

BTEC

Edexcel Level 3 BTEC Nationals in Aviation Operations

To support the specification to be taught
from September 2007

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Tutor support materials

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Introduction

This publication supports delivery of the Edexcel Level 3 BTEC National Award, Certificate and Diploma in Aviation Operations. It should be read in conjunction with the published specification (publication code BN018370) as this gives the content that must be covered in the unit, and the grading criteria to which learners must be assessed.

All BTEC National units include an *Essential guidance for tutors* section. This brings together the unit's abstract, learning outcomes, content and grading grid, providing an overview of how the unit may be delivered and assessed.

The tutor support materials in this publication are designed to supplement the guidance given in the units. They provide a suggested programme of learning where the unit content has been divided into a number of manageable teaching sessions.

Also included for each unit are possible sample assessment activities drawn from the suggested programme of learning. These provide opportunities to cover all of the grading criteria, however the tutor may wish to write other assignments for the unit. All assignments, including those from this document, should be subjected to the centre's normal quality assurance procedures.

These tutor support materials are not prescriptive. Tutors may feel that the unit can be delivered and assessed more effectively in a different way. This may be because of the way the qualification is organised within their centre or after taking into consideration their learners, their learning styles and their prior learning. These support materials should be used to provide guidance and ideas to tutors who can develop their own plans and ideas to engage their learners.

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Unit 1: The Aviation Industry

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

This unit gives a general overview of the aviation industry and will give learners an understanding of how the aviation industry has developed. It is part historical, which should allow learners to gain an understanding of how much development has occurred since 1945, whilst also looking at the future. This will allow learners to analyse how the growth of the aviation industry has impacted on the UK in general.

It is an in-depth unit which the tutor will need to lead in order to assist learners to prove their personal knowledge and understanding. Lecture style presentations would benefit learners as well as guide them towards the best research sites and books for their individual and group work. It is suggested that more time is allocated to Learning outcome 3 – as the areas covered by this learning outcome are difficult to understand, research and summarise.

Learners should develop appropriate skills in using reference materials such as web/sites, books and journals. Tutors must ensure that the work submitted has been summarised and not directly downloaded.

These materials provide a suggested format for the delivery of this unit, which has been divided into a number of sections for teaching purposes. This is an illustration of how the unit can be divided into manageable learning blocks. It is not prescriptive. Tutors may find the learning outcomes can be delivered more effectively in a different order, based on the way the qualification is organised within the centre and the learning styles, ability levels and prior learning of the cohort.

The programme of learning indicates where assessment could take place. Three sample assignments that cover all of the grading criteria for the unit have been provided.

Learning outcomes

On completion of this unit a learner should:

- 1 Know the structure of the UK aviation industry and the role of the organisations involved
- 2 Understand the development of the UK aviation industry since 1945
- 3 Understand the effect of economic regulation, deregulation and liberalisation on the UK aviation industry
- 4 Know the scale and impact of the aviation industry on the UK.

Exemplar programme of learning

Session	Teaching topic	Delivery methods	Guidance
1	Structure of UK aviation industry – regulatory and trade bodies	Tutor-led lecture/ PowerPoint present action Group presentations using class notes and personal research from websites/books	<p>Aims of the session: identify the key regulatory bodies; identify the key trade bodies; explain the structure of the UK aviation industry.</p> <p>It is important that learners understand the key regulatory and trade bodies involved with the aviation industry in both the UK and internationally.</p> <p>Tutors may find it beneficial to prepare a presentation to introduce learners to the following key areas: ICAO, JAA and its links with EASA; civil aviation directorates such as CAA; government bodies such as HM Revenues and Customs and UK immigration Services; Airline organisations such as BATA and IATA; airport organisations such as ACI; air traffic organisations such as NATS and Eurocontrol. Tutors should also discuss how health authorities and the police service work closely with airports to ensure health, safety and security.</p> <p>Learners should be organised into small groups to conduct further research on a specific area. This research should be presented to the rest of the group. Learners should then create a chart which identifies the structure of the UK aviation industry, starting from international/government level down to airport operations.</p>
2	Structure of UK aviation industry – types of airlines, airport sizes, definitions	Tutor-led lecture/PowerPoint presentation Internet research Completion of maps to locate airports	<p>Aims of the session: explain the difference between airline types; locate UK airports.</p> <p>Tutors should explain the difference in airline types, eg scheduled, charter, low cost and the different types of cargo airlines. It may be useful to link the airline types to the reasons why people choose different airlines as this will allow learners to gain a deeper understanding of the different airline types and uses.</p> <p>Tutors should then guide learners to complete a map of the UK listing all the airport locations. Each learner should choose a major airport, a regional airport and a small airport on which to conduct individual research. This should then be presented to the group to highlight the airline types using the airports, the facilities at the airports and the location of the airports.</p>

