

# Level 3 Diploma in Aviation Operations on the Ground (4877- 03)

## Qualification handbook for centres

501/0844/X

Planning aircraft payloads

Airside ramp operations

Aircraft operations

Airside operations

Airport operations (small airports)

Handling air passenger operations

General



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# Level 3 Diploma in Aviation Operations on the Ground (4877-03)

## Qualification handbook for centres

Qualification title	Number	QAN
Level 3 Diploma in Aviation Operations on the Ground	4877-03	501/0844/X

Version and date	Change detail	Section
1.2 September 2017	Added TQT details	Introduction and Structure
	Deleted QCF	Throughout

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# 1 Introduction to the qualification

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

<b>Qualification title and level</b>	<b>Level 3 Diploma in Aviation Operations on the Ground</b>
<b>GLH</b>	251
<b>TQT</b>	370
<b>City &amp; Guilds qualification number</b>	4877-03
<b>Qualification accreditation number</b>	501/0844/x
<b>Last registration date</b>	31/12/2011
<b>Last certification date</b>	31/12/2014

<b>Area</b>	<b>The Level 3 Diploma in Aviation Operations on the Ground...</b>
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 3 NVQ in Co-ordinating Aviation Operations on the Ground (4942-06/07/08/09/10/11/12).
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 3 Diploma in Aviation Operations on the Ground, learners must achieve 16 credits from the mandatory units and a minimum of 21 credits from the optional 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.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Mandatory/ optional for full qualification</b>	<b>Credit value</b>
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	Optional	4
J/600/9344	Unit 212	Operate a vehicle airside	Optional	7
F/600/9424	Unit 214	Contribute to wildlife control on an airfield	Optional	6
K/600/9675	Unit 217	Operate specialist equipment in an airport environment	Optional	5
K/600/9434	Unit 238	Support flight control operations	Optional	6
F/600/9665	Unit 239	Plan and monitor the crewing of aircraft	Optional	6
R/600/9458	Unit 240	Contribute to supporting aircraft in difficulty	Optional	4
H/600/9660	Unit 241	Develop working relationships with colleagues	Optional	3
D/600/9320	Unit 301	Contribute to the maintenance, implementation and co-ordination of aviation security procedures	Mandatory	6

H/600/9321	Unit 302	Co-ordinate health and safety working practices	Mandatory	6
A/600/9325	Unit 303	Ensure the safe movement and operation of aircraft, vehicles and personnel on the apron	Optional	5
L/600/9328	Unit 304	Maintain effective communication and information in an aviation environment	Optional	5
T/600/9436	Unit 305	Maintain flight control operations and operating conditions	Optional	8
Y/600/9445	Unit 306	Maintain airfield serviceability and operations	Optional	10
H/600/9450	Unit 307	Plan the loading of aircraft	Optional	9
K/600/9451	Unit 308	Monitor airfield maintenance operations	Optional	6
M/600/9452	Unit 309	Maintain air passenger handling services	Optional	5
T/600/9453	Unit 310	Monitor the weather	Optional	6
K/600/9322	Unit 311	Take action to reduce airside hazards	Optional	9
R/600/9668	Unit 312	Co-ordinate the turnaround of aircraft	Optional	13
T/600/9713	Unit 313	Maintain aeronautical ground lighting serviceability	Optional	7
L/600/9717	Unit 314	Maintain ground power unit serviceability	Optional	4

Y/600/9722	Unit 315	Monitor aircraft fuelling system performance	Optional	5
M/600/9340	Unit 316	Resolve complex aviation problems	Optional	6
L/600/9586	Unit 319	Manage your own resources and professional development (MSC)	Optional	4
K/600/1555	Unit 324	Develop your own and others' customer service skills (ICS)	Optional	8
F/500/8831	Unit 325	Promote continuous improvement in customer service (ICS)	Optional	10
H/600/9609	Unit 401	Ensure compliance with legal, regulatory, ethical and social requirements (ICS)	Optional	5
T/600/9601	Unit 402	Provide leadership in your area of responsibility (ICS)	Optional	5
H/600/9674	Unit 403	Plan, allocate and monitor work in own area of responsibility (ICS)	Optional	5
T/600/9663	Unit 501	Recruit, select and keep colleagues (MSC)	Optional	2

## 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.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Level 3 Diploma in Aviation Operations on the Ground	251	370

**GENERAL ROUTE**  
Candidates must achieve 16 mandatory credits from:

- |  |   |   |
|--|---|---|
| <p>Unit 201<br/>Recognise airside hazards and minimise risks<br/>(4 credits)</p> | <p>Unit 301<br/>Contribute to maintenance, implementation and co-ordination of aviation security procedures<br/>(6 credits)</p> | <p>Unit 302<br/>Co-ordinate health and safety working practices<br/>(6 credits)</p> |
|--|---|---|

Candidates must choose a minimum of **12** credits from the Aviation Specialist units and a further **9** credits from all units below:

Unit 202 Contribute to the maintenance of aviation health, safety and security (4 credits)	Unit 212 Operate a vehicle airside (7 credits)	Unit 214 Contribute to wildlife control on an airfield (6 credits)	Unit 217 Operate specialist equipment in an airport environment (5 credits)	Unit 238 Support flight control operations (6 credits)
Unit 239 Plan and monitor the crewing of aircraft (6 credits)	Unit 240 Contribute to supporting aircraft in difficulty (4 credits)	Unit 241 Develop working relationships with colleagues (3 credits)	Unit 303 Ensure the safe movement of aircraft, vehicles and personnel on the apron (5 credits)	Unit 304 Maintain effective communication and information in an aviation environment (5 credits)
Unit 305 Maintain flight control operations and operating conditions (8 credits)	Unit 306 Maintain airfield serviceability and operations (10 credits)	Unit 307 Plan the loading of aircraft (9 credits)	Unit 308 Monitor airfield maintenance operations (6 credits)	Unit 309 Maintain air passenger handling services (5 credits)
Unit 310 Monitor the weather (6 credits)	Unit 311 Take action to reduce airside hazards (9 credits)	Unit 312 Co-ordinate the turnround of aircraft (13 credits)	Unit 313 Maintain aeronautical ground lighting serviceability (7 credits)	Unit 314 Maintain ground power unit serviceability (4 credits)
Unit 315 Monitor aircraft fuelling system performance (5 credits)	Unit 316 Resolve complex aviation problems (6 credits)	Unit 319 Manage your own resources and professional development (4 credits)	Unit 324 Develop your own and others' customer service skills (8 credits)	Unit 325 Promote continuous improvement in customer service (10 credits)
Unit 401 Ensure compliance with legal, regulatory, ethical and social requirements (5 credits)	Unit 402 Provide leadership in your area of responsibility (5 credits)	Unit 403 Plan, allocate and monitor work in own area of responsibility (5 credits)	Unit 501 Recruit, select and keep colleagues (2 credits)	<p align="center"><b>KEY:</b></p> <p align="center">Aviation specialist unit = </p>

**AIRCRAFT OPERATIONS**

Candidates must achieve 16 mandatory credits from:

Unit 201  
Recognise airside hazards and minimise risks  
(4 credits)

Unit 301  
Contribute to maintenance, implementation and co-ordination of aviation security procedures  
(6 credits)

Unit 302  
Co-ordinate health and safety working practices  
(6 credits)

Candidates must choose a minimum of **12** credits from the Aviation Specialist units and a further **9** credits from all units below:

Unit 202  
Contribute to the maintenance of aviation health, safety and security  
(4 credits)

Unit 212  
Operate a vehicle airside  
(7 credits)

Unit 217  
Operate specialist equipment in an airport environment  
(5 credits)

Unit 238  
Support flight control operations  
(6 credits)

Unit 239  
Plan and monitor the crewing of aircraft  
(6 credits)

Unit 240  
Contribute to supporting aircraft in difficulty  
(4 credits)

Unit 241  
Develop working relationships with colleagues  
(3 credits)

Unit 303  
Ensure the safe movement of aircraft, vehicles and personnel on the apron  
(5 credits)

Unit 304  
Maintain effective communication and information in an aviation environment  
(5 credits)

Unit 305  
Maintain flight control operations and operating conditions  
(8 credits)

Unit 307  
Plan the loading of aircraft  
(9 credits)

Unit 310  
Monitor the weather  
(6 credits)

Unit 311  
Take action to reduce airside hazards  
(9 credits)

Unit 316  
Resolve complex aviation problems  
(6 credits)

Unit 319  
Manage your own resources and professional development  
(4 credits)

Unit 401  
Ensure compliance with legal, regulatory, ethical and social requirements  
(5 credits)

Unit 402  
Provide leadership in your area of responsibility  
(5 credits)

Unit 403  
Plan, allocate and monitor work in own area of responsibility  
(5 credits)

Unit 501  
Recruit, select and keep colleagues  
(2 credits)

**KEY:**

Aviation specialist unit =



**AIRPORT OPERATIONS (SMALL AIRPORTS)**  
Candidates must achieve 16 mandatory credits from:

Unit 201  
Recognise airside hazards and minimise risks  
(4 credits)

Unit 301  
Contribute to maintenance, implementation and co-ordination of aviation security procedures  
(6 credits)

Unit 302  
Co-ordinate health and safety working practices  
(6 credits)

Candidates must choose a minimum of **12** credits from the Aviation Specialist units and a further **9** credits from all units below:

Unit 202  
Contribute to the maintenance of aviation health, safety and security  
(4 credits)

Unit 212  
Operate a vehicle airside  
(7 credits)

Unit 214  
Contribute to wildlife control on an airfield  
(6 credits)

Unit 217  
Operate specialist equipment in an airport environment  
(5 credits)

Unit 240  
Contribute to supporting aircraft in difficulty  
(4 credits)

Unit 241  
Develop working relationships with colleagues  
(3 credits)

Unit 303  
Ensure the safe movement of aircraft, vehicles and personnel on the apron  
(5 credits)

Unit 304  
Maintain effective communication and information in an aviation environment  
(5 credits)

Unit 306  
Maintain airfield serviceability and operations  
(10 credits)

Unit 307  
Plan the loading of aircraft  
(9 credits)

Unit 308  
Monitor airfield maintenance operations  
(6 credits)

Unit 310  
Monitor the weather  
(6 credits)

Unit 311  
Take action to reduce airside hazards  
(9 credits)

Unit 313  
Maintain aeronautical ground lighting serviceability  
(7 credits)

Unit 314  
Maintain ground power unit serviceability  
(4 credits)

Unit 316  
Resolve complex aviation problems  
(6 credits)

Unit 319  
Manage your own resources and professional development  
(4 credits)

Unit 324  
Develop your own and others' customer service skills  
(8 credits)

Unit 325  
Promote continuous improvement in customer service  
(10 credits)

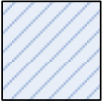
Unit 401  
Ensure compliance with legal, regulatory, ethical and social requirements  
(5 credits)

Unit 402  
Provide leadership in your area of responsibility  
(5 credits)

Unit 403  
Plan, allocate and monitor work in own area of responsibility  
(5 credits)

Unit 501  
Recruit, select and keep colleagues  
(2 credits)

**KEY:**

Aviation specialist unit = 

**AIRSIDE OPERATIONS**  
Candidates must achieve 16 mandatory credits from:

Unit 201  
Recognise airside hazards and minimise risks  
(4 credits)

Unit 301  
Contribute to maintenance, implementation and co-ordination of aviation security procedures  
(6 credits)

Unit 302  
Co-ordinate health and safety working practices  
(6 credits)

Candidates must choose a minimum of **12** credits from the Aviation Specialist units and a further **9** credits from all units below:

Unit 202  
Contribute to the maintenance of aviation health, safety and security  
(4 credits)

Unit 212  
Operate a vehicle airside  
(7 credits)

Unit 217  
Operate specialist equipment in an airport environment  
(5 credits)

