft (Fixed and Rotary)

Guided learning hours

It is recommended that **45** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills Unit 48 – Marshall Aircraft (Fixed and Rotary) from the Aviation Operations on the Ground suite.

Information on the most up to date Civil Aviation Authority (CAA) regulations can be found on the CAA website at **www.caa.co.uk**.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 218   Marshal Aircraft (Fixed and Rotary)
Outcome 1   Be able to prepare to marshal aircraft

Assessment Criteria

The learner can:

1. interpret signals from the flight deck crew of an aircraft correctly
2. prepare the aircraft stand/ramp area for activity
3. state the stand capabilities
4. wear the correct personal protective equipment (PPE) for marshalling
5. select the correct marshalling equipment
6. ensure that the stand area is clear of foreign object debris (FOD)
7. co-ordinate the actions of marshallers and other functions
8. recognise when a wing walker is required
9. identify which route the aircraft is to be marshalled.

Unit 218 Marshal Aircraft (Fixed and Rotary)

Outcome 2 Know how to prepare to marshal aircraft

Assessment Criteria

The learner can:

1. describe organisational and airports low visibility procedures
2. describe how to interpret signals from the flight deck crew of an aircraft
3. describe local operators/clients procedures and airport regulations as applicable
4. describe the personal protective equipment (PPE) required for marshalling
5. describe the health and safety risks to both themselves and others when preparing to marshal aircraft
6. identify what makes up the correct marshalling equipment
7. describe the dimensional characteristics of the aircraft that will be marshalled
8. describe the specific hazards to self and others
9. explain how to activate organisational emergency procedures when preparing to marshal.

Unit 218   Marshal Aircraft (Fixed and Rotary)
Outcome 3   Be able to marshal aircraft (Fixed and Rotary)

Assessment Criteria

The learner can:
1. use correct, clear signals in all conditions to allow the flight deck crew to position the aircraft
2. correctly interpret signals from the flight deck crew of the aircraft
3. wear the correct personal protective equipment (PPE) when marshalling
4. use correct marshalling equipment
5. coordinate the actions of additional marshallers
6. demonstrate an awareness of adjacent stand activity
7. provide the flight deck crew with guidance to safely position aircraft
8. demonstrate emergency signals.

Unit 218   Marshal Aircraft (Fixed and Rotary)

Outcome 4   Know how to marshal aircraft (Fixed and Rotary)

Assessment Criteria

The learner can:

1. describe the relevance of Civil Aviation Publication (CAP) 393, Section 2 rules of the air or military equivalents
2. describe the relevance of Civil Aviation Publication (CAP) 637, Visual aids handbook part 6 or military equivalents
3. describe organisational low visibility procedures
4. describe how to use and understand marshalling signals
5. describe how to marshal the aircraft by day and at night
6. describe the health and safety risks to themselves and others when marshalling aircraft
7. identify signals from the flight deck crew
8. describe local airlines procedures and signals
9. describe the personal protective equipment (PPE) required for marshalling
10. describe aircraft turning characteristics
11. describe how to activate organisational emergency procedures when marshalling aircraft.

Unit 218   Marshal Aircraft (Fixed and Rotary)
Evidence Requirements

The following is a list of items that must be assessed in specific assessment criteria:

In assessment criteria 2.2 the following signals should be assessed:
- brakes engaged
- brakes released
- insert chocks
- remove chocks
- ready to start engines
- disconnect and insert ground power
- air start unit (ASU)

In assessment criteria 4.4 the following signals should be assessed when assessing fixed wing:
- emergency stop
- proceed under guidance of another marshal
- move ahead
- open up starboard engine or turn to port
- open up port engine or turn to starboard
- stop
- start engines
- chocks inserted
- chocks away
- cut engines
- slow down
- slow down engines on indicated side
- this bay
- all clear
- marshalling finished
- release brakes
- engage brakes
- start engine(s)
- attach or detach the ground power unit (GPU)
- air start unit (ASU)
- fire

In assessment criteria 4.4 the following signals should be assessed when assessing rotary:
- emergency stop
- proceed under guidance of another marshal
- move ahead
- open up starboard engine or turn to port
- open up port engine or turn to starboard
- stop
- start engines
- chocks inserted
- chocks away
- cut engines

- slow down
- this bay
- all clear
- marshalling finished
- hover
- land
- move upwards
- move downwards
- move horizontally
- move back
- release load
- release brakes
- engage brakes
- start engine(s)
- attach or detach the ground power unit (GPU)
- air start unit (ASU)
- start/stop rotors
- fire

In assessment criteria 4.7 the following signals should be assessed:
- brakes engaged
- brakes released
- insert chocks
- remove chocks
- ready to start engines
- disconnect and insert ground power

In assessment criteria 4.10 the following should be assessed for fixed wing aircraft only
- wing growth effects and the 20% safe separation rule

The learner may also need to describe wing growth effects and the 20% safe separation rule.

Unit 219   Pushback aircraft

Level: 2
Credit value: 5
UAN number: T/600/9680

Unit aim

The purpose of this unit is for learners to demonstrate occupational competency in pushing back aircraft.

Learning outcomes

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

1. Be able to prepare to pushback aircraft
2. Be able to pushback aircraft
3. Know how to prepare to and pushback aircraft

Guided learning hours

It is recommended that **38** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills Unit 49 – Pushback aircraft from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 219 Pushback aircraft

Outcome 1 Be able to prepare to pushback aircraft

Assessment Criteria

The learner can:
1. wear the correct personal protective equipment (PPE)
2. ensure aircraft and stand/ramp area are prepared for pushback
3. work to organisational low visibility and adverse weather procedures
4. ensure aircraft tug and other equipment are fit for purpose
5. bypass/isolate aircraft steering
6. connect and disconnect the towing equipment
7. drive the aircraft tug.

Unit 219   Pushback aircraft

Outcome 2   Be able to pushback aircraft

Assessment Criteria

The learner can:

1. work to organisational low visibility and adverse weather procedures when required
2. use correct equipment for aircraft pushback
3. recognise when a wing walker is required during pushback
4. pushback and position aircraft safely, ensuring that safety clearances are adhered to
5. connect and disconnect equipment to aircraft following organisational procedures
6. recognise and react to hand signals from ground crew
7. recognise and react to signals from air crew
8. return vehicle using safe working practices
9. park equipment correctly after pushback.

Unit 219   Pushback aircraft

Outcome 3   Know how to prepare to and pushback aircraft

Assessment Criteria

The learner can:

1. describe the different types of aircraft and equipment
2. describe different aircraft towing equipment
3. describe different types of towing equipment
4. describe the capabilities and characteristics of aircraft
5. describe the capabilities and characteristics of pushback and associated equipment
6. describe the critical features of stand layout
7. describe the key features of airfield layout that affect pushback operations
8. describe airport and airline pushback procedures
9. describe how to complete an aircraft walkround
10. describe organisational emergency procedures, including:
    - fire
    - towbar separation
    - adverse weather conditions
11. describe vehicle warning systems.

Unit 220 Escort aircraft

Level: 2
Credit value: 4
UAN number: L/600/9698

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in escorting aircraft using a follow me vehicle.

Learning outcomes

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

1. Be able to prepare to escort aircraft
2. Be able to escort aircraft
3. Know how to prepare to and escort aircraft

Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills Unit 50 – Escort aircraft from the Aviation Operations on the Ground suite.

The most up to date Civil Aviation Authority (CAA) regulations can be found on the CAA website at **www.caa.co.uk**.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 220　Escort aircraft

Outcome 1　Be able to prepare to escort aircraft

Assessment Criteria

The learner can:
1. provide the correct documentation to drive airside
2. obtain the correct vehicle and equipment to escort the aircraft
3. ensure the equipment and vehicle is fit for purpose and clear of foreign object debris (FOD)
4. prepare the route for escorting the aircraft.

Unit 220   **Escort aircraft**

Outcome 2   Be able to escort aircraft

Assessment Criteria

The learner can:

1. use correct signs and signals in all conditions including:
   * day
   * night
   * low visibility
   * heat

   to allow the flight deck crew to follow the escorting vehicle
2. use the correct vehicle and equipment to escort the aircraft
3. safely escort aircraft in aerodrome movement area
4. safely escort aircraft in line with the airport's regulations
5. work to organisational low visibility procedures and adverse weather procedures.

Unit 220   Escort aircraft

Outcome 3   Know how to prepare to and escort aircraft

Assessment Criteria

The learner can:

1. describe organisational low visibility procedure
2. outline the relevance of Civil Aviation Publication (CAP) 393, Section 2 Rules of the air, or CAP 637, Visual Aids handbook part 6
3. describe how to use hand signals when escorting aircraft
4. describe organisational emergency procedures
5. describe organisational procedures for reverting to marshalling in an emergency
6. describe organisational procedures for radiotelephony
7. describe organisational requirements for driving airside
8. describe the airport procedures for free-ranging
9. identify signals from the flight deck crew including:

   - brakes engaged
   - brakes released

10. describe how to escort aircraft by day and at night.

Unit 220 Escort aircraft

Evidence Requirements

The following is a list of items that must be assessed in specific assessment criteria:

In assessment criteria 3.3 the following signals should be assessed:
- proceed under guidance of another marshal
- move ahead
- open up starboard engine or turn to port
- open up port engine or turn to starboard
- stop
- start engines
- chocks inserted
- chocks away
- cut engines
- slow down
- slow down engines on indicated side
- this bay
- all clear
- marshalling finished
- hover
- land
- move upwards
- move downwards
- move horizontally
- move back
- release load
- release brakes
- engage breaks
- start engine
- attach or detach the ground power unit (GPU)
- air start unit (ASU)

Unit 221   Tow aircraft

Level: 2
Credit value: 5
UAN number: A/600/9700

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in towing aircraft.