Session	Teaching topic	Delivery methods	Guidance
3	General aviation and ancillary organisations	Tutor-led PowerPoint presentation	<p>Aims of the session: identify the services an airline would need from a ground handling company; identify the services a customer might require in an airport; identify the role of general aviation; create a glossary.</p> <p>Tutors should lead a discussion on the services an airline would need (in-flight catering, depending on airline type, refuelling, cleaning, handling agents such as Swissport, Penauille Servisair, Aviance) and the services the airline customers would need such as duty and tax free shopping, restaurants, duty paid shops and concession, eg NCP, WH Smith, Burger King, tour operators (link to charter airlines), travel agents and freight forwarders (link to cargo).</p> <p>General aviation should be introduced including official definitions of airport, airfield, and aerodrome and explaining business aviation terms such as air taxi, corporate operations and other activities within general aviation including emergency services, pilot training and recreation.</p> <p>Reference should be made to all types of ancillary organisations specified in the unit content.</p>
4	Development of aviation post 1945 – aircraft types	Internet research	<p>Aims of the session: identify different aircraft types post 1945; explain key differences.</p> <p>In this session it would be useful to link aircraft manufacturers research to commercial aircraft types to help learners gain a greater understanding of the developments in airframe, design and propulsion.</p> <p>Learners should be guided to create a ‘scrap book’ of aircraft details, for example the DC3 and the B747, including the aircrafts’ speed, size and when they were created, etc.</p> <p>Learners could then look at how aircraft types have developed and focus on present day aircraft types.</p>

Session	Teaching topic	Delivery methods	Guidance
5	Development of aviation post 1945 – airline and airport development	Internet research – timeline development Visit to local airport	<p>Aims of the session: create a timeline for the development of schedule, charter and low cost airlines; research specific airport development; research the growth in passenger figures for selected airports post 1945.</p> <p>Learners should create a timeline showing the development of scheduled airlines to include photographs and information, for example BEA + BOAC = BA</p> <p>Learners should then look at the development of a charter airline (such as Thomas Cook), a cargo airline (such as Atlas Air) and a low cost airline (such as easyJet).</p> <p>Airport development is interesting topic and should be linked to the scale and impact of aviation and passenger numbers. The development of London Heathrow Airport could be used to highlight how much aviation has grown within the UK and this could be linked with the development of local regional airports. Learners could also visit their local airport and research the growth in passenger figures.</p>
6	Development of aviation post 1945 – key laws and regulations	Tutor-led PowerPoint presentation Individual research	<p>Aims of the session: identify key publications; key aviation security acts; explain key aviation related conventions.</p> <p>To introduce learners to this area, tutors should create a PowerPoint presentation with links to the CAA website to allow key CAA publications to be brought up on screen within the session.</p> <p>Areas to cover include: CAP 393 Air Navigation Order and Regulations; information on Aviation Security Acts (eg Anti-terrorism, Crime and Security Act 2001, Aviation and Maritime Security Act 1990); key international conventions and protocols (such as Warsaw Convention and the Chicago Convention).</p> <p>Learners could be guided to complete research on one particular area and then feedback their findings to the group.</p>

Session	Teaching topic	Delivery methods	Guidance
7	Major factors affecting development of aviation – economic, technological, political, social, environmental	Internet research Tutor-led PowerPoint presentation	<p>Aims of the sessions: identify economic factors, technological factors, political factors, social factors and environmental factors affecting the development of aviation.</p> <p>This could be split into five smaller sessions with each focusing on one issue.</p> <p>Economic issues – different airlines and airports should be researched to look at how much investment has been made to develop their products, services, facilities, etc. The UK economy could also be researched and the impact that recession has on passenger figures.</p> <p>Technological developments could be researched and linked to aircraft development for example the development of the jet engine and pressurised cabins.</p> <p>Political issues which affect and have affected the development of aviation can be addressed by researching trade agreements between countries, the effects of terrorism and the impact this has on specific flight routes, eg post September 11, bilateral agreements (between two countries) and privatisation.</p> <p>Social issues can be discussed and researched including the growth in tourism and the development of new routes, and the changing needs of consumers, eg short breaks, long haul markets, growth in disposable income.</p> <p>Environmental issues are extremely important within the aviation industry and many airlines have information on their websites for example British Airways and easyJet. Environmental issues such as road congestion, carbon emissions, noise pollution and terminal congestion could be opened up as debate on the ‘pros and cons’ of aviation development.</p>