Unit 214  
Contribute to wildlife control on an airfield  
(6 credits)

Unit 240  
Contribute to supporting aircraft in difficulty  
(4 credits)

Unit 241  
Develop working relationships with colleagues  
(3 credits)

Unit 303  
Ensure the safe movement of aircraft, vehicles and personnel on the apron  
(5 credits)

Unit 304  
Maintain effective communication and information in an aviation environment  
(5 credits)

Unit 306  
Maintain airfield serviceability and operations  
(10 credits)

Unit 307  
Plan the loading of aircraft  
(9 credits)

Unit 308  
Monitor airfield maintenance operations  
(6 credits)

Unit 310  
Monitor the weather  
(6 credits)

Unit 311  
Take action to reduce airside hazards  
(9 credits)

Unit 312  
Co-ordinate the turnaround of aircraft  
(13 credits)

Unit 313  
Maintain aeronautical ground lighting serviceability  
(7 credits)

Unit 314  
Maintain ground power unit serviceability  
(4 credits)

Unit 315  
Monitor aircraft fuelling system performance  
(5 credits)

Unit 316  
Resolve complex aviation problems  
(6 credits)

Unit 319  
Manage your own resources and professional development  
(4 credits)


Unit 401  
Ensure compliance with legal, regulatory, ethical and social requirements  
(5 credits)

Unit 402  
Provide leadership in your area of responsibility  
(5 credits)

Unit 403  
Plan, allocate and monitor work in own area of responsibility  
(5 credits)

Unit 501  
Recruit, select and keep colleagues  
(2 credits)

**KEY:**

Aviation specialist unit = 

**AIRSIDE RAMP OPERATIONS**  
Candidates must achieve 16 mandatory credits from:

Unit 201  
Recognise airside hazards and minimise risks  
(4 credits)

Unit 301  
Contribute to maintenance, implementation and co-ordination of aviation security procedures  
(6 credits)

Unit 302  
Co-ordinate health and safety working practices  
(6 credits)

Candidates must choose a minimum of **12** credits from the Aviation Specialist units and a further **9** credits from all units below:

Unit 202  
Contribute to the maintenance of aviation health, safety and security  
(4 credits)

Unit 212  
Operate a vehicle airside  
(7 credits)

Unit 217  
Operate specialist equipment in an airport environment  
(5 credits)

Unit 240  
Contribute to supporting aircraft in difficulty  
(4 credits)

Unit 241  
Develop working relationships with colleagues  
(3 credits)

Unit 303  
Ensure the safe movement of aircraft, vehicles and personnel on the apron  
(5 credits)

Unit 304  
Maintain effective communication and information in an aviation environment  
(5 credits)

Unit 307  
Plan the loading of aircraft  
(9 credits)

Unit 310  
Monitor the weather  
(6 credits)

Unit 311  
Take action to reduce airside hazards  
(9 credits)

Unit 314  
Maintain ground power unit serviceability  
(4 credits)

Unit 315  
Monitor aircraft fuelling system performance  
(5 credits)

Unit 316  
Resolve complex aviation problems  
(6 credits)

Unit 319  
Manage your own resources and professional development  
(4 credits)


Unit 401  
Ensure compliance with legal, regulatory, ethical and social requirements  
(5 credits)

Unit 402  
Provide leadership in your area of responsibility  
(5 credits)

Unit 403  
Plan, allocate and monitor work in own area of responsibility  
(5 credits)

Unit 501  
Recruit, select and keep colleagues  
(2 credits)

**KEY:**

Aviation specialist unit = 



**HANDLING AIR PASSENGER OPERATIONS**  
Candidates must achieve 16 mandatory credits from:

Unit 201  
Recognise airside hazards and minimise risks  
(4 credits)

Unit 301  
Contribute to maintenance, implementation and co-ordination of aviation security procedures  
(6 credits)

Unit 302  
Co-ordinate health and safety working practices  
(6 credits)

Candidates must choose a minimum of **12** credits from the Aviation Specialist units and a further **9** credits from all units below:

Unit 202  
Contribute to the maintenance of aviation health, safety and security  
(4 credits)

Unit 217  
Operate specialist equipment in an airport environment  
(5 credits)

Unit 241  
Develop working relationships with colleagues  
(3 credits)

Unit 304  
Maintain effective communication and information in an aviation environment  
(5 credits)

Unit 307  
Plan the loading of aircraft  
(9 credits)

Unit 309  
Maintain air passenger handling services  
(5 credits)

Unit 311  
Take action to reduce airside hazards  
(9 credits)

Unit 316  
Resolve complex aviation problems  
(6 credits)

Unit 319  
Manage your own resources and professional development  
(4 credits)

Unit 324  
Develop your own and others' customer service skills  
(8 credits)

Unit 325  
Promote continuous improvement in customer service  
(10 credits)


Unit 401  
Ensure compliance with legal, regulatory, ethical and social requirements  
(5 credits)

Unit 402  
Provide leadership in your area of responsibility  
(5 credits)

Unit 403  
Plan, allocate and monitor work in own area of responsibility  
(5 credits)

Unit 501  
Recruit, select and keep colleagues  
(2 credits)

**KEY:**

Aviation specialist unit = 

**PLANNING AIRCRAFT PAYLOADS**

Candidates must achieve 16 mandatory credits from:

Unit 201  
Recognise airside hazards and minimise risks  
(4 credits)

Unit 301  
Contribute to maintenance, implementation and co-ordination of aviation security procedures  
(6 credits)

Unit 302  
Co-ordinate health and safety working practices  
(6 credits)

Candidates must choose a minimum of **12** credits from the Aviation Specialist units and a further **9** credits from all units below:

Unit 202  
Contribute to the maintenance of aviation health, safety and security  
(4 credits)

Unit 217  
Operate specialist equipment in an airport environment  
(5 credits)

Unit 241  
Develop working relationships with colleagues  
(3 credits)

Unit 304  
Maintain effective communication and information in an aviation environment  
(5 credits)

Unit 307  
Plan the loading of aircraft  
(9 credits)

Unit 311  
Take action to reduce airside hazards  
(9 credits)

Unit 316  
Resolve complex aviation problems  
(6 credits)

Unit 319  
Manage your own resources and professional development  
(4 credits)

Unit 401  
Ensure compliance with legal, regulatory, ethical and social requirements  
(5 credits)

Unit 402  
Provide leadership in your area of responsibility  
(5 credits)

Unit 403  
Plan, allocate and monitor work in own area of responsibility  
(5 credits)

Unit 501  
Recruit, select and keep colleagues  
(2 credits)

**KEY:**

Aviation specialist unit =



## 1.2 Opportunities for progression

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

- Level 3 Certificate in Aviation Operations on the Ground (knowledge)
- Level 3 Diploma in Travel and Tourism
- Level 3 Extended Diploma in Travel and Tourism
- Level 2 Certificate in Cabin Crew
- Level 2 Diploma in Cabin Crew.

## 1.3 Qualification support materials

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

<b>Description</b>	<b>How to access</b>
Promotional materials	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
fast track approval forms	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

## 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 3 Co-ordinating Aviation Operations on the Ground will receive automatic approval for the new Level 3 Aviation Operations on the Ground, 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](http://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

<b>City &amp; Guilds unit number</b>	<b>Title</b>	<b>Unit number</b>	<b>Credits</b>
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 212	Operate a vehicle airside	J/600/9344	7
Unit 238	Support flight control operations	K/600/9434	6
Unit 239	Plan and monitor the crewing of aircraft	F/600/9665	6
Unit 240	Contribute to supporting aircraft in difficulty	R/600/9458	4
Unit 241	Develop working relationships with colleagues	H/600/9660	3
Unit 301	Contribute to the maintenance, implementation and co-ordination of aviation security procedures	D/600/9320	6
Unit 302	Co-ordinate health and safety working practices	H/600/9321	6
Unit 303	Ensure the safe movement and operation of aircraft, vehicles and personnel on the apron	A/600/9325	5
Unit 304	Maintain effective communication and information in an aviation environment	L/600/9328	5
Unit 305	Maintain flight control operations and operating conditions	T/600/9436	8
Unit 306	Maintain airfield serviceability and operations	Y/600/9445	10
Unit 307	Plan the loading of aircraft	H/600/9450	9
Unit 308	Monitor airfield maintenance operations	K/600/9451	6
Unit 309	Maintain air passenger handling services	M/600/9452	5
Unit 310	Monitor the weather	T/600/9453	6
Unit 311	Take action to reduce airside hazards	K/600/9322	9
Unit 312	Co-ordinate the turnaround of aircraft	R/600/9668	13

Unit 313	Maintain aeronautical ground lighting serviceability	T/600/9713	7
Unit 314	Maintain ground power unit serviceability	L/600/9717	4
Unit 315	Monitor aircraft fuelling system performance	Y/600/9722	5
Unit 316	Resolve complex aviation problems	M/600/9340	6
Unit 319	Manage your own resources and professional development (MSC)	L/600/9586	4
Unit 324	Develop your own and others' customer service skills (ICS)	K/600/1555	8
Unit 325	Promote continuous improvement in customer service (ICS)	F/600/8831	10
Unit 401	Ensure compliance with legal, regulatory, ethical and social requirements (ICS)	H/600/9609	5
Unit 402	Provide leadership in your area of responsibility (ICS)	H/600/9601	5
Unit 403	Plan, allocate and monitor work in own area of responsibility (ICS)	H/600/9674	5
Unit 501	Recruit, select and keep colleagues (MSC)	T/600/9663	2

**Level:** 2

**Credit value:** 4

**NDAQ 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

### Outcome 1

## Recognise airside hazards and minimise risks

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

### Outcome 2

## Recognise airside hazards and minimise risks

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 (PPE)
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

**NDAQ 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 safe 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 safe 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 212

## Operate a vehicle airside

**Level:** 2

**Credit value:** 7

**NDAQ 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**

Outcome 1

## **Operate a vehicle airside**

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**

### **Outcome 2**

## **Operate a vehicle airside**

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

### Outcome 3

## Operate a vehicle airside

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

### Outcome 4

## Operate a vehicle airside

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 areasin 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**

### **Outcome 5**

## **Operate a vehicle airside**

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 (FOD) and spillages, and organisational procedures for reporting them.

## **Unit 212**

Outcome 7

## **Operate a vehicle airside**

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

### Outcome 8

## Operate a vehicle airside

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 (FOD)
  - 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.

**Level:** 2

**Credit value:** 6

**NDAQ 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**

### **Outcome 1**

## **Contribute to wildlife control on an airfield**

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

### Outcome 2

## Contribute to wildlife control on an airfield

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**

### **Outcome 3**

## **Contribute to wildlife control on an airfield**

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

### Outcome 4

## Contribute to wildlife control on an airfield

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 217

# Operate specialist equipment in an airport environment

**Level:** 2

**Credit value:** 5

**NDAQ 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'.

**Level:** 2

**Credit value:** 6

**NDAQ number:** K/600/9434

**Unit aim**

The purpose of this unit is for learners to demonstrate occupational competence in supporting flight control operations.

**Learning outcomes**

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

1. Be able to support flight control operations and operating conditions
2. Understand how to support flight control operations and operating conditions
3. Be able to support the implementation of contingency plans
4. Understand how to support the implementation of contingency plans

**Guided learning hours**

It is recommended that **47** 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 27 – Support flight control 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 238**

### Outcome 1

## **Support flight control operations**

Be able to support flight control operations and operating conditions

### **Assessment Criteria**

The learner can:

1. collect operational information on aircraft movements and operating conditions
2. disseminate operational information to correct members of staff
3. suggest action to be taken in response to operational information
4. record action to be taken in response to operational information
5. tell relevant members of staff that action needs to be taken in response to operational information.