Learning outcomes

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

1. Be able to prepare to tow an aircraft
2. Be able to tow aircraft
3. Know how to prepare to and tow aircraft

Guided learning hours

It is recommended that **39** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills Unit 51 – Tow aircraft from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 221 Tow aircraft

Outcome 1 Be able to prepare to tow an aircraft

Assessment Criteria

The learner can:
1. wear the correct personal protective equipment (PPE)
2. ensure the aircraft tug and other equipment are fit for purpose
3. drive the aircraft tug
4. connect and disconnect the tow bar, if used
5. communicate with other members of the tow team utilising radio and hand signals
6. contribute to the briefing about the tow and challenge/question any areas of doubt or lack of understanding
7. assess weather conditions that may impact on the tow
8. communicate with the relevant Air Traffic Services
9. ensure the aircraft is prepared for towing
10. ensure the tow route and destination is understood by the tow team and that the start area is prepared for the tow
11. activate an emergency stop procedure and/or react to given emergency stop signals
12. work to organisational low visibility and adverse weather procedures.

Unit 221   Tow aircraft

Outcome 2   Be able to tow aircraft

Assessment Criteria

The learner can:

1. use correct equipment for towing an aircraft
2. recognise when to request additional assistance due to space restrictions
3. recognise and follow airport markings, signs and ground movement vehicles
4. tow and position aircraft safely ensuring that safety clearances are adhered to
5. connect and disconnect equipment to aircraft in line with organisational procedures
6. recognise and react to hand signals from ground crew
7. recognise and react to signals from the aircraft brake operator
8. interpret and initiate radio messages
9. park equipment correctly after towing
10. work to organisational low visibility and adverse weather procedures.

Unit 221 **Tow aircraft**

Outcome 3 Know how to prepare to and tow aircraft

Assessment Criteria

The learner can:

1. describe different types of ground equipment and their suitability for the aircraft to be towed
2. describe the limitations and characteristics of aircraft during towing
3. describe the capabilities and characteristics of towing equipment
4. describe the implications of the weather, particularly ice, snow and high winds on the tow
5. describe the critical features of stand layout
6. describe the key features of airfield layout that affect towing operations
7. identify airfield signs, markings and speed restrictions
8. describe organisational, airport and airline tow procedures including the minimum personnel requirements
9. describe aircraft walkround procedures
10. describe organisational emergency procedures related to towing aircraft
11. describe the vehicle warning systems.

Unit 222   Plan the loading of helicopters

Level: 2
Credit value: 7
UAN number: Y/600/9705

Unit aim

The purpose of this unit is for the learner to demonstrate occupational competence in planning the loading of helicopters.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:
1. Be able to specify loads for helicopter and flights
2. Know how to specify loads for helicopter and flights
3. Be able to specify helicopter loading procedures for flights
4. Know how to specify helicopter loading procedures for flights
5. Be able to monitor and approve helicopter loads and loading for flights
6. Know how to monitor and approve helicopter loads and loading for flights

Guided learning hours

It is recommended that **62** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills Unit 52 – Plan the loading of helicopters from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 222   Plan the loading of helicopters

Outcome 1   Be able to specify loads for helicopter and flights

Assessment Criteria

The learner can:

1. make sure specified load distribution will achieve minimum handling at each route station
2. tell all necessary parties about the specified load, weight and distribution
3. complete all documents in line with organisational procedures.

Unit 222 Plan the loading of helicopters

Outcome 2 Know how to specify loads for helicopter and flights

Assessment Criteria

The learner can:

1. describe aircraft weight limitations including:
   - maximum take-off weight
   - maximum landing weight
   - maximum zero fuel weight
   - aircraft prepared for service weight
   - wet operating weight
   - traffic load
2. describe the effects of unbalanced loading
3. identify International Air Transport Association (IATA) destination and standard operational codes and abbreviations
4. describe designators and locations of helicopter compartments
5. identify reference sources for load planning
6. describe the sequence of en route stations
7. describe the legal requirements in relation to helicopter load and balance
8. explain the importance of the use of actual weights for passengers and baggage
9. describe how to load baggage, cargo and mail in hold areas.

Unit 222   Plan the loading of helicopters

Outcome 3   Be able to specify helicopter loading procedures for flights

Assessment Criteria

The learner can:

1. make sure that organisational specified procedures for helicopter loading achieve minimum handling, restraint and cost without compromising safety
2. make sure that specified loading procedures for special cargo and restricted articles meet regulatory requirements
3. advise all necessary parties of organisational specified loading procedures
4. complete and process all documents required by the organisation as required including load sheets and balance charts relating to helicopter loading accurately and clearly.

Unit 222　Plan the loading of helicopters

Outcome 4　Know how to specify helicopter loading procedures for flights

Assessment Criteria

The learner can:

1. describe organisational loading procedures such as ground transportation, loading, packing, restraint and unloading
2. describe the types of dangerous goods, restricted articles and special loads
3. describe the sequence of en route stations
4. describe designators and locations of aircraft compartments
5. identify IATA destination and standard operational codes and abbreviations
6. identify destination names
7. describe the procedures for loading bulk and/or containers
8. describe the procedures for packing and loading dangerous goods, restricted articles and special loads
9. describe the safety requirements for ramp handling
10. describe how to load baggage, items and mail in cabin areas
11. explain the use of spreaders (load support)
12. describe safe load restraint methods
13. describe types of loading equipment.

Unit 222   Plan the loading of helicopters

Outcome 5   Be able to monitor and approve helicopter loads and loading for flights

Assessment Criteria

The learner can:

1. make sure that load, loading procedures and load restraint methods conform with specifications for helicopter and flight
2. resolve discrepancies in helicopter load, loading procedures and load restraint methods in line with organisational procedures
3. communicate and/or record alterations to load specification in line with organisational procedures
4. take action when shortfalls, irregularities or malpractice are observed during loading in line with organisational procedures.

Unit 222   Plan the loading of helicopters

Outcome 6   Know how to monitor and approve helicopter loads and loading for flights

Assessment Criteria

The learner can:

1. describe organisational loading procedures including ground transportation, loading, packing, restraint and unloading
2. identify reference sources for load planning
3. describe safety requirements for ramp handling
4. describe organisational procedures for resolving discrepancies with the load
5. describe organisational procedures for remedying and reporting shortfalls, irregularities or malpractice
6. describe how to complete and transmit load messages
7. explain safe load restraint methods
8. describe types of loading equipment.

Level: 2
Credit value: 5
UAN number: D/600/9706

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in inspecting and maintaining aeronautical ground lighting systems.

Learning outcomes

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

1. Be able to inspect aeronautical ground lighting systems
2. Know how to inspect aeronautical ground lighting systems
3. Be able to operate aeronautical ground lighting systems
4. Know how to operate aeronautical ground lighting systems

Guided learning hours

It is recommended that **39** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills Unit 53 – Inspect and maintain aeronautical ground lighting systems from the Aviation Operations on the Ground suite.

The most up to date Civil Aviation Authority (CAA) regulations can be found on the CAA website at **www.caa.co.uk**.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 223 Operate aeronautical ground lighting systems

Outcome 1   Be able to inspect aeronautical ground lighting systems

Assessment Criteria

The learner can:

1. inspect aeronautical ground lighting systems
2. complete records relating to inspection
3. take action when there are any problems with the aeronautical ground lighting systems
4. initiate follow up action in line with organisational maintenance procedures
5. maintain constant communication with relevant people while on duty.

Unit 223 Operate aeronautical ground lighting systems

Outcome 2 Know how to inspect aeronautical ground lighting systems

Assessment Criteria

The learner can:

1. describe the operational performance requirements of the relevant aeronautical ground lighting systems to meet Civil Aviation Publication (CAP) 168 requirements
2. describe how the relevant aeronautical ground lighting system functions and the necessary actions required to maintain performance standards
3. describe organisational procedures for recording aeronautical ground lighting inspections
4. describe how to report any problems with aeronautical ground lighting systems.

Unit 223   Operate aeronautical ground lighting systems

Outcome 3   Be able to operate aeronautical ground lighting systems

Assessment Criteria

The learner can:

1. take remedial action when there are problems with aeronautical ground lighting system performance
2. follow organisational procedures to carry out aeronautical ground lighting operations
3. maintain a clean and orderly work area when carrying out aeronautical ground lighting operations
4. constantly monitor for the presence of approaching aircraft or vehicles
5. complete work to agreed timescales
6. take action when work cannot be completed within agreed timescales
7. complete records to show the aeronautical ground lighting system operations carried out.

Unit 223   Operate aeronautical ground lighting systems

Outcome 4   Know how to operate aeronautical ground lighting systems

Assessment Criteria

The learner can:

1. describe organisational operation procedures for aeronautical ground lighting systems
2. describe standard safety and working practices in relation to aeronautical ground lighting operations
3. describe the action to be taken if aircraft or vehicles approach the area of work
4. describe organisational procedures for recording aeronautical ground lighting operations
5. describe organisational communication channels and procedures including how to report any problems.

Unit 224 Inspect and maintain ground power units

Level: 2
Credit value: 4
UAN number: K/600/9708

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in inspecting and maintaining ground power units.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be:
1. Be able to inspect ground power units
2. Know how to inspect ground power units
3. Be able to maintain ground power units
4. Know how to maintain ground power units

Guided learning hours

It is recommended that **31** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills Unit 54 – Inspect and maintain ground power units from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 224   Inspect and maintain ground power units
Outcome 1   Be able to inspect ground power units

Assessment Criteria

The learner can:

1. inspect all relevant ground power units for satisfactory performance, including;
   - fixed electrical ground power
   - mobile units
2. assess the risks associated with the operation of ground power units
3. complete records relating to inspection
4. take action when there are any problems with the ground power units
5. initiate follow up action in line with organisational maintenance procedures
6. maintain constant communication with relevant people while on duty.

Unit 224　Inspect and maintain ground power units

Outcome 2　Know how to inspect ground power units

Assessment Criteria

The learner can:

1. describe the operational performance requirements of the relevant systems to meet specified standards
2. describe how the relevant system functions and the necessary measures required to maintain performance standards
3. identify the hazards associated with the operation of ground power units
4. describe organisational procedures for recording inspections of ground power units
5. describe how to report any problems related to ground power units.