## Unit 238

### Outcome 2

## Support flight control operations

Understand how to support flight control operations and operating conditions

### Assessment Criteria

The learner can:

1. identify 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 information sources and services relating to flight control operations
3. identify visibility and decision heights
4. describe legal requirements in relation to fuelling aircraft
5. describe relevant legislation including the Air Navigation Order and Air Navigation Regulations (or their military equivalents) in relation to flight operations control
6. identify the use of the organisational operations manual
7. describe organisational communication and recording systems and procedures
8. identify aircraft movements boards
9. explain the use of computer planning aids
10. describe flight servicing operations
11. describe diplomatic clearance procedures
12. describe weather conditions in relation to:
  - aircraft landing minima
  - decoding of formatted weather information
13. describe factors relevant to landing minima including:
  - airport equipment
  - airport ground procedures
  - aircraft equipment
  - crew qualifications
  - currency.

## **Unit 238**

### Outcome 3

## **Support flight control operations**

Be able to support the implementation of contingency plans

### **Assessment Criteria**

The learner can:

1. collect information for contingency plans
2. contribute to developing contingency plans
3. implement contingency plans within own level of responsibility
4. complete records about contingency plans.

## Unit 238

### Outcome 4

## Support flight control operations

Understand how to support the implementation of contingency plans

### Assessment Criteria

The learner can:

1. describe operational contingencies relating to flight irregularities, such as changes to:
  - flight schedules
  - routes
  - flight destinations
  - aircraft availability
  - equipment carried
  - crew rostering
  - weather conditions
  - station activities or status
  - airspace restrictions
2. explain why 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 the legal requirements in relation to fuel
4. explain route planning in relation to supporting flight control operations.



**Level:** 2

**Credit value:** 6

**NDAQ number:** F/600/9665

### **Unit aim**

The purpose of this unit is for learners to demonstrate occupational competence in planning and monitoring the crewing of aircraft.

### **Learning outcomes**

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

1. Be able to develop and maintain flight crew rosters
2. Know how to develop and maintain flight crew rosters
3. Be able to monitor operating flying crew to ensure compliance with regulatory requirements and organisational procedures
4. Know how to monitor operating flying crew to ensure compliance with regulatory requirements and organisational procedures

### **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 43 – Plan and monitor the crewing of 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](http://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 239**

### Outcome 1

## **Plan and monitor the crewing of aircraft**

Be able to develop and maintain flight crew rosters

### **Assessment Criteria**

The learner can:

1. draw up rosters of flying crew to meet the proposed organisational operating plan and legal requirements
2. amend crew rosters to meet operational changes
3. work out actual accrued flying hours for flight crew for a duty period
4. use organisational systems and equipment to maintain records of monthly and yearly accumulators for flying crew according to legal requirements.

**Unit 239**  
Outcome 2

**Plan and monitor the crewing of aircraft**  
Know how to develop and maintain flight crew rosters

**Assessment Criteria**

The learner can:

1. describe the requirements of Civil Aviation Publication (CAP) 371
2. describe organisational operating manuals relating to flight crew rostering
3. describe organisational reporting processes relating to flight crew rosters
4. describe the impact of operational changes including:
  - delayed flights
  - diverted flights
  - cancelled flights
  - new flights
  - sickness.

## **Unit 239**

### **Outcome 3**

## **Plan and monitor the crewing of aircraft**

Be able to monitor operating flying crew to ensure compliance with regulatory requirements and organisational procedures

### **Assessment Criteria**

The learner can:

1. monitor the actual operational programme of flying crew against the planned roster and complete correct records
2. react to unexpected changes to the operational programme
3. tell relevant staff about changes to the operational programme
4. investigate flight duty period discretion reports fully
5. record the outcome of flight duty discretion investigations using correct organisational documents
6. give correct staff flight duty discretion investigation reports.

## **Unit 239**

### **Outcome 4**

## **Plan and monitor the crewing of aircraft**

Know how to monitor operating flying crew to ensure compliance with regulatory requirements and organisational procedures

### **Assessment Criteria**

The learner can:

1. describe organisational operational manuals and rostering requirements
2. describe operational safety instructions
3. explain recording disciplines and procedures for managing flight crew personnel
4. explain flight duty period discretion reporting procedures
5. describe operational changes including;
  - aircraft delays
  - sickness
  - diversions
  - technical problems with aircraft
  - flight cancellations
  - political disturbances.

**Level:** 2

**Credit value:** 4

**NDAQ number:** R/600/9458

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in contributing to supporting aircraft in difficulty.

### Learning outcomes

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

1. Be able to identify and assist aircraft in difficulty
2. Know how to identify and assist aircraft in difficulty
3. Be able to provide an alerting service
4. Know how to provide an alerting service

### Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is directly related to GoSkills Unit 38 – Contribute to supporting aircraft in difficulty 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 240**

### Outcome 1

## **Contribute to supporting aircraft in difficulty**

Be able to identify and assist aircraft in difficulty

### **Assessment Criteria**

The learner can:

1. bring any indications that an aircraft may be in difficulty to the attention of the correct person
2. help get all available information on the aircraft and the emergency situation
3. provide assistance to the emergency services
4. give relevant parties information about the emergency.

**Assessment Criteria**

The learner can:

1. explain the responsibilities of controllers in aircraft emergencies
2. define distress and urgency conditions
3. explain appropriate terminology and content of distress and urgency messages
4. explain the responsibilities of the Air Traffic Control Centre supervisor
5. identify the indications of an emergency situation
6. explain emergency triangle procedures
7. explain how to use the Royal Air Force distress and diversion cell
8. describe the process of jettisoning of fuel
9. describe intercepted emergency messages
10. describe transferring aircraft to another agency
11. explain what action to take in relation to:
  - local emergency services
  - nearest aerodrome
  - plotting position of aircraft
  - making sure there is an uninterrupted approach
  - assisting with emergency descent
  - advice given to other aircraft informing the aircraft operator
12. explain how to deal with aircraft carrying dangerous goods
13. describe specific action to be taken in the case of:
  - aircraft lost
  - overdue aircraft
  - radio failure procedures
  - hijacking and the unlawful use of aircraft
  - bomb warnings in aircraft
14. explain who the relevant parties providing support are
15. describe the types and phases of emergencies.



## **Unit 240**

### Outcome 3

## **Contribute to supporting aircraft in difficulty**

Be able to provide an alerting service

### **Assessment Criteria**

The learner can:

1. bring any indications that an aircraft requires search and rescue aid to the attention of the correct person
2. help get all available information
3. give relevant parties information about the emergency.

## **Unit 240**

### Outcome 4

## **Contribute to supporting aircraft in difficulty**

### Know how to provide an alerting service

#### **Assessment Criteria**

The learner can:

1. identify the type and phase of emergency
2. describe the duration of phases
3. identify exceptions to emergency situations
4. explain the format of telephone alerting message
5. explain the responsibilities of aerodrome and approach units
6. explain the responsibilities of the Area Control Centre unit
7. describe the action to be taken in response to an emergency
8. explain who the relevant parties are within the alerting services
9. explain what information is required by people being alerted to an emergency.

## Unit 241

# Develop working relationships with colleagues

**Level:** 2

**Credit value:** 3

**NDAQ number:** H/600/9660

### Unit aim

This unit will help learners to establish and develop effective working relationships with colleagues.

### Learning outcomes

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

1. Understand the benefits of working with colleagues
2. Be able to establish working relationships with colleagues
3. Be able to act in a professional and respectful manner when working with colleagues
4. Be able to communicate with colleagues
5. Be able to identify potential work-related difficulties and explore solutions

### Guided learning hours

It is recommended that **15** 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 related to MSC D1 Develop productive working relationships with colleagues.

### 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 241**

## **Develop working relationships with colleagues**

Outcome 1

Understand the benefits of working with colleagues

### **Assessment Criteria**

The learner can:

1. describe the benefits of productive working relationships.

## **Unit 241**

## **Develop working relationships with colleagues**

### Outcome 2

Be able to establish working relationships with colleagues

#### **Assessment Criteria**

The learner can:

1. identify colleagues within own and other organisations
2. agree the roles and responsibilities for colleagues.

## **Unit 241**

## **Develop working relationships with colleagues**

### **Outcome 3**

Be able to act in a professional and respectful manner when working with colleagues

#### **Assessment Criteria**

The learner can:

1. explain how to display behaviour that shows professionalism.

## **Unit 241**

## **Develop working relationships with colleagues**

Outcome 4

Be able to communicate with colleagues

### **Assessment Criteria**

The learner can:

1. identify information to others clearly and concisely
2. explain how to receive and clarify own understanding of information.

## **Unit 241**

## **Develop working relationships with colleagues**

### **Outcome 5**

Be able to identify potential work-related difficulties and explore solutions

### **Assessment Criteria**

The learner can:

1. identify potential work-related difficulties and conflicts of interest
2. explain how to resolve identified potential difficulties.



## Unit 301

# Co-ordinate the maintenance and implementation of aviation security procedures

**Level:** 3

**Credit value:** 6

**NDAQ number:** D/600/9320

### Unit aim

The purpose of this unit for learners to show that they can maintain security in an airport environment.

### Learning outcomes

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

1. Be able to ensure aviation security is maintained
2. Know how to ensure aviation security is maintained
3. Be able to contribute to the co-ordination of action taken in the event of a breach of aviation security
4. Know how to contribute to the co-ordination of action taken in the event of a breach of aviation security

### 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 National Occupational Standard Unit 3 – Contribute to the maintenance, implementation and co-ordination of aviation security procedures 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 301

# Co-ordinate the maintenance and implementation of aviation security procedures

### Outcome 1

Be able to ensure aviation security is maintained

#### Assessment Criteria

The learner can:

1. state the responsibilities of personnel for securing particular areas or items
2. ensure access points are kept secure in line with organisational procedures
3. resolve problems in the security of actual or possible access points
4. ensure security procedures relating to visitors to the site or a specified area are followed
5. ensure action is taken in the event of unusual incidents which may present a security risk
6. ensure remedial action in relation to faults, damage to security equipment or problems with security is taken
7. ensure the relevant documents relating to the maintenance of aviation security are completed accurately and clearly.

## Unit 301

# Co-ordinate the maintenance and implementation of aviation security procedures

## Outcome 2

Know how to ensure aviation security is maintained

### Assessment Criteria

The learner can:

1. explain responsibility of personnel in relation to maintaining security
2. describe the relevant powers contained in security regulations
3. identify specified, banned, illegal and dangerous items
4. describe the relevant documents to aviation security
5. explain the different areas of the airport and what authorisation is needed to access various areas including personal access
6. give examples of access points and explain how they should be kept secure to:
  - people
  - authorised areas
  - vehicles
7. identify Department for Transport guidance for aviation security
8. describe the relevant authorities in relation to aviation security
9. explain organisational reporting lines for maintaining aviation security
10. explain the use of aviation identity cards
11. describe threat or risk awareness
12. explain organisational procedures for restricting access
13. describe internal and statutory testing procedures
14. give examples of unusual incidents and explain how they can be dealt with.

## **Unit 301**

# **Co-ordinate the maintenance and implementation of aviation security procedures**

### **Outcome 3**

Be able to contribute to the co-ordination of action taken in the event of a breach of aviation security

#### **Assessment Criteria**

The learner can:

1. ensure actual or suspected breaches of security threats are reported at the correct level
2. communicate information about actual or suspected security threats calmly clearly and using appropriate discretion
3. respond to actual or suspected security threats within the limits of personal responsibility and in line with organisational procedures.

## Unit 301

# Co-ordinate the maintenance and implementation of aviation security procedures

### Outcome 4

Know how to contribute to the co-ordination of action taken in the event of a breach of aviation security

#### Assessment Criteria

The learner can:

1. describe signs of suspicious behaviour
2. explain personal responsibility in relation to breaches of security
3. describe organisation reporting lines for breaches of security
4. explain organisational procedures in relation to:
  - raising or responding to alarms
  - dealing with actual or suspected security threats
5. explain what a security threat could include
6. describe Department for Transport threat levels.

## Unit 302

# Co-ordinate health and safety working practices

**Level:** 3  
**Credit value:** 6  
**NDAQ number:** H/600/9321

### Unit aim

The purpose of this unit is to ensure a learner is able to monitor and maintain health and safety procedures in their area of work.

### Learning outcomes

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

1. Be able to monitor and maintain health and safety working practices
2. Understand how to monitor and maintain health and safety working practices
3. Be able to maintain a healthy and safe working environment
4. Understand how to maintain a healthy and safe working environment

### 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 5 – Co-ordinate health and safety 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.

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 302

## Co-ordinate health and safety working practices

### Outcome 1

Be able to monitor and maintain health and safety working practices

#### Assessment Criteria

The learner can:

1. develop systems, procedures and practices to monitor health and safety within personal area of responsibility
2. take action when systems, procedures and practices for maintaining health and safety are not being complied with
3. give all relevant staff information relating to systems, procedures and practices for the maintaining of health and safety.

## Unit 302

## Co-ordinate health and safety working practices

### Outcome 2

Understand how to monitor and maintain health and safety working practices

#### Assessment Criteria

The learner can:

1. explain organisational health and safety procedures including those relating to:
  - work patterns
  - work methods
  - housekeepingand explain how these impact on others
2. explain organisational procedures for dealing with staff who are not meeting health and safety procedures
3. explain organisational emergency procedures
4. identify and describe the relevant aviation and health and safety legislation and European directives and the effect they have on personal area of responsibility.



## Unit 302

## Co-ordinate health and safety working practices

### Outcome 3

Be able to maintain a healthy and safe working environment

#### Assessment Criteria

The learner can:

1. make sure staff working conditions meet current health and safety laws and organisational requirements
2. identify hazards or potential hazards in the workplace
3. take remedial action to put right hazards or potential hazards in the workplace
4. make sure that equipment is maintained in safe working order according to the manufacturer's and organisational requirements
5. carry out health and safety checks in line with organisational standards
6. complete health and safety records in line with organisational procedures
7. process health and safety records, such as the accident book and maintenance records, in line with organisational procedures.

## **Unit 302**

## **Co-ordinate health and safety working practices**

### Outcome 4

Understand how to maintain a healthy and safe working environment

#### **Assessment Criteria**

The learner can:

1. describe organisational and legal health and safety requirements
2. explain how to identify hazards in the workplace
3. explain organisational procedures for maintaining health and safety procedures.

## Unit 303

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

**Level:** 3  
**Credit value:** 5  
**NDAQ 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](http://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 304

# Maintain effective communications and information transfer in an aviation environment

**Level:** 3

**Credit value:** 5

**NDAQ number:** L/600/9328

### Unit aim

The purpose of this unit is for learners to demonstrate that they can receive and supply information using the correct equipment in an aviation environment.

### Learning outcomes

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

1. Be able to maintain effective aviation communications
2. Understand how to maintain effective aviation communications
3. Be able to maintain the effective transfer of aviation information
4. Understand how to maintain the effective transfer of aviation information

### 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 National Occupational Standard Unit 13 – Maintain 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.

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 304**

# **Maintain effective communications and information transfer in an aviation environment**

### **Outcome 1**

Be able to maintain effective aviation communications

#### **Assessment Criteria**

The learner can:

1. ensure all communications are responded to within the correct timescale
2. ensure the most appropriate form of communication equipment is used at all times
3. make sure that communication equipment is used effectively
4. deal with malfunctioning communication equipment in line with organisational procedures
5. ensure people communicate in a way that is appropriate to the equipment being used
6. ensure the correct codes and phrases are used when communicating
7. follow appropriate codes, procedures and guidelines when communicating
8. maintain alternative communication routes in event of an equipment failure.

## Unit 304

# Maintain effective communications and information transfer in an aviation environment

## Outcome 2

Understand how to maintain effective aviation communications

### Assessment Criteria

The learner can:

1. explain the acceptable timescales for communications in line with organisational procedures
2. explain available lines and methods of communication, including:
  - oral
  - written
  - electronic
  - carried out by self
  - carried out by others
3. explain how to use communications equipment including:
  - telephone
  - electronic
  - radiotelephone
  - megaphone
4. explain organisational procedures relating to use of communications equipment
5. explain organisational procedures regarding malfunctioning equipment
6. explain relevant aviation guidelines, procedures and standard phrases
7. explain commonly used aviation codes relevant to own job role; and sources of information of less commonly used codes
8. demonstrate the phonetic alphabet and explain why it is used
9. explain organisational reporting procedures.



## **Unit 304**

# **Maintain effective communications and information transfer in an aviation environment**

### **Outcome 3**

Be able to maintain the effective transfer of aviation information

#### **Assessment Criteria**

The learner can:

1. check stored information at regularly intervals to make sure it is intact
2. ensure information is passed on to appropriate people
3. prioritise transferring information in line with organisational aims
4. ensure information supplied is accurate, complete and relevant
5. check and update information, both written and electronic, before responding to information requests
6. make sure that confidential and commercially sensitive information is appropriately restricted.

## Unit 304

# Maintain effective communications and information transfer in an aviation environment

### Outcome 4

Understand how to maintain the effective transfer of aviation information

#### Assessment Criteria

The learner can:

1. explain organisational systems for:
  - a. storing information
  - b. processing information
2. explain what is confidential and commercially sensitive information
3. explain organisational procedure for passing on messages
4. give examples of requests for information from:
  - seniors
  - colleagues
  - external sources.

## Unit 305

# Maintain flight control operations and operating conditions

**Level:** 3

**Credit value:** 8

**NDAQ 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.



**Level:** 3  
**Credit value:** 10  
**NDAQ number:** Y/600/9445

**Unit aim**

The purpose of this unit is for learners to demonstrate occupational competence in maintaining airfield serviceability and operations.

**Learning outcomes**

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

1. Be able to maintain airfield serviceability
2. Understand how to maintain airfield serviceability
3. Be able to direct and control airfield maintenance operations
4. Understand how to direct and control airfield maintenance operations

**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**

This unit is directly related to GoSkills Unit 30 – Maintain airfield serviceability and operations 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](http://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 306**

### Outcome 1

## **Maintain airfield serviceability and operations**

Be able to maintain airfield serviceability

### **Assessment Criteria**

The learner can:

1. inspect airfield surfaces, systems and conditions in line with organisational procedures
2. take action when defects are identified in airfield surfaces, systems and conditions
3. carry out testing of airfield surfaces and systems in line with organisational procedures
4. carry out testing of runway surface to produce a surface report
5. give all relevant parties information about airfield surfaces, systems and conditions.

**Assessment Criteria**

The learner can:

1. describe airfield surfaces, including:
  - runways
  - taxiways
  - apron
  - roadways
2. explain airfield systems including:
  - lighting systems
  - measuring systems
  - marking systems
  - landing systems
3. describe airfield conditions including:
  - weather
  - surface water
  - ice
  - presence of birds and other wildlife
  - presence of foreign objects
4. explain appropriate testing including:
  - testing of runway visual range
  - friction
  - noise
5. explain organisational recording and reporting procedures in relation to airfield serviceability
6. explain organisational procedures for measuring and testing airfield serviceability and standards
7. explain organisational procedures for marking unserviceable areas of the airfield
8. describe the available emergency equipment and explain the procedures for ensuring serviceability
9. explain organisational procedures for altering or declaring the operational status of the airfield
10. explain the procedures for controlling birds and wildlife
11. explain organisational procedures for clearing airfield surfaces including winter operations
12. identify actions that can be taken to put things right.

## **Unit 306**

### **Outcome 3**

## **Maintain airfield serviceability and operations**

Be able to direct and control airfield maintenance operations

### **Assessment Criteria**

The learner can:

1. use information sources to establish airfield maintenance needs
2. initiate airfield maintenance operations in response to needs
3. make sure that airfield maintenance operations are carried out safely and efficiently and in line with organisational procedures
4. take action in response to any deficiencies in airfield maintenance operations
5. give all relevant parties information about airfield maintenance operations in line with organisational procedures
6. complete all relevant documents accurately
7. process all relevant documents in line with organisational procedures.

## Unit 306

### Outcome 4

## Maintain airfield serviceability and operations

Understand how to direct and control airfield maintenance operations

### Assessment Criteria

The learner can:

1. describe aspects of airfield operations including:
  - driving standards
  - conduct of apron personnel
  - wearing safety equipment
  - investigating accidents
  - refuelling
  - work in progress
  - marshalling aircraft and vehicles
2. explain the requirements of Civil Aviation Publication (CAP) 383 and other relevant CAP's
3. explain the operational safety instructions relating to airfield maintenance
4. explain the relevant airport bye-laws to airfield maintenance operations
5. explain organisational routine monitoring procedures
6. explain organisational standard safety and working practices in relation to airfield operations
7. explain organisational procedures for initiating and reporting operations
8. explain organisational procedures for dealing with shortfalls in operations and standards
9. explain organisational procedures for investigating and reporting accidents
10. identify sources of information for airfield maintenance operations.

**Level:** 3  
**Credit value:** 9  
**NDAQ 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**

### **Outcome 1**

## **Plan the loading of aircraft**

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

### Outcome 2

## Plan the loading of aircraft

### 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**

### **Outcome 3**

## **Plan the loading of aircraft**

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 requirementsto 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.

**Level:** 3  
**Credit value:** 6  
**NDAQ number:** K/600/9451

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in monitoring airfield maintenance operations.

### Learning outcomes

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

1. Be able to initiate airfield maintenance operations
2. Be able to manage airfield maintenance operations
3. Understand how to initiate and manage airfield maintenance operations

### 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 33 – Monitor airfield 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 308**

Outcome 1

## **Monitor airfield maintenance operations**

Be able to initiate airfield maintenance operations

### **Assessment Criteria**

The learner can:

1. use information sources to identify airfield maintenance needs
2. initiate airfield maintenance operations in response to needs
3. allocate staff and resources to carry out the airfield maintenance operation
4. resolve conflicts between airfield maintenance operations and other activities.

## **Unit 308**

### **Outcome 2**

## **Monitor airfield maintenance operations**

Be able to manage airfield maintenance operations

### **Assessment Criteria**

The learner can:

1. make sure that airfield maintenance operations are carried out safely and efficiently and in line with organisational procedures
2. make sure that work is completed in line with agreed timescales
3. take remedial action in response to any deficiencies in airfield maintenance operations
4. give all necessary parties information about airfield maintenance operations in line with organisational procedures
5. complete all relevant documents accurately
6. process all relevant documents in line with organisational procedures.

## Unit 308

### Outcome 3

## Monitor airfield maintenance operations

Understand how to initiate and manage airfield maintenance operations

### Assessment Criteria

The learner can:

1. explain airfield maintenance operations, including:
  - cleaning/sweeping
  - surface repairs
  - systems repairs
  - marking operations
  - putting up and maintaining signs
  - building works
2. identify the equipment used to carry out airfield operations and explain how to use it correctly
3. describe materials required to carry out airfield operations
4. explain how to ensure staff are available to carry out airfield operations
5. explain organisational procedures for carrying out routine maintenance
6. explain the standard safety and working practices in relation to airfield operations
7. explain organisational procedures for initiating and reporting maintenance operations
8. explain organisational procedures for dealing with shortfalls in maintenance operations and standards
9. identify ways of resolving conflict between airfield maintenance operations and other activities
10. identify and describe information sources including:
  - maintenance schedules
  - inspection reports.

**Level:** 3

**Credit value:** 5

**NDAQ number:** M/600/9452

### **Unit aim**

The purpose of this unit is for learners to demonstrate that they can maintain a high level of customer service while making sure all staff follow organisational procedures.