Unit 224   Inspect and maintain ground power units

Outcome 3   Be able to maintain ground power units

Assessment Criteria

The learner can:

1. take action when there are problems with system performance
2. assess the risks associated with the operation of ground power units
3. take action to ensure that the equipment to be worked on is isolated in accordance with the requirements of organisational safe working procedures
4. follow organisational procedures to carry out maintenance operations
5. maintain a clean and orderly work area when carrying out maintenance operations
6. constantly monitor for the presence of approaching aircraft or vehicles
7. complete work to agreed timescales
8. take action when work cannot be completed within agreed timescales
9. complete records to show the work carried out on ground power units.

Unit 224 Inspect and maintain ground power units

Outcome 4 Know how to maintain ground power units

Assessment Criteria

The learner can:

1. describe organisational safe working procedures for isolation of the ground power units
2. describe organisational routine maintenance procedures for ground power units
3. identify the equipment and materials used to carry out the maintenance on ground power units
4. describe the action to be taken if aircraft or vehicles approach the area of work
5. describe organisational procedures for recording ground power unit maintenance
6. describe organisational communication channels and procedures including how to report any problems.

Unit 225   Inspect and maintain aircraft fuelling systems

Level: 2
Credit value: 5
UAN number: H/600/9710

Unit aim
The purpose of this unit is for learners to demonstrate occupational competence in inspecting and maintaining aircraft fuelling systems.

Learning outcomes
There are **four** learning outcomes to this unit. The learner will be:
1. Be able to inspect aircraft fuelling systems
2. Know how to inspect aircraft fuelling systems
3. Be able to maintain aircraft fuelling systems
4. Know how to maintain aircraft fuelling systems

Guided learning hours
It is recommended that **39** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is directly related to GoSkills Unit 55 – Inspect and maintain aircraft fuelling systems from the Aviation Operations on the Ground suite.

The most up to date Civil Aviation Authority (CAA) regulations can be found on the CAA website at **www.caa.co.uk**.

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

Assessment
This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 225 Inspect and maintain aircraft fuelling systems

Outcome 1 Be able to inspect aircraft fuelling systems

Assessment Criteria

The learner can:

1. ensure basic compliance with statutory and mandatory requirements for aviation fuel safety
2. implement the necessary steps to meet the airport's petroleum safety procedures
3. inspect all relevant aircraft fuelling systems
4. complete records relating to inspection
5. take action when there are any problems with the aircraft fuelling systems
6. initiate follow up action in line with organisational maintenance procedures
7. maintain constant communication with relevant people while on duty.

Unit 225   Inspect and maintain aircraft fuelling systems
Outcome 2   Know how to inspect aircraft fuelling systems

Assessment Criteria

The learner can:

1. describe their personal responsibilities for compliance with Air Navigation Order 2000 Article 103 and Civil Aviation Publication (CAP) 748
2. describe the airport's specific petroleum safety procedures to meet CAP 748 requirements
3. describe how the relevant aircraft fuelling system functions and the necessary levels required to maintain performance standards
4. describe organisational procedures for recording inspections of aircraft fuelling systems
5. explain how to report any problems with aircraft fuelling systems.

Unit 225 Inspect and maintain aircraft fuelling systems

Outcome 3 Be able to maintain aircraft fuelling systems

Assessment Criteria

The learner can:

1. take action when there are problems with system performance
2. implement the necessary steps to meet the airport's petroleum safety procedures
3. take action to ensure that the equipment to be worked on is isolated in line with organisational procedures
4. follow organisational procedures to carry out maintenance operations
5. maintain a clean and orderly work area when carrying out maintenance operations
6. constantly monitor for the presence of approaching aircraft or vehicles
7. complete work to agreed timescales
8. take action when work cannot be completed within agreed timescales
9. complete records to show the work that has been carried out on aircraft fuelling systems.

Unit 225 Inspect and maintain aircraft fuelling systems

Outcome 4 Know how to maintain aircraft fuelling systems

Assessment Criteria

The learner can:

1. describe organisational safe working procedures for isolation of the appropriate aircraft fuelling systems
2. describe organisational routine maintenance procedures for aircraft fuelling systems
3. identify the equipment and materials used to carry out the maintenance of aircraft fuelling systems
4. describe the action to be taken if aircraft or vehicles approach the area of work
5. describe organisational procedures for recording aircraft fuelling system maintenance
6. describe organisational communication channels and procedures including how to report any problems.

Unit 226   Use radio telephony when driving on the manoeuvring area

Level: **2**
Credit value: **5**
UAN number: **A/600/9731**

Unit aim

The purpose of this unit is to ensure a learner is competent in using radio telephony in the aviation environment.

Learning outcomes

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

1. Be able to check radio equipment prior to use
2. Know how to check radio equipment prior to use
3. Be able to use radio telephony in aviation
4. Know how to use radio telephony in aviation

Guided learning hours

It is recommended that **36** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills National Occupational Standard Unit 58 - Monitor aircraft fuelling system performance from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 226 **Use radio telephony when driving on the manoeuvring area**

Outcome 1 Be able to check radio equipment prior to use

Assessment Criteria

The learner can:

1. check the radio functions in line with organisational procedures
2. report and/or record faults in line with organisational procedures
3. identify appropriate frequency/channel(s) setting for a task.

Unit 226 **Use radio telephony when driving on the manoeuvring area**

Outcome 2 Know how to check radio equipment prior to use

Assessment Criteria

The learner can:

1. describe the operating functions of the radio including:
   * power
   * volume control
   * transmission button
   * frequency selection
   * squelch
2. describe organisational procedures for:
   * reporting radio equipment faults
   * recharging portable radio equipment.

Unit 226   **Use radio telephony when driving on the manoeuvring area**

Outcome 3   Be able to use radio telephony in aviation

Assessment Criteria

The learner can:
1. operate the radio equipment selected for the task in line with organisational procedures/aerodrome standards
2. use correct terminology when engaged in radio communication in line with organisational procedures/aerodrome standards
3. engage in a sequence of radio communication involving the passing and receipt of information and confirmation using read-back
4. validate unclear communication in line with organisational procedures/aerodrome standards
5. deal with a communication failure in line with organisational procedures/aerodrome standards
6. deal with radio equipment failure in line with organisational procedures
7. carry out 'free-ranging' in accordance with airside driving permit.

Unit 226   Use radio telephony when driving on the manoeuvring area

Outcome 4   Know how to use radio telephony in aviation

Assessment Criteria

The learner can:

1. identify transmission terminology for letters, numbers and time
2. identify standard words, prowords and phrases relative to own role, including emergency phraseology
3. identify calls signs relative to own role
4. describe phraseology specific to the task being performed
5. describe construction of communication, requests for repetition, corrections and confirmations
6. describe the readability scale
7. identify transmitting technique
8. describe organisational procedures for:
   - radio failure
   - communication failure
   - emergencies
9. describe low visibility procedures and the restrictions imposed upon airfield movements & communication procedures
10. describe 'prevention of runway' incursions
11. describe surface markings hold points, runway guard lights and light bars, CAT I, II & III
12. identify restricted areas.

Unit 227 Communicate with an aircraft operating crew using a headset

Level: 2
Credit value: 5
UAN number: F/600/9732

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in communicating with an aircraft operating crew using a headset.

Learning outcomes

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

1. Be able to prepare to use a headset
2. Know how to prepare to use a headset
3. Be able to operate a headset in an airport environment
4. Know how to operate a headset in an airport environment

Guided learning hours

It is recommended that **38** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills Unit 60 – Communicate with an aircraft operating crew using a headset from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 227   Communicate with an aircraft operating crew using a headset

Outcome 1   Be able to prepare to use a headset

Assessment Criteria

The learner can:

1. select and wear correct personal protection equipment (PPE) in line with organisational procedures
2. check operational condition of headset in line with organisational procedures
3. locate and open the aircraft headset connection panel in line with organisational procedures
4. connect the headset to the aircraft and instigate communication with the aircraft operating crew in line with organisational procedures
5. report and/or record faults in line with organisational procedures.

Unit 227   Communicate with an aircraft operating crew using a headset

Outcome 2   Know how to prepare to use a headset

Assessment Criteria

The learner can:

1. explain safety requirements including:
    *   personal protection equipment (PPE)
    *   aircraft hazards
    *   adverse weather
    *   walking routes
2. describe the correct headset for the aircraft to be connected to
3. describe connection and disconnection procedures for the aircraft to be connected to including the opening and closure of any headset connection panel
4. describe the operating functions of the headset
5. describe how to check the headset and accompanying parts for faults; what faults are identifiable and how to report and document faults in line with organisational procedures
6. describe organisational procedures for meeting an aircraft on arrival.

Unit 227 Communicate with an aircraft operating crew using a headset

Outcome 3 Be able to operate a headset in an airport environment

Assessment Criteria

The learner can:

1. use the correct terminology when communicating with the aircraft operating crew in line with organisational procedures
2. brief all ground crew involved on the planned aircraft movement including non-standard engine start procedures and specific hazards associated with the planned movement in line with organisational procedures
3. use hand signals to communicate with the ground crew in line with organisational procedures
4. use hand signals to communicate with the flight crew in line with organisational procedures
5. complete pre aircraft movement checks in line with organisational procedures
6. insert and remove by-pass pins in line with organisational procedures
7. end communication with the aircraft operating crew and disconnect the headset in line with organisational procedures
8. close and secure the panel in line with organisational procedures
9. deal with an emergency situation, eg engine start fire, in line with organisational procedures.