### **Learning outcomes**

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

1. Be able to maintain systems, procedures and practices for the handling of aviation passengers
2. Understand how to maintain systems, procedures and practices for the handling of aviation passengers
3. Be able to monitor passenger handling services
4. Understand how to monitor passenger handling services

### **Guided learning hours**

It is recommended that **40** 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 34 – Maintain air passenger handling 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 309**

### Outcome 1

## **Maintain air passenger handling services**

Be able to maintain systems, procedures and practices for the handling of aviation passengers

### **Assessment Criteria**

The learner can:

1. tell all relevant staff about organisational systems, procedures and practices for handling passengers
2. ensure organisational systems, procedures and practices for handling passengers are put into practice
3. take action when shortfalls or breakdowns in organisational systems, procedures and practices for handling passengers are identified.

## Unit 309

## Maintain air passenger handling services

### Outcome 2

Understand how to maintain systems, procedures and practices for the handling of aviation passengers

#### Assessment Criteria

The learner can:

1. explain organisational standards for passenger handling
2. explain organisational health and safety standards
3. explain organisational security standards
4. explain organisational systems, procedures and practices in relation to different types of passengers including:
  - children
  - adults
  - people who do not speak English
  - people who have special needs
  - people who are unfit to travel
5. explain organisational systems, procedures and practices for handling baggage including:
  - dangerous Goods Regulations
  - standards of acceptable luggage
  - excess baggage charges
  - baggage tracing
6. explain organisational systems, procedures and practices relating to:
  - communications
  - documents
  - health and safety
  - security
  - customs and immigration
  - movement of passengers and baggage.

**Unit 309**  
Outcome 3

**Maintain air passenger handling services**  
Be able to monitor passenger handling services

**Assessment Criteria**

The learner can:

1. ensure services are provided to passengers according to their needs and organisational standards
2. make sure that information given to passengers is complete, accurate, relevant and, where necessary, meets regulatory requirements
3. ensure information is provided to passengers in a timely manner
4. take action when shortfalls or breakdowns in standards relating to passenger handling are identified.

## **Unit 309**

### **Outcome 4**

## **Maintain air passenger handling services**

Understand how to monitor passenger handling services

### **Assessment Criteria**

The learner can:

1. explain organisational standards for passenger handling
2. explain who special status passengers are and how to deal with them
3. explain organisational procedures for dealing with:
  - passengers who arrive on domestic flights or international flights
  - passengers who do not speak English.

**Level:** 3

**Credit value:** 6

**NDAQ number:** T/600/9453

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in monitoring the weather in an aviation environment.

### Learning outcomes

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

1. Be able to obtain information about current and forecast weather
2. Understand how to obtain information about current and forecast weather
3. Be able to respond to weather reports
4. Understand how to respond to weather reports

### Guided learning hours

It is recommended that **49** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is directly related to GoSkills Unit 35 – Monitor the weather 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](http://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 310**

### Outcome 1

## **Monitor the weather**

Be able to obtain information about current and forecast weather

### **Assessment Criteria**

The learner can:

1. collate all incoming information relating to current and forecast weather using all available information sources
2. seek clarification from designated forecast unit of weather reports
3. acknowledge receipt of information in line with organisational procedures
4. evaluate pilot and agency reports about weather conditions to ascertain changes
5. observe weather conditions in immediate vicinity during course of watch
6. record information about current and forecast weather in line with organisational procedures

## **Unit 310**

### Outcome 2

## **Monitor the weather**

Understand how to obtain information about current and forecast weather

### **Assessment Criteria**

The learner can:

1. identify types of meteorological reports
2. explain pilot reports on the weather
3. explain metform 2309 - routine reports and special reports
4. explain the difference between forecasts and reports
5. explain how to record weather reports
6. explain acknowledgement methodology
7. identify information relating to:
  - surface wind direction and speed
  - visibility
  - significant cloud amount
  - height of cloud base
  - barometric pressure setting
  - marked temperature inversion
  - runway surface conditions
8. identify information sources for current and forecast weather.

## **Unit 310**

Outcome 3

## **Monitor the weather**

Be able to respond to weather reports

### **Assessment Criteria**

The learner can:

1. share routine meteorological information with others and record the information provided and to whom
2. ask the people provided with the information to acknowledge they have received it
3. identify significant changes in current and forecast weather
4. take appropriate actions in response to changes in current and forecast weather.



## Unit 310

## Monitor the weather

### Outcome 4

### Understand how to respond to weather reports

#### Assessment Criteria

The learner can:

1. explain how to recognise significant changes in weather
2. explain meteorological information on:
  - surface wind direction and speed
  - visibility
  - significant cloud amount
  - height of cloud base
  - barometric pressure setting
  - marked temperature inversion
  - runway surface conditions
3. interpret and explain formats for transmitting routine and unusual meteorological information
4. explain how to pass on meteorological information to:
  - aircraft
  - air Traffic Control
  - air Traffic Service Units
5. explain how weather changes can be identified from weather reports including:
  - thunderstorms
  - fog
  - windshear
  - gales
  - squalls
  - cloud
  - snow
  - frost
  - freezing precipitation
  - marked temperature inversion
  - ice
6. explain communication methods and equipment relating to the weather.

**Level:** 3  
**Credit value:** 9  
**NDAQ number:** K/600/9322

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in taking action to reduce hazards in an airside environment.

### Learning outcomes

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

1. Be able to implement procedures to reduce airside risks
2. Be able to disseminate information about airside hazards
3. Understand how to implement procedures to reduce airside hazards and disseminate information about airside risks

### Guided learning hours

It is recommended that **70** 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 8 – Take action to reduce airside hazards 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 311**

### Outcome 1

## **Take action to reduce airside hazards**

Be able to implement procedures to reduce airside risks

### **Assessment Criteria**

The learner can:

1. monitor the airfield environment for actual and possible airside hazards
2. take action when actual or possible airside hazards are identified
3. report accidents or near misses in line with organisational and regulatory procedures
4. assess the training needs of all staff working airside
5. make sure all staff working airside receive appropriate training
6. complete all documents relating to airfield hazards.

## **Unit 311**

### **Outcome 2**

## **Take action to reduce airside hazards**

Be able to disseminate information about airside hazards

### **Assessment Criteria**

The learner can:

1. carry out initial airside safety briefings to staff in line with organisational requirements
2. make sure that all people working airside are told about amendments to safety procedures relating to airside hazards
3. pass suggestions relating to improvements in airside safety to appropriate people
4. recognise and take advantage of opportunities to share information and advice about airside hazards with colleagues.

## Unit 311

### Outcome 3

## Take action to reduce airside hazards

Understand how to implement procedures to reduce airside hazards and disseminate information about airside risks

### Assessment Criteria

The learner can:

1. explain organisational and regulatory requirements relating to airfield safeguarding
2. outline the content of initial airside safety briefings for staff
3. explain how to ensure all people working airside are told about amendments to safety procedures relating to airside hazards
4. outline possible threats to aircraft
5. explain relevant legislation and Heath and Safety Executive guidance
6. explain the standard of lighting which should be provided on aprons
7. outline the Department for Transport Security programmes on:
  - How to separate people and aircraft
  - Apron management
8. explain how to reduce the risk of manual handling injuries during baggage handling by using the correct handling equipment
9. explain how to reduce the risks from inappropriate manual handling
10. explain how to reduce risks from reversing vehicles
11. explain how to reduce risks arising from the use of aircraft access equipment and uncovered aircraft access points
12. explain how to reduce risks from moving aircraft and live aircraft engines
13. explain how to protect employees from noise exposure, including use of hearing protection and noise reduction
14. identify hazardous substances which might be found on an airfield including:
  - those used in a work activity
  - those arising from a work activityand explain how to assess risk from these substances
15. explain how to use personal protective equipment (PPE)
16. explain relevant procedures for the standard operation of airbridges and ways in which risks associated with airbridges can be reduced
17. explain safety practices for parking aircraft
18. explain how to manoeuvre aircraft safely on the apron
19. describe hazards arising from aircraft engines and hazards to aircraft engines arising from foreign object debris (FOD)
20. describe hazards arising from departure of aircraft
21. describe hazards arising from poor weather conditions and low visibility
22. explain who the key airport personnel are when taking action to reduce airside hazards.

**Level:** 3  
**Credit value:** 13  
**NDAQ number:** R/600/9668

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in co-ordinating the turnround of aircraft.

### Learning outcomes

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

1. Be able to co-ordinate information and prepare for aircraft arrival
2. Understand how to co-ordinate information and prepare for aircraft arrival
3. Be able to co-ordinate the turnround of aircraft on stand
4. Understand how to co-ordinate the turnround of aircraft on stand
5. Be able to co-ordinate the departure of aircraft
6. Understand how to co-ordinate the departure of aircraft

### Guided learning hours

It is recommended that **99** 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 44 – Co-ordinate the turnround 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 312

## Co-ordinate the turnaround of aircraft

### Outcome 1

Be able to co-ordinate information and prepare for aircraft arrival

#### Assessment Criteria

The learner can:

1. collect and collate the estimated time of arrival (ETA) in line with organisational procedures
2. calculate any revised estimated time of departure (ETD) using airline ground times when an aircraft is operating off schedule in line with organisational/airline procedures
3. check for problems that could affect the revised ETD in line with organisational procedures
4. receive a standard movement message, decode and record on correct paperwork in line with organisational procedures for arriving aircraft
5. collect any special requests from aircraft crew and ensure that these have been passed to the relevant departments in line with organisational procedures
6. check stand details and availability before an aircraft's arrival in line with organisational procedures
7. carry out pre-arrival checks in line with organisational procedures
8. complete all relevant documents
9. wear relevant personal protective equipment (PPE)
10. act on and report unsafe practices on the ramp in line with organisational procedures
11. act on and report breaches or potential breaches of security and security access points
12. give organisational and other service providers' staff relevant information before and during the aircraft preparation for departure in line with organisational procedures.

## Unit 312

### Outcome 2

## Co-ordinate the turnround of aircraft

Understand how to co-ordinate information and prepare for aircraft arrival

### Assessment Criteria

The learner can:

1. describe 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
4. explain:
  - standard ground times
  - minimum ground times
  - airline precision time schedules
  - standard turnround plan for airline/aircraft
5. describe and explain how to interpret standard movement messages including:
  - movement messages
  - load messages
  - passenger service messages
6. explain organisational communication procedures for arrival of aircraft
7. explain ground service equipment (GSE) requirements for aircraft
8. explain how to interpret and communicate information relating to an aircraft departure
9. explain organisational procedures relating to aircraft arrival
10. explain personal role in relation to health and safety when preparing for aircraft arrival
11. identify the paperwork required in preparation for an aircraft arrival
12. explain actions to be carried out prior to flight arrival
13. identify foreign object debris (FOD) and its disposal points
14. identify commonly used:
  - airline codes
  - delay codes
15. identify the various departments and organisation's involved in the turn round of an aircraft and explain how to contact them
16. describe security routes and separation as applicable to inbound passengers
17. explain the secondary effect of any further delays and the cost associated with further delays to the airline
18. explain organisational/airline procedures for baggage, load and mail unloading procedures
19. explain organisational procedures for preparing the stand/gate
20. explain safe working practices on the ramp
21. describe personal protective equipment (PPE) required when working on the ramp.



## Unit 312

### Outcome 3

## Co-ordinate the turnaround of aircraft

Be able to co-ordinate the turnaround of aircraft on stand

### Assessment Criteria

The learner can:

1. oversee and coordinate the arrival of services to meet an arriving aircraft in line with organisational procedures
2. receive and deal with inbound aircraft crew and accept requests made by them in line with organisational procedures
3. disembark passengers ensuring that the following are adhered to:
  - safety requirements
  - special needs requirements
  - security requirements
4. work with other departments or organisations to obtain information for the outbound aircraft crew
5. monitor and coordinate the progress of services at the aircraft in line with the turnaround plan and critical time pathway and, when appropriate, communicate changes to relevant departments and organisations
6. intercede when departments or organisations fall behind with the turnaround plan or are in dispute and coordinate a resolution
7. brief the outbound crew with departure information including passengers who have special needs
8. brief aircraft crew on the progress of the turnaround
9. oversee and monitor the boarding of passengers
10. supply written and verbal information to people that need it in a timely manner
11. act on and report unsafe practices on the ramp in line with organisational procedures
12. act on and report breaches or potential breaches of security and security access points
13. complete all relevant documents in line with organisational procedures.

## Unit 312

### Outcome 4

## Co-ordinate the turnround of aircraft

Understand how to co-ordinate the turnround of aircraft on stand

### Assessment Criteria

The learner can:

1. explain personal role in relation to health and safety when turning round aircraft on the stand
2. explain the safety requirements of the services provided to an aircraft
3. describe the critical time pathway relating to the departments and organisations involved in the turnround of aircraft
4. explain how to obtain, evaluate and pass on information in a timely manner during an aircraft turnround.
5. explain the importance of time management of self and other service providers within the critical time pathway
6. explain the importance of anticipating and/or reacting to changes to the standard turnround plan and critical time pathway
7. describe personal level of authority to change service standards and delivery to meet minimum ground time and the method of communication and delivery
8. explain how to intercede when departments or organisations fall behind with the turnround plan or are in dispute and how to coordinate a resolution
9. describe the recording information required in line with organisational procedures
10. explain the requirements of triple 'A' to Department for Transport / National Aviation Security Programme standard
11. describe the correct response to dangerous goods, restricted articles and special cargo, including:
  - passenger mobility aids
  - live domestic animalsin accordance with the International Air Transport Association Dangerous Goods Regulations Workbook 2 – Flight Crew and Load Planners
12. explain safety requirements for passengers including:
  - remote stands where ground transport is require
13. explain the security routes and separation as applicable to passengers
14. explain how to assist passengers who have special needs
15. describe the types of requests that may be expected from inbound crew and typical responses and actions
16. explain airline or airport procedures to adopt whilst fuelling is taking place
17. explain the importance of aircraft fuelling safety awareness.

## Unit 312

### Outcome 5

## Co-ordinate the turnaround of aircraft

Be able to co-ordinate the departure of aircraft

### Assessment Criteria

The learner can:

1. monitor and co-ordinate 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 procedures 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 including:
  - passenger list
  - meal list
  - specials list
  - load sheet
5. complete all relevant documents accurately in line with organisational/airline procedures and timelines
6. check and verify the loading and security of load in line with organisational/airline procedures
7. monitor, 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/airlines procedures
13. process all relevant documents in line with organisational / airline procedures
14. act on and report unsafe practices on the ramp in line with organisational procedures
15. act on and report breaches or potential breaches of security and security access points.

## Unit 312

### Outcome 6

## Co-ordinate the turnround of aircraft

Understand how to co-ordinate the departure of aircraft

### Assessment Criteria

The learner can:

1. identify and describe the subjects required to brief both ramp and passenger handling staff with relevant information
2. identify and describe the subjects required to brief the aircraft operating flight crew and cabin crew with relevant information
3. identify aircraft documents including:
  - load plan
  - load sheet
  - cargo manifest
  - passenger manifest
  - NOTOC (Notification to Captain)
  - triple 'A'
  - specials list
  - passenger list
  - meal list
  - weather pack as appropriate to the airline
4. explain organisational and/or airline's passenger boarding procedures
5. explain organisational procedures for loading bulk and containers and the potential effects of incorrect loading
6. explain organisational procedures for checking the aircraft mass and balance documents to ensure that the aircraft limitations are not exceeded
7. explain organisational procedures for checking the packing and loading of dangerous goods, restricted articles and special cargo including:
  - passenger mobility aids
  - live domestic animals
8. explain organisational procedures for maintaining communication with other service providers
9. explain organisational procedures for identifying, allocating and communicating departure delays
10. explain organisational/airline procedures for reporting:
  - incidents
  - accidents
  - unsafe acts
  - near misses
  - breeches of security
11. describe Mandatory Occurrence Reports for dangerous goods incidents
12. explain the impact of adverse weather including:
  - high winds
  - icing conditions
  - lightningand actions to take for safe working and departure.

## Unit 313

# Maintain aeronautical ground lighting serviceability

**Level:** 3

**Credit value:** 7

**NDAQ number:** T/600/9713

### Unit aim

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

### Learning outcomes

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

1. Be able to maintain aeronautical ground lighting serviceability
2. Understand how to maintain aeronautical ground lighting serviceability
3. Be able to direct and control aeronautical ground lighting maintenance operations
4. Understand how to direct and control aeronautical ground lighting maintenance operations

### Guided learning hours

It is recommended that **63** 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 56 – Maintain aeronautical ground lighting serviceability 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](http://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 313**

## **Maintain aeronautical ground lighting serviceability**

### **Outcome 1**

Be able to maintain aeronautical ground lighting serviceability

#### **Assessment Criteria**

The learner can:

1. inspect aeronautical ground lighting systems and equipment in line with organisational procedures
2. take action when serviceability or performance standards do not meet specified levels
3. carry out safe isolation of the aeronautical ground lighting circuit in line with the requirements of BS EN 61821 and organisational procedures
4. carry out testing of aeronautical ground lighting systems and equipment in line with organisational procedures
5. give all relevant parties information about aeronautical ground lighting performance standards in line with organisational procedures.

## Unit 313

## Maintain aeronautical ground lighting serviceability

### Outcome 2

Understand how to maintain aeronautical ground lighting serviceability

#### Assessment Criteria

The learner can:

1. describe aeronautical ground lighting systems including:
  - beacons
  - runway lights
  - approach lights
  - taxiway lights
  - approach path indicators
2. explain organisational procedures for measuring and testing aeronautical ground lighting serviceability and standards
3. explain BS EN 61821 and organisational safe working procedures for isolation of the appropriate aeronautical ground lighting circuit
4. explain the process for inspection and testing of aeronautical ground lighting circuits and equipment
5. explain output performance testing procedures including assessment of photometric standards
6. explain organisational recording and reporting procedures in relation to aeronautical ground lighting serviceability.

## Unit 313

## Maintain aeronautical ground lighting serviceability

### Outcome 3

Be able to direct and control aeronautical ground lighting maintenance operations

#### Assessment Criteria

The learner can:

1. use correct information sources to establish aeronautical ground lighting maintenance needs
2. initiate aeronautical ground lighting maintenance operations in response to established needs or urgent requests
3. make sure that aeronautical ground lighting maintenance operations are carried out safely and efficiently and in line with organisational procedures
4. ensure that all work is carried out in line with the requirements of BS EN 61821 and organisational procedures
5. take action in response to any deficiencies in aeronautical ground lighting performance standards
6. give all relevant parties information about aeronautical ground lighting performance standards in line with organisational procedures
7. complete all documents related to aeronautical ground lighting maintenance accurately
8. process all relevant documents in line with organisational procedures.



## Unit 313

## Maintain aeronautical ground lighting serviceability

### Outcome 4

Understand how to direct and control aeronautical ground lighting maintenance operations

#### Assessment Criteria

The learner can:

1. explain aeronautical ground lighting standards including the requirements of Civil Aviation Publication (CAP) 168 and BS EN 61821
2. explain organisational aeronautical ground lighting maintenance practices and agreed performance and serviceability standards
3. explain organisational standard safety and working practices in relation to aeronautical ground lighting systems and equipment
4. explain the operation of a safe system of work for the safe isolation of the relevant circuit in line with BS EN 61821 and organisational procedures
5. explain organisational procedures for dealing with shortfalls in aeronautical ground lighting system performance and standards
6. explain organisational procedures for recording aeronautical ground lighting maintenance
7. explain organisational communication channels and procedures including how to report any problems.

**Level:** 3

**Credit value:** 4

**NDAQ number:** L/600/9717

### **Unit aim**

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

### **Learning outcomes**

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

1. Be able to maintain ground power unit serviceability
2. Understand how to maintain ground power unit serviceability
3. Be able to direct and control the maintenance of ground power units
4. Understand how to direct and control the maintenance of ground power units

### **Guided learning hours**

It is recommended that **29** 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 57 – Maintain ground power unit serviceability 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 314**

### Outcome 1

## **Maintain ground power unit serviceability**

Be able to maintain ground power unit serviceability

### **Assessment Criteria**

The learner can:

1. identify all relevant types of ground power unit, including:
  - fixed electrical ground power
  - mobile units
2. understand the operational performance requirements for the ground power system
3. ensure that ground power units are inspected regularly for serviceability
4. initiate correct reaction when there are any problems identified with the ground power units
5. assess the risks associated with the operation and maintenance of ground power units
6. complete records relating to inspection and maintenance of ground power units
7. maintain communication with relevant people while on duty.

**Unit 314**  
Outcome 2

**Maintain ground power unit serviceability**  
Understand how to maintain ground power unit serviceability

**Assessment Criteria**

The learner can:

1. explain the different types of ground power units in current use
2. explain how the relevant ground power unit functions and the necessary measures required to maintain performance standards
3. explain organisational routine maintenance procedures and scheduling process
4. explain the hazards associated with the operation and maintenance of ground power units
5. explain organisational procedures for recording inspection and maintenance of ground power units.

## **Unit 314**

### Outcome 3

## **Maintain ground power unit serviceability**

Be able to direct and control the maintenance of ground power units

### **Assessment Criteria**

The learner can:

1. ensure that remedial action is taken when there are problems with system performance
2. use correct information sources to establish ground power unit maintenance needs
3. assess the risks associated with the operation of ground power units
4. ensure that action is taken when equipment to be worked on is isolated in line with the requirements of organisational safe working procedures
5. implement organisational procedures to ensure maintenance operations are correctly completed
6. maintain records to show that work has been carried out
7. communicate with all relevant parties regarding ground power unit serviceability.

## **Unit 314**

### Outcome 4

## **Maintain ground power unit serviceability**

Understand how to direct and control the maintenance of ground power units

### **Assessment Criteria**

The learner can:

1. explain the manufacturer's operating and maintenance instructions
2. explain organisational safe working procedures for isolation of the appropriate ground power units
3. identify and describe the equipment and materials used to carry out the maintenance
4. explain organisational procedures for recording ground power unit maintenance
5. explain organisational communication channels and procedures including how to report any problems.

**Level:** 3

**Credit value:** 5

**NDAQ number:** Y/600/9722

### **Unit aim**

The purpose of this unit is for learners to demonstrate occupational competence in monitoring aircraft fuelling system performance.

### **Learning outcomes**

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

1. Be able to inspect aircraft fuelling systems
2. Understand how to inspect aircraft fuelling systems
3. Be able to maintain aircraft fuelling systems
4. Understand how to maintain aircraft fuelling systems

### **Guided learning hours**

It is recommended that **44** 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 58 – Monitor aircraft fuelling system performance 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](http://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 315**  
Outcome 1

**Monitor aircraft fuelling system performance**  
Be able to inspect aircraft fuelling systems

**Assessment Criteria**

The learner can:

1. ensure compliance with statutory and mandatory requirements for aviation fuel safety
2. implement the measures required to meet the airport's petroleum safety procedures
3. inspect all relevant aircraft fuelling systems for compliance with performance standards
4. ensure the completion of inspection records
5. initiate action when serviceability or performance standards do not meet specified levels
6. maintain communication with relevant people whilst on duty.



**Unit 315**  
Outcome 2

**Monitor aircraft fuelling system performance**  
Understand how to inspect aircraft fuelling systems

**Assessment Criteria**

The learner can:

1. explain the responsibilities for compliance with Air Navigation Order (ANO) 2000 Article 103 and Civil Aviation Publication (CAP) 748
2. explain the airport's specific petroleum safety procedures to meet CAP 748 requirements and/or Joint Inspection Group (JIG) 1/2/3, if more appropriate
3. explain how the relevant aircraft fuelling system functions and the necessary levels required to maintain performance standards
4. explain organisational procedures for recording inspections of aircraft fuelling systems
5. explain organisational maintenance scheduling procedures.