Unit 227 Communicate with an aircraft operating crew using a headset

Outcome 4 Know how to operate a headset in an airport environment

Assessment Criteria

The learner can:

1. describe the hazards associated with the aircraft about to be connected to
2. describe the hazards associated with walking with an aircraft when operating a headset
3. describe the checks to be performed before the moving of the aircraft in line with organisational procedures, including:
   - a visual inspection to verify that all doors and hatches are closed
   - that all ground support equipment has been detached and removed to a safe distance
   - verification that any loading bridge and associated cables/connections have been removed
   - a visual inspection of all surfaces for contamination and free of new damage
   - a visual inspection of the landing gears olio extension
   - a visual inspection for leaks of fuel and/or fluids
   - a visual inspection of the area of operation to ensure that it is clear of foreign object debris (FOD) and obstructions
   - a visual inspection that all chocks have been removed
4. describe how to report unacceptable findings from the checks listed above
5. describe organisational verification procedure to release the aircraft for departure or ground movement
6. describe organisational procedures for any movement process (pushback, towing etc) to be completed
7. describe organisational procedures for the use of by-pass pins
8. describe the restrictions of the aircraft about to be moved
9. demonstrate the standard hand signals required to communicate instructions to other members of the ground crew and/or flight crew
10. describe organisational procedures for briefing other ground crew members of the aircraft movement about to be undertaken
11. explain phraseology specific to the task being performed
12. describe organisational procedures for communication failure during the aircraft movement process
13. describe organisational procedures for non-standard events (including, engine start required before movement, ground power unit (GPU), air start unit (ASU), shear-pin failure etc.)
14. describe the additional hazards associated with using a headset in adverse weather
15. explain the additional hazards associated with an aircraft movement in adverse weather
16. describe organisational procedures in the event of an emergency related to the aircraft movement process
17. Describe organisational procedures for, as a minimum: shear pin failure, engine start fire
18. Describe organisational procedures for an emergency stop during an aircraft movement process.

Unit 227   Communicate with an aircraft operating crew using a headset

Evidence Requirements

The following is a list of items that must be assessed in specific assessment criteria:

In assessment criteria 4.13 the following procedures should be described:
- Engine start required before movement
- Ground power unit failure
- Air start unit failure
- Shear-pin failure

Unit 228   Respond to fire and rescue incidents at an airport

Level: 2
Credit value: 9
UAN number: Y/600/9736

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in responding to fire and rescue incidents at an airport.

Learning outcomes

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

1. Be able to maintain operational readiness
2. Know how to maintain operational readiness
3. Be able to save and preserve endangered life at aircraft incidents
4. Know how to save and preserve endangered life at aircraft incidents
5. Be able to control and extinguish fire at aircraft incidents
6. Know how to control and extinguish fire at aircraft incidents
7. Be able to test and maintain operational equipment and resources
8. Know how to test and maintain operational equipment and resources
9. Know how to respond to fire and rescue incidents at an airport

Guided learning hours

It is recommended that **75** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills Unit 61 – Respond to fire and rescue incidents at an airport from the Aviation Operations on the Ground suite.

The most up to date Civil Aviation Authority (CAA) regulations can be found on the CAA website at **www.caa.co.uk**.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 228 Respond to fire and rescue incidents at an airport

Outcome 1 Be able to maintain operational readiness

Assessment Criteria

The learner can:

1. receive and interpret information to pinpoint where an incident has occurred within the airport boundaries
2. give directions for the quickest way to get to an incident location
3. receive and interpret information from relevant sources using relevant systems; communicate this information with internal and external sources using organisational systems
4. assess the requirement/s for personal and operational equipment for use in an incident
5. complete documents and records in line with organisational procedures.

Unit 228 Respond to fire and rescue incidents at an airport

Outcome 2 Know how to maintain operational readiness

Assessment Criteria

The learner can:

1. describe the airport's emergency procedures
2. describe the topography of the airport including:

    - runways
    - taxiways
    - other operational areas

    and select the quickest methods of getting to any part of the site
3. explain airport driving regulations
4. describe the airport's Fire and Rescue response structure and their personal role and responsibilities within that structure
5. describe how to treat colleagues and others with respect and consideration, taking account of, and accepting, diversity and the stresses that they and others can be under
6. explain what is meant by Initial Emergency Medical Aid (IEMA) and casualty handling
7. describe relevant rescue techniques
8. describe relevant casualty treatment procedures.

Unit 228   Respond to fire and rescue incidents at an airport

Outcome 3   Be able to save and preserve endangered life at aircraft incidents

Assessment Criteria

The learner can:
1. receive information and clearly explain the objectives and the associated risks
2. prioritise actions to meet the urgency of the individual's condition or threat to life
3. take action to minimise the risks, actual and potential, to themselves and others
4. select and use equipment according to the risks and the need/s of the rescue
5. ensure that casualties are moved to a place of safety whilst minimising further injury and stress
6. administer treatment to minimise further injury and suffering during the rescue within their level of expertise
7. ensure that treatment outside their area of expertise is communicated to the relevant people
8. reassure casualties in a calm and considerate manner
9. communicate and liase with other agencies involved in the rescue in a manner that is co-operative and relevant to the rescue
10. apply the principles of risk assessment during the rescue process
11. return personal and operational resources to the correct location
12. report any defects on personal and operational resources in line with organisational procedures
13. complete records and reports in line with organisational procedures.

Unit 228 **Respond to fire and rescue incidents at an airport**

Outcome 4 Know how to save and preserve endangered life at aircraft incidents

Assessment Criteria

The learner can:
1. describe the lines of communication within the organisation
2. describe how to identify places of safety at an incident site
3. explain how to recognise and support distressed people
4. describe how to prioritise casualties and when and how to apply immediate casualty handling techniques
5. explain relevant rescue techniques
6. explain relevant casualty treatment procedures.

Unit 228 Respond to fire and rescue incidents at an airport

Outcome 5 Be able to control and extinguish fire at aircraft incidents

Assessment Criteria

The learner can:
1. receive information and clearly explain the objectives and the associated risks
2. select and use equipment according to the risks and objectives
3. use the equipment within its limitations and capabilities to meet the needs of the incident and the known and anticipated risks
4. identify the extent, nature and location of the incident and report this in line with organisational procedures
5. apply the principles of risk assessment during their involvement with the incident
6. maintain access and a way out for themselves and others
7. complete records and reports in line with organisational procedures.

Unit 228 **Respond to fire and rescue incidents at an airport**

Outcome 6 Know how to control and extinguish fire at aircraft incidents

Assessment Criteria

The learner can:
1. describe the causes, effects and behaviours of fire
2. describe the methods of controlling and extinguishing fire
3. describe the records and reports, requirements and methods relating to fire and rescue.

Unit 228 Respond to fire and rescue incidents at an airport

Outcome 7 Be able to test and maintain operational equipment and resources

Assessment Criteria

The learner can:
1. identify items of personal or operational equipment for testing and plan to meet the agreed schedules and operational demands
2. risk assess the work area to be used for conducting fit for purpose test
3. complete all tests in line with organisational procedures
4. take action to report defects or deficiencies in line with organisational procedures
5. mark defective items and place them in the correct location in line with organisational procedures
6. return item/s that were successfully tested to the correct location ready for immediate operational use
7. return test and support equipment used during the test process to the correct location, ready to be used again
8. check supplies of consumables against specified levels and action replenishment, if required, in line with organisational procedures
9. update test records in line with organisational procedures.

Unit 228 **Respond to fire and rescue incidents at an airport**

Outcome 8 Know how to test and maintain operational equipment and resources

Assessment Criteria

The learner can:
1. describe how to maintain personal and operational resources
2. describe how and where to source relevant information relating to the maintenance of personal and operational equipment
3. describe organisational schedule of testing and maintaining personal and operational equipment
4. describe records and reports, requirements and methods in relation to fire and rescue.

Unit 228   **Respond to fire and rescue incidents at an airport**

Outcome 9   Know how to respond to fire and rescue incidents at an airport

Assessment Criteria

The learner can:
1. describe the hazards and risks of the workplace
2. describe the roles, responsibilities and limits of authority of people who have emergency roles
3. describe organisational systems and methods of communication
4. describe how to make and apply decisions based on the assessment of risk
5. describe how to apply practices that maximise health and safety
6. describe how to communicate clearly and effectively with a range of people
7. describe the capabilities and limitations of operational and personal equipment
8. describe how to select and use personal and operational equipment.

Unit 229   Load and unload aircraft

Level: 2
Credit value: 8
UAN number: A/600/9342

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in loading and unloading aircraft.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Be able to prepare for the transfer of loads to and from aircraft
2. Know how to prepare for the transfer of loads to and from aircraft
3. Be able to transfer loads to and from aircraft
4. Know how to transfer loads to and from aircraft

Guided learning hours

It is recommended that **67** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills Unit 17 – Load and unload aircraft from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 229   Load and unload aircraft

Outcome 1   Be able to prepare for the transfer of loads to and from aircraft

Assessment Criteria

The learner can:
1. transfer load to and from aircraft prior to operations to maintain work practices
2. make sure that enough resources are available to transfer the load
3. make sure the vehicle is in an appropriate position for the transfer
4. make sure the vehicle is immobile and stable before the start of the transfer
5. open and close access points in line with organisational procedures.

Unit 229 **Load and unload aircraft**

Outcome 2 Know how to prepare for the transfer of loads to and from aircraft

Assessment Criteria

The learner can:

1. describe personal responsibilities under appropriate legislation relevant to the load to be transferred
2. explain the authorisation procedures to transfer a load
3. describe the resources that can be used for loading and unloading and equipment relevant to the load being transferred
4. describe the hazards associated with transferring loads and organisational procedures relating to opening and closing access points
5. describe how to label and mark loads.

Unit 229   Load and unload aircraft

Outcome 3   Be able to transfer loads to and from aircraft

Assessment Criteria

The learner can:
1. maintain work practices to transfer loads in line with local conditions
2. operate equipment for transferring loads in line with organisational procedures
3. store loads after being transferred in line with organisational procedures
4. take remedial action when problems related to transferring the load are identified
5. close access points after the load has been transferred
6. use documents relating to load in line with organisational procedures.

Unit 229 Load and unload aircraft

Outcome 4 Know how to transfer loads to and from aircraft

Assessment Criteria

The learner can:
1. explain why it is important to know the characteristics of the load being transferred and any special handling or storage considerations including load restraint
2. describe aircraft movement when transferring load
3. describe loading and unloading equipment relevant to the load, including:
   - different types
   - functions
   - operational characteristics
   - safety features
   - how to use them correctly
4. describe organisational procedures relating to the transferring of loads during poor weather
5. describe organisational reporting procedures relating to transferring loads.

Unit 230   Carry out airside maintenance operations

Level:	2
Credit value:	5
UAN number:	F/600/9343

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in carrying out airside maintenance operations

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Be able to prepare for airside maintenance operations
2. Know how to prepare for airside maintenance operations
3. Be able to carry out airside maintenance operations
4. Know how to carry out airside maintenance operations

Guided learning hours

It is recommended that **43** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills Unit 18 – Carry out airside maintenance operations from the Aviation Operations on the Ground suite

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment

Unit 230   Carry out airside maintenance operations

Outcome 1   Be able to prepare for airside maintenance operations

Assessment Criteria

The learner can:

1. identify materials and equipment required to carry out airside maintenance operations
2. take action where materials/equipment are faulty or unavailable
3. find out whether any other activities are taking place where the airside maintenance is being carried out
4. take action where there is a conflict between airside maintenance operations and other activities in the area.

Unit 230   Carry out airside maintenance operations

Outcome 2   Know how to prepare for airside maintenance operations

Assessment Criteria

The learner can:

1. describe what is meant by airside maintenance operations, including:
   - cleaning and sweeping
   - surface repairs
   - inspections
   - systems repairs
   - marking operations
   - putting up and maintaining signs
2. identify sources of information about maintenance operations
3. describe the equipment used to carry out airside maintenance operations
4. describe the materials used to carry out airside maintenance operations
5. describe how to:
   - section off areas
   - postpone maintenance
   - rearrange maintenance
   - use warning signs
   - stop other activities
6. describe ways of resolving conflict between airside maintenance operations and other activities.

Unit 230 **Carry out airside maintenance operations**

Outcome 3 Be able to carry out airside maintenance operations

Assessment Criteria

The learner can:
1. follow organisational procedures to carry out airside maintenance operations
2. maintain a clean and orderly work area when carrying out airside maintenance operations
3. complete work to agreed timescales
4. take action when work cannot be completed within agreed timescales
5. complete records to show the work carried out.

Unit 230   Carry out airside maintenance operations

Outcome 4   Know how to carry out airside maintenance operations

Assessment Criteria

The learner can:

1. describe organisational procedures for:
    - carrying out routine maintenance
    - recording airside operations
2. describe standard safety and working practices in relation to airside operations.

Unit 231 Maintain a hazard free airside environment

Level: 2
Credit value: 6
UAN number: M/600/9323

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in maintaining a hazard free airside environment.

Learning outcomes

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

1. Be able to minimise risks from airside hazards
2. Know how to minimise risks from airside hazards
3. Be able to take action in the event of an airside emergency
4. Know how to take action in the event of an airside emergency

Guided learning hours

It is recommended that **53** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills Unit 9 – Maintain a hazard free airside environment from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 231   Maintain a hazard free airside environment
Outcome 1   Be able to minimise risks from airside hazards

Assessment Criteria

The learner can:
1. identify airside hazards
2. take action in response to identified airside hazards
3. make sure that work practices do not increase the risk from airside hazards
4. report accidents, incidents and near misses in line with organisational procedures
5. report training needs to an appropriate authority.

Assessment Criteria

The learner can:

1. describe organisational and regulatory requirements relating to airfield safety
2. identify possible threats to aircraft
3. describe the standard of lighting which should be provided on aprons
4. describe how to maintain the separation of people and aircraft
5. describe how to reduce the risk of manual handling injuries during baggage handling
6. describe correct manual handling techniques
7. describe how to reduce risks to people and aircraft from:
    *   moving vehicles
    *   high-risk tasks
8.   describe how to reduce risks from the use of aircraft access equipment including:
    *   how to safely open aircraft doors
    *   how to safely open aircraft holds
    *   uncovered aircraft access points
9. describe how to reduce risks from:
    *   moving aircraft
    *   live aircraft engines
10. describe how to reduce the risk of noise exposure
11. identify hazardous substances which may be found on an airfield
12. describe how to assess risk from these hazardous substances, including:
    *   those used in a work activity
    *   those arising from a work activity
13. describe how to wear and the effectiveness of personal protective equipment (PPE)
14. describe the procedures for the standard operation of airbridges and how risks can be reduced
15. describe safety practices for parking aircraft
16. describe hazards arising from:
    *   aircraft engines
    *   propellers
    *   rotors and downdraft
17. describe hazards to aircraft engines, propellers and rotors arising from Foreign Object Debris (FOD)
18. describe how to identify and dispose of Foreign Object Debris (FOD)
19. describe hazards arising from:
    *   departure of aircraft
    *   arrival of aircraft
20. describe hazards arising from:
    *   adverse weather conditions
    *   low visibility.

Unit 231 Maintain a hazard free airside environment

Outcome 3 Be able to take action in the event of an airside emergency

Assessment Criteria

The learner can:

1. take action when problems are identified in airside emergency equipment
2. raise the alarm in response to airside emergencies in line with organisational procedures
3. carry out designated airside emergency responsibilities in line with organisational procedures
4. wear appropriate personal protective equipment (PPE) when responding to airside emergencies
5. operate airside emergency equipment in line with organisational procedures
6. maintain communication with designated people throughout the airside emergency
7. take action to reduce risks from airside hazards throughout the emergency.

Unit 231   **Maintain a hazard free airside environment**

Outcome 4   Know how to take action in the event of an airside emergency

Assessment Criteria

The learner can:

1. describe organisational and regulatory requirements relating to airfield emergency procedures
2. describe personal responsibilities in an emergency
3. describe how to operate airside emergency equipment.

Unit 232 Operate an IT system in the aviation industry

Level: 2
Credit value: 2
UAN number: H/600/9741

Unit aim

The purpose of this unit is for learners to demonstrate that they can use an IT system available in their organisation which is relevant to their work.

Learning outcomes

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

1. Be able to use an IT system
2. Know how to use an IT system

Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills National Occupational Standard Unit 66 – Operate an IT System in the aviation industry from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 232   Operate an IT system in the aviation industry

Outcome 1   Be able to use an IT system

Assessment Criteria

The learner can:
1. start up and correctly use the different types of IT systems and hardware used in their work
2. use IT hardware in a way that conforms with good health and safety practice
3. identify and correct common errors on the IT systems and hardware used
4. seek immediate assistance when difficulties occur with the IT system
5. maintain work schedules during system failures and ensure files are updated when the system is restored
6. close down the IT system without damage and maintaining security of data
7. ensure computer hardware is kept securely located
8. have regard for relevant legal regulations when operating IT systems.

Unit 232   Operate an IT system in the aviation industry

Outcome 2   Know how to use an IT system

Assessment Criteria

The learner can:

1. describe the computer hardware available in the organisation and how to optimise its use
2. describe the health and safety requirements in operating IT hardware
3. describe the limits of own personal IT technical competence and how to get appropriate advice on both the use of IT systems and remedial action in the event of a system failure
4. describe the effect of system failures on own work and the importance of updating data in the IT system when the failure has been rectified
5. describe the IT systems closing down procedure and the organisation's policy for storing and securing data
6. describe the relevant security and legal regulations including data protection legislation, copyright and appropriate health and safety legislation.

Unit 233 Identify and resolve aviation problems

Level: 2
Credit value: 3
UAN number: T/600/9338

Unit aim

The purpose of this unit is for learners to demonstrate that they can identify and resolve common aviation problems and review how the problems have been solved.

Learning outcomes

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

1. Be able to identify aviation problems and propose options to resolve them
2. Know how to identify aviation problems and propose options to resolve them
3. Be able to implement the solution to aviation problems and check that the problems have been resolved
4. Know how to implement the solution to aviation problems and check that the problems have been resolved

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills National Occupational Standard Unit 15 – Identify and resolve aviation problems from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Unit 233 Identify and resolve aviation problems

Outcome 1 Be able to identify aviation problems and propose options to resolve them

Assessment Criteria

The learner can:

1. understand and interpret problem/s that have been identified
2. ask suitable questions to check understanding of the problem/s
3. identify the available solution/s for sorting out the problem/s
4. consult with other people to confirm the solution/s available to resolve the problem/s
5. suggest other ways that problems may be resolved if they are not able to help
6. review how the available solution/s to the problem/s were identified.

Unit 233 Identify and resolve aviation problems

Outcome 2 Know how to identify aviation problems and propose options to resolve them

Assessment Criteria

The learner can:
1. describe how to get help to identify a problem and describe its main features
2. describe how the problem affects them and other people
3. identify how much information is needed about the problem
4. identify how people would like to be informed about the progress and solution of the problem
5. identify problem solving methods
6. describe factors that will affect own way of dealing with the problem
7. identify which people could help them resolve the problem
8. identify any rules and regulations that have to be considered when solving the problem
9. describe how to overcome difficulties when solving problems.

Unit 233 Identify and resolve aviation problems

Outcome 3 Be able to implement the solution to aviation problems and check that the problems have been resolved

Assessment Criteria

The learner can:
1. discuss and agree the proposed solution/s to the problem with others
2. take action to follow the agreed solution/s
3. keep commitments related to solving the problem
4. keep others fully informed about what is happening to resolve problem/s
5. check with others to make sure the problem has been resolved to their satisfaction
6. give clear reasons to others when the problem has not been resolved to their satisfaction
7. review performance as to how the problem was resolved.

Unit 233   Identify and resolve aviation problems

Outcome 4   Know how to implement the solution to aviation problems and check that the problems have been resolved

Assessment Criteria

The learner can:
1. describe organisational health and safety procedures
2. explain how to create a plan that takes into account any issues that may arise
3. describe when a problem has been resolved
4. explain how to assess the methods used for solving the problem
5. identify any ways in which they could improve own problem solving skills.

Unit 233 Identify and resolve aviation problems
Evidence Requirements

The degree of difficulty of the problem should not be too complex. The main features of the problem should be easily identifiable.
Problems identified must include:

- People problems (arguments, customers, interpersonal etc)
- Resource problems (lack of resources, system or procedural failures)

Unit 234 Maintain effective working practices in the aviation industry

Level: 2
Credit value: 4
UAN number: F/600/9326

Unit aim

The purpose of this unit is to demonstrate that a learner can work effectively following organisational procedures and achieve their work objectives.