**Unit 315**  
Outcome 3

**Monitor aircraft fuelling system performance**  
Be able to maintain aircraft fuelling systems

**Assessment Criteria**

The learner can:

1. initiate remedial action when there are problems with system performance
2. implement the necessary steps to meet the airport's petroleum safety procedures
3. ensure measures are taken to isolate equipment in line with the requirements of organisational procedures
4. implement organisational procedures to carry out maintenance work
5. complete records to show the work carried out
6. inform all relevant parties about the condition of the aircraft fuelling system.

## **Unit 315**

### Outcome 4

## **Monitor aircraft fuelling system performance**

Understand how to maintain aircraft fuelling systems

### **Assessment Criteria**

The learner can:

1. explain organisational safe working procedures for isolation of the appropriate aircraft fuelling systems
2. explain organisational routine maintenance procedures
3. explain organisational procedures for recording aircraft fuelling system maintenance
4. explain organisational communication channels and procedures including how to report any problems.

## Unit 316

## Resolve complex aviation problems

**Level:** 3

**Credit value:** 6

**NDAQ number:** M/600/9340

### Unit aim

The purpose of this unit is for learners to demonstrate they can identify and resolve complex problems in an aviation environment.

### Learning outcomes

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

1. Be able to identify complex aviation problems
2. Know and understand how to identify complex aviation problems
3. Be able to identify and select the best solution to resolve complex aviation problems
4. Know and understand how to identify and select the best solution to resolve complex aviation problems
5. Be able to implement the solution to complex aviation problems
6. Know and understand how to implement the solution to complex aviation problems
7. Be able to check that the problem has been satisfactorily resolved and review their approach
8. Know and understand how to check that the problem has been satisfactorily resolved and review their approach

### Guided learning hours

It is recommended that **44** 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 National Occupational Standard Unit 16 – Resolve complex aviation problems 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.

Simulation is not permitted to assess this unit.

## **Unit 316**

Outcome 1

## **Resolve complex aviation problems**

Be able to identify complex aviation problems

### **Assessment Criteria**

The learner can:

1. collect and interpret information from others about problems they have raised
2. ask others appropriate questions to check own understanding of problems
3. share feedback with others to help identify and prevent possible problems
4. identify any connected problems and the range of factors affecting them.

## **Unit 316**

### Outcome 2

## **Resolve complex aviation problems**

Know and understand how to identify complex aviation problems

### **Assessment Criteria**

The learner can:

1. explain how to identify, analyse and accurately describe the problem
2. describe how to recognise when a problem exists
3. explain how to use different methods to analyse the problem
4. describe each part of the problem and the factors that affect these.

## **Unit 316**

### Outcome 3

## **Resolve complex aviation problems**

Be able to identify and select the best solution to resolve complex aviation problems

### **Assessment Criteria**

The learner can:

1. identify a number of available methods for resolving complex aviation problems
2. consult with others to identify and confirm the options available
3. work out the main features, advantages, disadvantages and risks of each option
4. choose the best overall option to solve the problem
5. suggest other ways that problems may be resolved if personal help can not be provided.

## **Unit 316**

### **Outcome 4**

## **Resolve complex aviation problems**

Know and understand how to identify and select the best solution to resolve complex aviation problems

### **Assessment Criteria**

The learner can:

1. explain how to agree with others (those affected by the problem, their line manager or specialist) how they will know the problem has been solved
2. explain how to use a variety of methods to come up with different ways of tackling the problem
3. explain how to compare the main features, including the value (pay-off), and risks (likelihood and consequences of failure) of each approach and use this information to justify the method they decide to use
4. explain how to plan their chosen way of solving the problem to include resources, methods, the sequence of steps to be taken and time line, including points for checking progress
5. explain the necessary action to meet health and safety procedures and other regulations and ways to overcome difficulties.



## **Unit 316**

### Outcome 5

## **Resolve complex aviation problems**

Be able to implement the solution to complex aviation problems

### **Assessment Criteria**

The learner can:

1. discuss and agree the proposed option for solving the problem with others
2. take action to put the agreed option into practice
3. work with others to make sure that any commitments related to solving the problem are kept
4. keep others fully informed about what is happening to resolve the problem(s).

## **Unit 316**

### **Outcome 6**

## **Resolve complex aviation problems**

Know and understand how to implement the solution to complex aviation problems

### **Assessment Criteria**

The learner can:

1. explain how to get the approval for their plan from a person who has authority and expertise, such as their line manager or specialist
2. explain how to put their plan into action, make judgements about when support and feedback would be helpful from others, such as those affected by the problem and specialists, and use this effectively to help tackle the problem
3. explain how to review their plan regularly to check progress and to decide on any necessary revisions to their approach.

## **Unit 316**

### Outcome 7

## **Resolve complex aviation problems**

Be able to check that the problem has been satisfactorily resolved and review their approach

### **Assessment Criteria**

The learner can:

1. check with others to make sure the problem has been resolved to their satisfaction
2. give clear reasons to others when the problem has not been resolved to their satisfaction
3. review own performance to as to how the problem was handled
4. identify ways of improving own approach to solving complicated aviation problems.

## **Unit 316**

### **Outcome 8**

## **Resolve complex aviation problems**

Know and understand how to check that the problem has been satisfactorily resolved and review their approach

### **Assessment Criteria**

The learner can:

1. explain how to check the problem has been solved
2. explain how to apply methods systematically to check if the problem has been solved
3. explain how to describe fully the results and draw conclusions on how successful they were
4. explain how to review the strengths and weaknesses of each stage of their approach, including whether other approaches might have been more effective.

## **Unit 316          Resolve complex aviation problems**

### Evidence Requirements

The degree of difficulty of the problem solved should be complex, ie the problem should have a number of sub-problems, affected by a range of factors with several ways of solving it.

Problems should be in the following contexts:

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

## Unit 319

# Manage own professional development within an organisation

**Level:** 3

**Credit value:** 4

**NDAQ number:** L/600/9586

### Unit aim

This unit helps learners to produce, implement and review a personal professional development plan that supports development.

### Learning outcomes

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

1. Be able to assess own career goals and personal development
2. Be able to set personal work objectives
3. Be able to produce a personal development plan
4. Be able to implement and monitor own personal development plan

### Guided learning hours

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

### 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 319**

## **Manage own professional development within an organisation**

### Outcome 1

Be able to assess own career goals and personal development

#### **Assessment Criteria**

The learner can:

1. identify own career and personal goals
2. assess how own career goals affect work role and professional development.

## **Unit 319**

# **Manage own professional development within an organisation**

## Outcome 2

Be able to set personal work objectives

### **Assessment Criteria**

The learner can:

1. agree SMART (Specific, Measurable, Achievable, Realistic and Time-bound) personal work objectives in line with organisational objectives.



## **Unit 319**

## **Manage own professional development within an organisation**

### **Outcome 3**

Be able to produce a personal development plan

#### **Assessment Criteria**

The learner can:

1. identify gaps between objectives set, own current knowledge and skills
2. produce a development plan.

## **Unit 319**

## **Manage own professional development within an organisation**

### Outcome 4

Be able to implement and monitor own personal development plan

#### **Assessment Criteria**

The learner can:

1. plan activities identified in own development plan
2. explain how to monitor and review own personal development plan.

## Unit 324

# Develop your own and others' customer service skills

**Level:** 3

**Credit value:** 8

**NDAQ number:** K/601/1555

### Unit aim

This unit is about taking responsibility for continuously developing the learner's own customer service skills and passing those skills on to others. It is about helping themselves and others to learn and grow in their customer service roles. The learner may not be a manager or a supervisor but they may be responsible for showing others how things work and what they need to do. For example, a new member of staff may need an introduction to the products, services, systems or procedures of their organisation and the learner may be asked to show them. Or the learner may need to coach someone from another department who has been transferred. Also, there may be the introduction of a new product, service, system or procedure that the learner is asked to learn about and present or demonstrate to others. This unit will help the learner to put 'showing others' into a formal framework that will help them to learn and improve their own coaching skills. The delivery of excellent customer service depends on the learner's skills and the skills of those around them.

### Learning outcomes

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

1. Develop their own customer service skills
2. Plan the coaching of others in customer service
3. Coach others in customer service
4. Understand how to develop their own and others' customer service skills

### 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 directly relates to Unit D10 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.

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 324**

## **Develop your own and others' customer service skills**

### **Outcome 1**

Develop their own customer service skills

#### **Assessment Criteria**

The learner can:

1. agree with a manager or mentor the specific customer service skills they need in their customer service role
2. agree the actions they need to take to improve their customer service skills
3. draw up a personal development plan based on their agreed actions to improve their customer service skills
4. carry out their personal development activities and review their progress
5. obtain feedback from their manager or mentor about their customer service performance and update their personal development plan.

## **Unit 324**

## **Develop your own and others' customer service skills**

### **Outcome 2**

Plan the coaching of others in customer service

#### **Assessment Criteria**

The learner can:

1. identify and agree with colleagues specific customer service skills and knowledge those colleagues need in their customer service role
2. identify opportunities for colleagues to take actions to develop their customer service skills
3. plan and organise activities and coaching sessions for colleagues to help them develop their customer service skills.

## Unit 324

## Develop your own and others' customer service skills

### Outcome 3

### Coach others in customer service

#### Assessment Criteria

The learner can:

1. coach colleagues to develop specific and agreed customer service skills
2. give colleagues the opportunity to practise skills, apply knowledge and gain experience to develop customer service competence
3. regularly check the progress of colleagues and modify their coaching as appropriate
4. give regular feedback to colleagues about the progress they are making
5. explain clearly to colleagues how ongoing support will be provided.

## Unit 324

## Develop your own and others' customer service skills

### Outcome 4

Understand how to develop their own and others' customer service skills

#### Assessment Criteria

The learner can:

1. describe organisational systems and procedures for developing their own and others' personal performance in customer service
2. explain how their behaviour impacts on others
3. explain how to review effectively their personal strengths and development needs
4. describe how to put together a personal development plan for themselves or a colleague that will build on strengths and overcome weaknesses in areas that are important to customer service
5. explain how to obtain useful and constructive personal feedback from others
6. describe how to respond positively to personal feedback
7. describe how to put together a coaching plan that will build on their strengths and overcome their weaknesses in areas that are important to customer service and their job role
8. explain how to give useful and constructive personal feedback to others
9. describe how to help others to respond positively to personal feedback.

## Unit 325

# Promote continuous improvement in customer service

**Level:** 3

**Credit value:** 10

**NDAQ number:** F/500/8831

### Unit aim

This unit covers the key competence of the customer service professional. The learner must be dedicated to the continuous improvement of customer service and in organising changes in customer service over and over again. The learner will also need to identify potential changes, think through their consequences and make them work.

Above all, this unit covers the competence of organising and seeing through change that is sustainable and is in the spirit of continuous improvement in customer service.

### Learning outcomes

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

1. Plan improvements in customer service based on customer feedback
2. Implement changes in customer service
3. Review changes to promote continuous improvement
4. Know and understand how to promote continuous improvement

### 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 directly relates to the Customer Service NOS.

### 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.

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 325**

### **Promote continuous improvement in customer service**

#### Outcome 1

Plan improvements in customer service based on customer feedback

#### **Assessment Criteria**

The learner can:

1. gather feedback from customers that will help to identify opportunities for customer service improvement
2. analyse and interpret feedback to identify opportunities for customer service improvements and propose changes
3. discuss with others the potential effects of any proposed changes for customers and their organisation
4. negotiate changes in customer service systems and improvements with somebody with sufficient authority to approve trial or full implementation of the change.