Learning outcomes

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

1. Be able to prepare and create opportunities for effective working practices
2. Understand how to prepare and create opportunities for effective working practices
3. Be able to create and maintain effective working relationships
4. Understand how to create and maintain effective working relationships
5. Be able to improve their work
6. Understand how to improve their work

Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills unit 11 – Maintain effective working practices from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Unit 234 Maintain effective working practices in the aviation industry

Outcome 1 Be able to prepare and create opportunities for effective working practices

Assessment Criteria

The learner can:
1. actively listen to the supervisor and/or other team members to understand what work needs to be done
2. check with the supervisor and/or other team members if unsure of what work needs to be done
3. plan each piece of work so that priorities can be met
4. make sure that all necessary resources are available to do the work
5. meet organisational standards for appearance in the workplace.

Unit 234 Maintain effective working practices in the aviation industry

Outcome 2 Understand how to prepare and create opportunities for effective working practices

Assessment Criteria

The learner can:
1. describe the factors which improve and the factors which prevent effective working
2. explain lines and methods of effective communication
3. explain organisational aims in relation to personal job role.

Unit 234 Maintain effective working practices in the aviation industry

Outcome 3 Be able to create and maintain effective working relationships

Assessment Criteria

The learner can:

1. carry out all duties in line with organisational procedures and practices to ensure best use of time is made
2. make sure that all duties carried out are within the limits of own personal authority
3. use all equipment and materials in line with organisational procedures
4. report breakdowns in working practices to the correct person
5. tell the supervisor and/or team members if they can not meet a deadline
6. deal with personal differences, or differences of opinion in a way that maintains effective working relation.

Unit 234   **Maintain effective working practices in the aviation industry**

Outcome 4   Understand how to create and maintain effective working relationships

Assessment Criteria

The learner can:
1. explain the limits of own personal authority
2. explain organisational and regulatory standards
3. explain own personal work procedures.

Unit 234　　Maintain effective working practices in the aviation industry

Outcome 5　　Be able to improve their work

Assessment Criteria

The learner can:

1. ask for feedback on their own performance and accept any potential criticism in a positive manner
2. assess their own work to identify own strengths and weaknesses
3. set realistic targets to improve own work
4. agree an action plan that will help to achieve targets
5. carry out activities to support the action plan
6. take part in reviews and alter the targets and activities as necessary.

Unit 234   Maintain effective working practices in the aviation industry

Outcome 6   Understand how to improve their work

Assessment Criteria

The learner can:
1. explain the importance of action plans
2. explain the importance of feedback
3. explain how to identify strengths and weaknesses
4. explain how to set and agree own targets
5. explain why reviewing achievements and learning plans are important.

Unit 235 Give customers a positive impression of yourself and your organisation

Level: 2
Credit value: 5
UAN number: L/601/0933

Unit aim
Excellent customer service is provided by people who are good with people. The learner's behaviour affects the impression that customers have of the service they are receiving. This Unit is about communicating with the customers and giving a positive impression whenever dealing with a customer. By doing this the learner can create a positive impression of the organisation and the customer service it provides. All of us enjoy the experience of good customer service if we feel that the person serving us really wants to create the right impression, responds to us and gives us good information. Every detail of the learners' behaviour counts when dealing with a customer.

Learning outcomes
There are **four** learning outcomes to this unit. The learner will be able to:
1. Establish rapport with customers
2. Respond appropriately to customers
3. Communicate information to customers
4. Understand how to give customers a positive impression of themselves and the organisation

Guided learning hours
It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit directly relates to Unit A4 of the Customer Service NOS 2010.

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

Assessment
This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Give customers a positive impression of yourself and your organisation

Outcome 1 Establish rapport with customers

Assessment Criteria

The learner can:

1. meet their organisation's standards of appearance and behaviour
2. greet their customer respectfully and in a friendly manner
3. communicate with their customer in a way that makes them feel valued and respected
4. identify and confirm their customer's expectations
5. treat their customer courteously and helpfully at all times
6. keep their customer informed and reassured
7. adapt their behaviour to respond to different customer behaviour.

Unit 235 Give customers a positive impression of yourself and your organisation

Outcome 2 Respond appropriately to customers

Assessment Criteria

The learner can:

1. respond promptly to a customer seeking help
2. choose the most appropriate way to communicate with their customer
3. check with their customer that they have fully understood their expectations
4. respond promptly and positively to their customer's questions and comments
5. allow their customer time to consider their response and give further explanation when appropriate.

Unit 235 Give customers a positive impression of yourself and your organisation

Outcome 3   Communicate information to customers

Assessment Criteria

The learner can:

1. quickly find information that will help their customer
2. give their customer information they need about the services or products offered by their organisation
3. recognise information that their customer might find complicated and check whether they fully understand
4. explain clearly to their customers any reasons why their expectations cannot be met.

Unit 235   Give customers a positive impression of yourself and your organisation

Outcome 4   Understand how to give customers a positive impression of themselves and the organisation

Assessment Criteria

The learner can:

1. describe their organisation's standards for appearance and behaviour
2. explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately
3. identify their organisation's rules and procedures regarding the methods of communication they use
4. explain how to recognise when a customer is angry or confused
5. identify their organisation's standards for timeliness in responding to customer questions and requests for information.

Unit 236 Deliver reliable customer service

Level: 2
Credit value: 5
UAN number: J/601/1210

Unit aim

This unit is about how the learner delivers consistent and reliable service to customers. As well as being good with people, the learner needs to work with their organisation's service systems to meet or exceed customer expectations. In the learners' job there will be many examples of how they combine their approach and behaviour with their organisation's systems. The learner will need to prepare for each transaction with a customer, deal with different types of customers in different circumstances and check that what they have done has met customer expectations. To meet this standard they have to deliver excellent customer service over and over again.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:
1. Prepare to deal with customers
2. Give consistent service to customers
3. Check customer service delivery
4. Know how to deliver reliable customer service

Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit B2 of the Customer Service NOS 2010

Support of the unit by a sector or other appropriate body

This unit is endorsed by the Institute of Customer Service.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Unit 236 Deliver reliable customer service

Outcome 1 Prepare to deal with customers

Assessment Criteria

The learner can:

1. keep their knowledge of their organisation's services or products up-to-date
2. ensure that the area they work in is tidy, safe and organised efficiently
3. prepare and arrange everything they need to deal with customers before their shift or period or work commences.

Unit 236 Deliver reliable customer service

Outcome 2 Give consistent service to customers

Assessment Criteria

The learner can:
1. make realistic customer service promises to customers
2. ensure that their promises balance the needs of their customers and their organisation
3. keep their promises to customers
4. inform their customers if they cannot keep their promises due to unforeseen circumstances
5. recognise when their customers' needs or expectations have changed and adapt their service to meet the new requirements
6. keep their customers informed if delivery of the service needs to involve passing them on to another person or organisation.

Unit 236   Deliver reliable customer service

Outcome 3   Check customer service delivery

Assessment Criteria

The learner can:

1. check that the service they have given meets their customers' needs and expectations
2. identify when they could have given better service to customers and how their service could have been improved
3. share information with colleagues and service partners to maintain and improve their standards of service delivery.

Assessment Criteria

The learner can:

1. describe their organisation's services or products
2. explain their organisation's procedures and systems for delivering customer service
3. describe methods or systems for measuring an organisation's effectiveness in delivering customer service
4. explain their organisation's procedures and systems for checking service delivery
5. explain their organisation's requirements for health and safety in their area of work.

Unit 237 Deal effectively with difficult passengers

Level: 2
Credit value: 5
UAN number: K/600/9739

Unit aim

The purpose of this unit is for learners to demonstrate that they can deal with difficult passengers in the aviation environment.

Learning outcomes

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

1. Be able to assess situations and decide on action needed
2. Know how to assess situations and decide on action needed
3. Be able to deal with difficult passengers
4. Know how to deal with difficult passengers

Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills National Occupational Standard Unit 62 – Deal effectively with difficult passengers from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 237   Deal effectively with difficult passengers

Outcome 1   Be able to assess situations and decide on action needed

Assessment Criteria

The learner can:
1. promptly recognise situations that involve inappropriate behaviour by passengers
2. prioritise the action to be taken, in line with approved organisational guidelines
3. make sure the planned action, wherever possible, meets approved organisational guidelines or procedures
4. consider the needs of other passengers when dealing with the situation
5. get help from the appropriate sources in situations outside own personal authority or ability to deal with
6. maintain the morale of other passengers in line with approved organisational guidelines.

Unit 237 Deal effectively with difficult passengers

Outcome 2 Know how to assess situations and decide on action needed

Assessment Criteria

The learner can:

1. give examples of situations involving passenger behaviour which might have to be dealt with
2. describe the action that can be taken and that they are personally authorised to take
3. describe organisational procedures and guidelines for dealing with and recording incidents involving passenger behaviour
4. describe the organisational and relevant legal responsibilities when dealing with emergencies and incidents
5. describe when and how to get help when needed
6. describe the things that affect passenger morale in emergencies or incidents.

Unit 237 Deal effectively with difficult passengers

Outcome 3 Be able to deal with difficult passengers

Assessment Criteria

The learner can:

1. take action to deal with passengers' inappropriate behaviour in line with organisational procedures and guidelines
2. take control of the situation in a way that reduces any possible conflict
3. get help from the appropriate sources in situations that are outside own personal authority or ability to deal with
4. consider the needs of other passengers when taking action
5. maintain personal safety and security and that of others, while taking action
6. report the details of any events in line with organisational procedures.

Unit 237 Deal effectively with difficult passengers

Outcome 4 Know how to deal with difficult passengers

Assessment Criteria

The learner can:
1. describe the action that can be taken and that they are authorised to take with regard to inappropriate behaviour
2. describe the organisational and relevant legal responsibilities they have when sorting out passenger-related incidents
3. describe how to carry out positive responsive action to deal with passenger-related incidents
4. describe at what point and how they should get help when dealing with a difficult passenger
5. describe how to maintain personal safety and security and that of others
6. describe the things that affect customer service in emergencies or incidents, including giving advice to passengers
7. describe organisational procedures and guidelines for dealing with and reporting emergencies and incidents.

Unit 303 Ensure the safe movement and operation of aircraft, vehicles and personnel on the apron

Level: 3
Credit value: 5
UAN number: A/600/9325

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in ensuring the safe movement and operations of aircraft, vehicles and personnel on the apron.

Learning outcomes

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

1. Be able to ensure vehicles and personnel operating airside comply with airport safety requirements
2. Understand how to ensure vehicles and personnel operating airside comply with airport safety requirements

Guided learning hours

It is recommended that **37** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills Unit 10 – Ensure the safe movement and operation of aircraft, vehicles and personnel on the apron from the Aviation Operations on the Ground suite.

The most up to date Civil Aviation Authority (CAA) regulations can be found on the CAA website at **www.caa.co.uk**.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 303 Ensure the safe movement and operation of aircraft, vehicles and personnel on the apron

Outcome 1 Be able to ensure vehicles and personnel operating airside comply with airport safety requirements

Assessment Criteria

The learner can:

1. deal with an unsafe act or practice in line with organisational procedures
2. monitor the operation of airside vehicles to ensure:

   • vehicles are in correct operational condition

   • compliance with airport requirements
3. monitor how safety equipment is worn/used to ensure compliance with airport requirements
4. monitor the behaviour of staff operating airside to ensure compliance with airport requirements in line with organisational procedures
5. monitor aircraft fuelling practices to make sure they meet airport safety requirements in line with organisational procedures
6. complete relevant documentation relating to 1.2 ,1.3, 1.4 and 1.5 in line with organisational procedures
7. investigate an airside accident in line with organisational procedures and within personal responsibility
8. record the outcome of the investigation on appropriate documents
9. distribute information related to the investigation to staff in line with organisational procedures.

Unit 303 Ensure the safe movement and operation of aircraft, vehicles and personnel on the apron

Outcome 2 Understand how to ensure vehicles and personnel operating airside comply with airport safety requirements

Assessment Criteria

The learner can:

1. identify and explain Airport Byelaws relevant to the movement and operation of aircraft, vehicles and personnel on the apron
2. describe the requirements of:
   - Civil Aviation Publication (CAP) 393 Section 2
   - relevant sub-sections of Rules of the Air
   - CAP637 Visual Aids Handbook Chapter 6
3. explain Operational Safety Instructions related to ensuring the safety of vehicles and personnel operating airside
4. identify personal protective equipment (PPE) for personnel working on the apron
5. explain the apron discipline and vehicle management procedures for managing vehicles
6. explain aircraft escort procedures
7. explain aircraft marshalling procedures
8. explain aircraft refuelling procedures
9. explain organisational procedures for reporting unsafe activity on the apron
10. explain organisational procedures for investigating and reporting accidents
11. explain organisational adverse weather procedures for:
    - low visibility
    - high winds
    - snow
    - ice.

Unit 305 Maintain flight control operations and operating conditions

Level: 3
Credit value: 8
UAN number: T/600/9436

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in maintaining flight control operations and operating conditions.

Learning outcomes

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

1. Be able to maintain flight control operations and operating conditions
2. Understand how to maintain flight control operations and operating conditions
3. Be able to devise and implement contingency plans to maintain flight operations
4. Understand how to devise and implement contingency plans to maintain flight operations

Guided learning hours

It is recommended that **68** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills Unit 28 – Maintain flight control operations and operating conditions from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 305 Maintain flight control operations and operating conditions

Outcome 1 Be able to maintain flight control operations and operating conditions

Assessment Criteria

The learner can:

1. collect operational information on aircraft movements and operating conditions from all available sources
2. give operational information to all relevant parties in line with organisational procedures
3. maintain visual displays of aircraft movements in line with organisational procedures
4. record aircraft progress and operational information accurately and clearly
5. process aircraft progress and operational information in line with organisational procedures.

Unit 305 Maintain flight control operations and operating conditions

Outcome 2 Understand how to maintain flight control operations and operating conditions

Assessment Criteria

The learner can:

1. describe operational information relating to:
   - flight schedules
   - routes
   - flight destinations
   - aircraft availability
   - equipment carried
   - aircraft maintenance
   - crew rostering
   - weather conditions
   - station activities or status
   - airspace restrictions

2. identify operational information which could be accessed by:
   - verifying
   - clarifying
   - analysing
   - interpreting

3. identify relevant parties to maintain flight operations

4. identify available information sources and services including:
   - Notice to airmen (NOTAMS)
   - Snow notice to airmen (SNOTAMS)

5. explain visibility and decision heights

6. describe runway visual range

7. explain the legal requirements in relation to fuel

8. explain the role and function of government and international agencies including:
   - International Civil Aviation Organisation (ICAO)
   - International Air Transport Association (IATA)
   - Civil Aviation Authority (CAA)

9. explain relevant legislation including the Air Navigation Order and Air Navigation Regulations (or their military equivalents) in relation to flight operations control

10. identify reference sources for compliance with national and international rules and regulations, and aeronautical facilities

11. explain the organisational operations manual

12. explain organisational communications and recording systems and procedures

13. describe vertical block and linear flight watch visual-display systems

14. explain maintenance planning systems including:
    - Block or Progressive
    - Not Exceed or Opportunity
    - Equalised

15. describe minimum equipment list and procedures to be implemented in the event of Aircraft on Ground

16. explain flight servicing operations

17. explain the use of diversions and selection of alternates

18. describe organisational requirements including regulations and terminology relating to flight time limitations including:
    - acclimatised
    - flying duty period
    - local night
    - positioning
    - dispatch crew
    - reporting time
    - rest period
    - rostered duty
    - scheduled duty
    - sector duty
    - split duty
19. explain diplomatic clearance procedures
20. describe weather conditions in relation to:
    - aircraft landing minima
    - decoding of formatted weather information
    - calculation of cross-wind components
21. describe factors relevant to landing minima including:
    - airport equipment
    - airport ground procedures
    - aircraft equipment
    - crew qualifications
    - currency
22. describe navigation and landing aids including:
    - Distance Measuring Equipment (DME)
    - Very High Frequency Omni Range (VOR)
    - Global Positioning System (GPS)
    - Instrument Landing System (ILS)
23. explain route planning including:
    - critical points
    - fuel planning
    - point of no return.

Unit 305   Maintain flight control operations and operating conditions

Outcome 3   Be able to devise and implement contingency plans to maintain flight operations

Assessment Criteria

The learner can:
1. use all available information sources and contingency plans in case of flight irregularities
2. get approval for contingency plans
3. implement contingency plans according to own level of responsibility
4. review and revise contingency plans in response to changing circumstances
5. record contingency plans in line with organisational requirements
6. tell all relevant parties about new and revised contingency plans in line with organisational procedures.

Unit 305 Maintain flight control operations and operating conditions

Outcome 4 Understand how to devise and implement contingency plans to maintain flight operations

Assessment Criteria

The learner can:

1. explain what flight irregularities may relate to
2. explain how contingency plans need to be appropriate to the needs of:
    * all relevant parties
    * regulatory requirements
    * safety requirements
    * cost control requirements
    * the need to maintain customer service
    * the need for punctuality
3. explain who relevant parties are in relation to contingency plans
4. explain the organisational structure and reporting procedures.

Unit 307 Plan the loading of aircraft

Level: 3
Credit value: 9
UAN number: H/600/9450

Unit aim
The purpose of this unit is for learners to demonstrate occupational competence in planning the loading of aircraft in the workplace.

Learning outcomes
There are **four** learning outcomes to this unit. The learner will:
1. Be able to plan loading the aircraft
2. Understand how to plan loading the aircraft
3. Be able to plan the load and complete relevant documents
4. Understand how to plan the load and complete relevant documents

Guided learning hours
It is recommended that **71** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is directly related to GoSkills Unit 32 – Plan the loading of aircraft from the Aviation Operations on the Ground suite.

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

Assessment
This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 307   Plan the loading of aircraft
Outcome 1   Be able to plan loading the aircraft

Assessment Criteria

The learner can:
1. calculate the total load for an aircraft
2. accept and document a load in line with organisational procedures
3. accept and document a special load using relevant documents in line with organisational procedures ensuring that the aircraft structural limitations are not exceeded
4. communicate load information in line with organisational procedures
5. assess risks associated with the load
6. assess risks associated with loading the load
7. assess the requirements for restraining or spreading the load and communicate these requirements in line with organisational procedures
8. complete all records relating to the load fully and within the timescales required by the organisation.

Unit 307　　Plan the loading of aircraft

Outcome 2　　Understand how to plan loading the aircraft

Assessment Criteria

The learner can:

1. explain the significance of aircraft mass and balance for the safety of the aircraft
2. describe where to find information on aircraft mass and balance limits for relevant aircraft
3. explain legal requirements in relation to aircraft mass and balance
4. describe terminology, International Air Transport Association (IATA) codes and documents related to the aircraft and load including:

    - mass and balance
    - type of load
    - aircraft areas
    - pallets
    - unit load devices
    - special loads

5. explain the significance of aircraft structural loading limitations and where to find such information for relevant aircraft
6. explain the potential effects of unbalanced loading
7. explain the potential effects of an unsecured load
8. describe the designators and locations of aircraft compartments
9. identify codes for loads requiring special attention and describe where to find the information
10. explain the use of actual or standard weights for passengers and baggage
11. describe types of dangerous goods, restricted articles and special loads
12. explain organisational procedures for when load volumes exceed the space available.

Unit 307   Plan the loading of aircraft

Outcome 3   Be able to plan the load and complete relevant documents

Assessment Criteria

The learner can:

1. calculate the allowed traffic load for a departing aircraft in line with organisational procedures
2. collate and document the load for a departing aircraft and issue a loading instruction report (LIR) in line with organisational procedures
3. plan a special load in line with organisational procedures and relevant regulations
4. calculate the mass and balance for a departing aircraft
5. distribute aircraft loading documents to correct recipients in line with organisational procedures
6. action a last minute change (LMC) to a completed mass and balance calculation and amend the loadsheet accordingly in line with organisational procedures
7. construct and send a load message line with organisational procedures
8. collate and file documents relating to aircraft load planning and loading process in line with organisational procedures.