## **Unit 325**

## **Promote continuous improvement in customer service**

### Outcome 2

Implement changes in customer service

#### **Assessment Criteria**

The learner can:

1. organise the implementation of authorised changes
2. implement the changes following organisational guidelines
3. inform people inside and outside their organisation who need to know of the changes being made and the reasons for them
4. monitor early reactions to changes and make appropriate fine-tuning adjustments.

## **Unit 325**

## **Promote continuous improvement in customer service**

### **Outcome 3**

Review changes to promote continuous improvement

#### **Assessment Criteria**

The learner can:

1. collect and record feedback on the effects of changes
2. analyse and interpret feedback and share findings on the effects of changes with others
3. summarise the advantages and disadvantages of the changes
4. use their analysis and interpretation of changes to identify opportunities for further improvement
5. present these opportunities to somebody with sufficient authority to make them happen.

## **Unit 325**

## **Promote continuous improvement in customer service**

### **Outcome 4**

Know and understand how to promote continuous improvement

#### **Assessment Criteria**

The learner can:

1. show that they know and understand how service improvements in their area affect the balance between overall customer satisfaction, the costs of providing service and regulatory requirements
2. show that they know and understand how customer experience is influenced by the way service is delivered
3. show that they know and understand how to collect, analyse and present customer feedback
4. show that they know and understand how to make a business case to others to bring about change in the products or services they offer.

## Unit 401

# Ensure compliance with legal, regulatory, ethical and social requirements

**Level:** 4

**Credit value:** 5

**NDAQ number:** H/600/9609

### Unit aim

This unit helps learners to identify and correct failures in compliance with legal, regulatory, ethical and social requirements relating to their own areas of responsibility.

### Learning outcomes

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

1. Be able to monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements
2. Be able to identify and make recommendations on areas of non-compliance with procedures for legal, regulatory, ethical and social requirements relating to own area of responsibility

### Guided learning hours

It is recommended that **25** 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 MSC B8 Ensure compliance with legal, regulatory, ethical and social requirements.

### 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 401**

### **Ensure compliance with legal, regulatory, ethical and social requirements**

#### Outcome 1

Be able to monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements

#### **Assessment Criteria**

The learner can:

1. monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements.

## **Unit 401**

### **Ensure compliance with legal, regulatory, ethical and social requirements**

#### Outcome 2

Be able to identify and make recommendations on areas of non-compliance with procedures for legal, regulatory, ethical and social requirements relating to own area of responsibility

#### **Assessment Criteria**

The learner can:

1. identify areas of non-compliance with legal, regulatory, ethical and social procedures
2. examine reasons for non-compliance with procedures
3. make recommendations for corrections to ensure compliance with procedures.

## Unit 402

# Provide leadership and direction for own area of responsibility

**Level:** 4

**Credit value:** 5

**NDAQ number:** T/600/9601

### Unit aim

Provide leadership and direction for own area of responsibility.

### Learning outcomes

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

1. Be able to lead in own area of responsibility
2. Be able to provide direction and set objectives in own area of responsibility
3. Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement
4. Be able to assess own leadership performance

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit directly relates to MSC B6 Provide leadership in your area of responsibility.

### 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 402**

## **Provide leadership and direction for own area of responsibility**

### **Outcome 1**

Be able to lead in own area of responsibility

#### **Assessment Criteria**

The learner can:

1. identify own strengths and ability to lead in a leadership role
2. evaluate strengths within own area of responsibility.

## **Unit 402**

### **Provide leadership and direction for own area of responsibility**

#### Outcome 2

Be able to provide direction and set objectives in own area of responsibility

#### **Assessment Criteria**

The learner can:

1. outline direction for own area of responsibility
2. implement objectives with colleagues that align with those of the organisation.

## **Unit 402**

### **Provide leadership and direction for own area of responsibility**

#### Outcome 3

Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement

#### **Assessment Criteria**

The learner can:

1. communicate the agreed direction to individuals within own area of responsibility
2. collect feedback to inform improvement.

## **Unit 402**

## **Provide leadership and direction for own area of responsibility**

### Outcome 4

Be able to assess own leadership performance

#### **Assessment Criteria**

The learner can:

1. assess feedback on own leadership performance
2. evaluate own leadership performance.

## Unit 403

# Plan, allocate and monitor work in own area of responsibility

**Level:** 4

**Credit value:** 5

**NDAQ number:** H/600/9674

### Unit aim

This unit helps learners to plan, allocate and monitor work in own area of responsibility, and make any necessary changes to original work plans.

### Learning outcomes

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

1. Be able to produce a work plan for own area of responsibility
2. Be able to allocate and agree responsibilities with team members
3. Be able to monitor the progress and quality of work in own area of responsibility and provide feedback
4. Be able to review and amend plans of work for own area of responsibility and communicate changes

### Guided learning hours

It is recommended that **25** 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 MSC D6 Allocate and monitor the progress and quality of work in your area of responsibility.

### 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 403**

### **Plan, allocate and monitor work in own area of responsibility**

#### Outcome 1

Be able to produce a work plan for own area of responsibility

#### **Assessment Criteria**

The learner can:

1. explain the context in which work is to be undertaken
2. identify the skills base and the resources available
3. examine priorities and success criteria needed for the team
4. produce a work plan for own area of responsibility.

## **Unit 403**

### **Plan, allocate and monitor work in own area of responsibility**

#### **Outcome 2**

Be able to allocate and agree responsibilities with team members

#### **Assessment Criteria**

The learner can:

1. identify team members' responsibilities for identified work activities
2. agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members.

## **Unit 403**

### **Plan, allocate and monitor work in own area of responsibility**

#### **Outcome 3**

Be able to monitor the progress and quality of work in own area of responsibility and provide feedback

#### **Assessment Criteria**

The learner can:

1. identify ways to monitor progress and quality of work
2. monitor and evaluate progress against agreed standards and provide feedback to team members.



## **Unit 403**

### **Plan, allocate and monitor work in own area of responsibility**

#### Outcome 4

Be able to review and amend plans of work for own area of responsibility and communicate changes

#### **Assessment Criteria**

The learner can:

1. review and amend work plan where changes are needed
2. communicate changes to team members.

## Unit 501

## Recruit staff in own area of responsibility

**Level:** 5  
**Credit value:** 2  
**NDAQ number:** T/600/9663

### Unit aim

This unit helps learners to contribute to the recruitment, selection and induction of staff and evaluate the processes used.

### Learning outcomes

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

1. Be able to review human resource requirements to meet business objectives in own area of responsibility
2. Understand the importance of ensuring that recruitment and selection processes meet legal, regulatory, ethical and social requirements
3. Be able to participate in the recruitment and selection process
4. Be able to evaluate the recruitment and selection process and identify improvements for the future

### Guided learning hours

It is recommended that **25** 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 MSC D3 Recruit, select and keep colleagues.

### 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 501**

### **Outcome 1**

## **Recruit staff in own area of responsibility**

Be able to review human resource requirements to meet business objectives in own area of responsibility

### **Assessment Criteria**

The learner can:

1. examine the human resources required to meet objectives in own area of responsibility
2. identify gaps between current and required human resources to meet objectives
3. assess the options for human resource requirements to meet objectives.

## **Unit 501**

### Outcome 2

## **Recruit staff in own area of responsibility**

Understand the importance of ensuring that recruitment and selection processes meet legal, regulatory, ethical and social requirements

### **Assessment Criteria**

The learner can:

1. explain how to ensure recruitment and selection processes are fair
2. explain how to ensure that legal requirements, industry regulations, organisational policies and professional codes are met
3. explain when to seek specialist expertise throughout the recruitment process.

## **Unit 501**

### Outcome 3

## **Recruit staff in own area of responsibility**

Be able to participate in the recruitment and selection process

### **Assessment Criteria**

The learner can:

1. consult with relevant others to produce or update job descriptions
2. agree with colleagues the stages in the recruitment and selection process for identified vacancies
3. identify the methods and criteria that will be used in the recruitment and selection process.

## **Unit 501**

### Outcome 4

## **Recruit staff in own area of responsibility**

Be able to evaluate the recruitment and selection process and identify improvements for the future

### **Assessment Criteria**

The learner can:

1. assess and select candidates using agreed methods and criteria
2. evaluate the recruitment and selection methods and criteria used in own area of responsibility
3. identify ways of improving future recruitment and selection.

## 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 3 NVQ in Co-ordinating Aviation Operations on the Ground (4942)

NQF units		Units	
Unit Number/Title		Unit Number/Title	
212	Operate a vehicle airside	212	Operate a vehicle airside
302	Co-ordinate health and safety working practices	302	Co-ordinate health and safety working practices
303	Ensure the safe movement and operation of aircraft, vehicles and personnel on the apron	303	Ensure the safe movement and operation of aircraft, vehicles and personnel on the apron
304	Maintain effective aviation communication and information transfer	304	Maintain effective communications and information transfer in an aviation environment
305	Support flight control operations	238	Support flight control operations
306	Maintain flight control operations and operating conditions	305	Maintain flight control operations and operating conditions
307	Maintain airfield serviceability and operations	306	Maintain airfield serviceability and operations
309	Plan the loading of aircraft	307	Plan the loading of aircraft
310	Plan and monitor the crewing of aircraft	239	Plan and monitor the crewing of aircraft
311	Monitor airfield maintenance operations	308	Monitor airfield maintenance operations
312	Maintain air passenger handling services	309	Maintain air passenger handling services
313	Monitor the weather	310	Monitor the weather

314	Take action to reduce airside hazards	311	Take action to reduce airside hazards
315	Contribute to supporting aircraft in difficulty	240	Contribute to supporting aircraft in difficulty
316	Resolve complex aviation problems	316	Resolve complex aviation problems
317	Ensure compliance with legal, regulatory, ethical and social requirements (MSC B8)	401	Ensure compliance with legal, regulatory, ethical and social requirements
318	Manage your own resources and professional development (MSC A2)	319	Manage own professional development within an organisation
319	Provide leadership in your area of responsibility (MSC B6)	402	Provide leadership in your area of responsibility
320	Develop productive relationships with colleagues (MSC D1)	241	Develop working relationships with colleagues
321	Recruit, select and keep colleagues (MSC D3)	501	Recruit staff in own area of responsibility
322	Allocate and monitor the progress and quality of work in your area (MSC D6)	403	Plan, allocate and monitor work in own area of responsibility
323	Develop your own and others' customer service skills (ICS Unit 6)	324	Develop your own and others' customer service skills
324	Promote continuous improvement (ICS Unit 5)	325	Promote continuous improvement



## 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 GOLLA assessments.

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## Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)844 543 0000 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> <li>• General qualification information</li> </ul>
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> <li>• General qualification information</li> </ul>
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> <li>• Exam entries</li> <li>• Registrations/enrolment</li> <li>• Certificates</li> <li>• Invoices</li> <li>• Missing or late exam materials</li> <li>• Nominal roll reports</li> <li>• Results</li> </ul>
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	<ul style="list-style-type: none"> <li>• Exam entries</li> <li>• Results</li> <li>• Certification</li> <li>• Missing or late exam materials</li> <li>• Incorrect exam papers</li> <li>• Forms request (BB, results entry)</li> <li>• Exam date and time change</li> </ul>
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> <li>• Results</li> <li>• Entries</li> <li>• Enrolments</li> <li>• Invoices</li> <li>• Missing or late exam materials</li> <li>• Nominal roll reports</li> </ul>
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> <li>• Re-issue of password or username</li> <li>• Technical problems</li> <li>• Entries</li> <li>• Results</li> <li>• GOLLA</li> <li>• Navigation</li> <li>• User/menu option problems</li> </ul>
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> <li>• Employer solutions</li> <li>• Mapping</li> <li>• Accreditation</li> <li>• Development Skills</li> <li>• Consultancy</li> </ul>
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	<ul style="list-style-type: none"> <li>• Logbooks</li> <li>• Centre documents</li> <li>• Forms</li> <li>• Free literature</li> </ul>

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

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