Unit 307 Plan the loading of aircraft

Outcome 4 Understand how to plan the load and complete relevant documents

Assessment Criteria

The learner can:

1. describe the source of load information for:
   - aircraft weights
   - fuel load and usage
   - passengers
   - baggage
   - cargo
   - other loads
2. identify reference sources for load planning
3. explain loading and separation requirements for dangerous goods, restricted articles and special loads
4. explain organisational system/s for mass and balance calculations and the method of producing a loadsheet
5. highlight critical mass and balance information (weights and centre of gravity indicator) on a loadsheet
6. explain how to calculate an allowed traffic load
7. explain how to allocate load to aircraft compartments and maintain the required centre of gravity
8. identify the sequence of en route stations, if relevant, and explain the effects on load planning
9. explain organisational loading procedures to account for:
   - sector requirements
   - priority loads
   - separation
   - restraint and special load requirements

   to minimise load handling and the requirements for load restraints
10. explain organisational loading procedures to ensure that dangerous goods, restricted articles and special loads are load planned in line with relevant regulations
11. explain organisational procedures for last minute changes (LMC) to the planned load and the maximum weight allowance for an LMC
12. identify destination and standard operational codes and abbreviations
13. explain organisational procedures for loading bulk, pallets and unit loading devices (ULD)
14. explain how to complete and transmit load messages.

Unit 307   Plan the loading of aircraft
Evidence Requirements

The following is a list of items that must be assessed in specific assessment criteria.

In assessment criteria 3.4 a learner must ensure that the following requirements are completed:
* all weights and loading instructions are within operational limitations
* where appropriate, relevant cross checks have been completed
* produce a loadsheet and
* when appropriate, an accompanying balance chart using organisational load planning system

In assessment criteria 4.4 and 4.5 a learner may also need to use a balance chart if this is appropriate.

Unit 318   Dispatch aircraft

Level:	3
Credit value:	12
UAN number:	D/600/9446

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in dispatching aircraft.

Learning outcomes

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

1. Be able to complete the departure preparation for the dispatch of an aircraft
2. Know how to complete the departure preparation for the dispatch of an aircraft
3. Be able to complete the dispatch of an aircraft and complete all paperwork
4. Know how to complete the dispatch of an aircraft and complete all paperwork

Guided learning hours

It is recommended that **89** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is directly related to GoSkills Unit 31 – Dispatch aircraft from the Aviation Operations on the Ground suite.

Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by GoSkills.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 318   Dispatch aircraft

Outcome 1   Be able to complete the departure preparation for the dispatch of an aircraft

Assessment Criteria

The learner can:

1. receive a standard movement message, decode and record on correct paperwork in line with organisational procedures for arriving aircraft
2. receive latest edition of load instruction report and pass to the person responsible for actual aircraft loading
3. receive load sheet from load planning and pass to the aircraft commander
4. receive and pass fuel figures in line with airline and organisational procedures, confirm fuel figures with the aircraft commander
5. collate and compile paperwork for the crew as appropriate to the airline
6. identify correct stand and carry out pre dispatch checks in line with organisational procedures
7. record deficiencies in the departure process in line with organisational procedures
8. give organisational and other service providers' staff relevant information before and during the aircraft preparation for departure in line with organisational procedures
9. collate and complete all relevant documents fully and accurately in line with organisational procedures
10. wear personal protective equipment (PPE) in line with organisational procedures
11. act on and report unsafe practices on the ramp in line with organisational procedures
12. act on and report breeches or potential breeches of security and security access point.

Unit 318   Dispatch aircraft

Outcome 2   Know how to complete the departure preparation for the dispatch of an aircraft

Assessment Criteria

The learner can:

1. outline the basics of theory of flight and the limitations that apply
2. identify aviation terminology relating to arrival and departure times of aircraft
3. describe the 24 hour clock and time variations including:
    - universal Time Constant
    - British Summer Time
4. give examples of:
    - standard ground times
    - minimum ground times
    - airline precision time schedules
5. identify standard movement messages and explain how to interpret them including:
    - movement messages
    - load messages
6. describe organisational communication systems, channels and procedures
7. describe ground handling equipment (Ground Service Equipment) requirements for the aircraft
8. describe how to interpret and communicate information relating to an aircraft departure
9. describe who provides ground support services for aircraft and how to contact them
10. describe organisational aircraft mass and balance procedures and the potential dangers of incorrect calculations
11. describe organisational or airline baggage, load and mail handling procedures
12. describe organisational procedures for preparing the departure stand/gate
13. describe how to work safely on the ramp
14. describe airline or airport procedures to adopt whilst fuelling is taking place
15. describe the importance of aircraft fuelling safety awareness
16. identify personal protective equipment (PPE) required when working on the ramp
17. describe the impact of adverse weather including:
    - high winds
    - icing conditions
    - lightening

and actions to take for safe working.

Unit 318   Dispatch aircraft

Outcome 3   Be able to complete the dispatch of an aircraft and complete all paperwork

Assessment Criteria

The learner can:

1. monitor the progress of all service providers to ensure the scheduled departure time is met safely and efficiently
2. record deficiencies in the departure process in line with organisational and airline procedures
3. complete a departure briefing with ramp and passenger staff in line with organisational/airline procedures
4. complete a departure briefing with aircraft operating flight crew and cabin crew in line with organisational/airline procedures
5. complete all relevant documents accurately in line with organisational/airline procedures and timelines
6. check and verify the loading in line with organisational/airline procedures
7. check and verify the passengers boarded in line with organisational/airline procedures
8. check and verify all relevant aircraft departure documents in line with organisational procedures
9. update information relating to the final aircraft load to all necessary parties in line with organisational/airline procedures
10. confirm and communicate that the aircraft is ready for departure in line with organisational procedures
11. record aircraft departure time and communicate to all necessary parties in line with organisational procedures
12. analyse any departure delay and allocate/recommend responsibility in line with organisational or customers' procedures
13. process all relevant documents relating to aircraft dispatch in line with organisational/airline procedures.

Unit 318   Dispatch aircraft

Outcome 4   Know how to complete the dispatch of an aircraft and complete all paperwork

Assessment Criteria

The learner can:

1. describe the airline critical time line / precision time schedule and other service provider requirements
2. identify the subjects needed to brief both ramp and passenger handling staff with relevant information
3. identify the subjects required to brief the aircraft operating flight crew and cabin crew with relevant information
4. describe aircraft documents as appropriate to the airline, including:
   - load plan
   - load sheet
   - cargo manifest
   - passenger manifest
   - Special load – Notification to Captain (NOTOC)
   - AAA (Accounting and Authorisation of hold baggage for transportation by Air)
   - specials list
   - passenger list
   - meal list
   - weather pack
5. describe organisational and/or airline passenger boarding procedures
6. describe organisational procedures for loading bulk and containers and the potential effects of incorrect loading
7. describe organisational procedures for checking the aircraft mass and balance documents to ensure that the aircraft limitations are not exceeded
8. describe types of dangerous goods, restricted articles and special cargo, including:
   - passenger mobility aids
   - live domestic animals

   in accordance with the International Air Transport Association (IATA) Dangerous Goods Regulations Workbook 2 – Flight Crew and Load Planners
9. describe organisational procedures for checking the packing and loading of dangerous goods, restricted articles and special cargo, including:
   - passenger mobility aids
   - live domestic animals
10. describe organisational procedures for maintaining communication with other service providers
11. describe organisational procedures for identifying, allocating and communicating departure delays
12. describe the impact of adverse weather, including:
    - high winds
    - icing conditions
    - lightening

    and actions to take for safe working and departure of aircraft.

Appendix 1 Relationships to other qualifications

Links to other qualifications and frameworks

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

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for APL.

This qualification has connections to the:
- Level 2 NVQ in Providing Aviation Operations on the Ground (4942)

NQF units		Units	
Unit Number/Title		Unit Number/Title	
201	Recognise airside hazards and minimise risks	201	Recognise airside hazards and minimise risks
202	Contribute to the maintenance of aviation health, safety and security	202	Contribute to the maintenance of aviation health, safety and security
203	Carry out effective aviation communications and information transfer	203	Carry out effective communications and information transfer in an aviation environment
205	Carry out airside maintenance operations	230	Carry out airside maintenance operations
206	Maintain a hazard free airside environment	231	Maintain a hazard free airside environment
207	Check in aviation passengers and baggage	207	Check in aviation passengers and baggage
208	Receive, call and escort passengers to aircraft	208	Receive, call and escort passengers to and from aircraft
209	Handle reports of lost or damaged baggage	209	Handle reports of lost or damaged baggage
210	Maintain the comfort of passengers using the Executive Lounge	210	Maintain the comfort of passengers using the Executive Lounge
211	Prepare baggage for and receive baggage from aircraft	211	Prepare loads for and receive loads from aircraft
212	Operate a vehicle airside	212	Operate a vehicle airside

213	Inspect airside pavement surfaces and systems	213	Inspect airside pavement surfaces and systems
214	Contribute to wildlife control	214	Contribute to wildlife control on an airfield
216	Support aviation operations on the ground	215	Support aviation operations on the ground
217	Provide ticket desk services	216	Provide ticket desk services
218	Operate specialist equipment in an airport environment	217	Operate specialist equipment in an airport environment
219	Identify and resolve aviation problems	233	Identify and resolve aviation problems
220	Maintain effective working practices	234	Maintain effective working practices
221	Give customers a positive impression of yourself and your organisation (ICS Unit 1)	235	Give customers a positive impression of yourself and your organisation
222	Deliver reliable customer services (ICS Unit 2)	236	Deliver reliable customer service

Appendix 2   Sources of general information

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

Providing City & Guilds qualifications – a guide to centre and qualification approval
contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:
- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:
- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

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

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:
- ***Walled Garden***
  Find out how to register and certificate candidates on line
- ***Events***
  Contains dates and information on the latest Centre events
- ***Online assessment***
  Contains information on how to register for GOLA assessments.

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Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)844 543 0000 E: learnersupport@cityandguilds.com	• General qualification information
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	• General qualification information
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	• Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	• Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	• Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	• Re-issue of password or username • Technical problems • Entries • Results • GOLA • Navigation • User/menu option problems
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	• Employer solutions • Mapping • Accreditation • Development Skills • Consultancy
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	• Logbooks • Centre documents • Forms • Free literature

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

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