Session	Teaching topic	Delivery methods	Guidance
8	Economic regulation	Tutor-led PowerPoint presentation	<p>Aims of the session: understand the role of the Economic Regulation Group (ERG); understand a bilateral agreement.</p> <p>Tutors should explain the Economic Regulation Group (ERG) and its key role to learners, explaining its relationship with safety regulations. Tutors should then explain what is meant by a bilateral agreement, ie between two countries. A link to a handout explaining bilateral agreements is given in the resource section. Discuss the history behind economic regulation with reference to Paris Convention 1919, Chicago Convention 1944 and the Geneva Convention and the role of IATA, CAA and ICAO.</p>
9	Deregulation and Liberalisation	Tutor-led PowerPoint presentation Development of hub and spoke operation and bilateral agreement	<p>Aims of the session: understand the key points regarding the deregulation of the US aviation industry; understand the key points regarding the liberalisation of the EU aviation industry.</p> <p>Tutors should develop a PowerPoint presentation covering the key points of US deregulation. A useful book for this research is ‘Air Transportation; A Management Perspective’ (see book list). The focus should be on highlighting why the US aviation industry moved from being highly regulated to deregulation. Discuss the Civil Aeronautics Board (CAB) and legislation such as the Civil Aeronautics Act 1938, the Federal Aviation Act 1958 and the Airline Deregulation Act 1978. The impacts of deregulation should focus on both the airlines and the customers. The long term effects of deregulation should also be discussed with focus given to new generation airlines, aircraft development, hub and spoke operations, environmental, social, political impacts, etc.</p> <p>A lot of information regarding the liberalisation of aviation within the EU can be found using internet research; tutors should guide learners to conduct research in groups and to collate their information. Some useful sites are given in the resources section including the air transport portal of the European Commission, InterVISTAS reports and CAA publications. Impacts, long-term effects and future developments should be discussed.</p> <p>Tutors should guide learners to create a hub and spoke operation for a new entrant airline or research an established international airline and identify their hub and spoke operation. Learners could also develop a bilateral agreement between the UK and a country of their own choice.</p>

Session	Teaching topic	Delivery methods	Guidance
10	Scale and impact of the aviation industry – contribution of aviation to UK economy	Tutor-led PowerPoint presentation	<p>Aims of the session: understand how the aviation industry contributes to the UK economy; explain how the aviation industry creates direct and indirect employment.</p> <p>Tutors should ask learners to create a glossary explaining the following terms: Gross Domestic Product (GDP), investment, tax contribution, direct employment, indirect employment and growth rates. Tutors should then link them to the development of aviation. This could also be linked to travel and tourism as aviation has had a major impact on both the domestic and inbound international tourism markets.</p> <p>The IATA fact sheet on economic and social benefits of air transport (www.iata.org/files/Soceconomic-121116A.pdf) may be a useful resource for the session.</p> <p>Learners could then consider the direct and indirect employment opportunities created by both an airline and an airport.</p>
11	Scale and impact of the aviation industry – passenger numbers	Internet research Presentation of statistics	<p>Aims of the session: research the development of an airport; identify key growth areas of a selected airport.</p> <p>This is an interesting section for learners to research and present their findings back to their peers. Learners should work individually to research a specific airport and then feedback their particular findings to the other learners. Learners should be guided to ensure that they cover the expansion of their airport, whether it is a new airport, the increase in flights over a certain period of time and destinations served by that airport. The presentation should also cover the airlines operating from that airport, the flight frequencies of routes, new destinations and new airlines from that airport. Learners could also identify trends for their chosen airport, frequency of travel, number of flights in the summer and winter seasons.</p>

Session	Teaching topic	Delivery methods	Guidance
12	Scale and impact of the aviation industry – key indicators	Internet research Presentation of statistics	<p>Aims of the session: scale and impact of the aviation industry over a 25-year period; compare key indicators.</p> <p>This is a research session where tutors should either provide learners with information sheets or direct them to relevant websites, to give them knowledge relating to air transport movements, growth levels over a 25-year period of airports and airlines, load factors of airlines and cargo tonnes uplifted. Learners should use this information and independent research to create a presentation or graphs which relate the scale of the aviation industry today in comparison to previous years.</p> <p>Some useful sites are:</p> <p>www.eraa.org/fly-europe/statistics.php</p> <p>www.iata.org/NR/rdonlyres/92FC0755-1D63-4931-A983-847CC1EA897A/0/airtransportsince911.pdf</p> <p>www.iata.org/pressroom/wats/wats_freight_flow.htm</p> <p>www.iata.org/pressroom/wats/wats_passengers_carried.htm</p>

Sample assessment activity 1

Scenario

You are working as an information assistant with the Civil Aviation Authority (CAA) and you have been asked to produce a student information file to support students studying the aviation industry.

In order not to infringe copyright, all information included in the packs must be in your own words and reference made to research materials used. Appendices may be included to support your information.

Task 1 (provides evidence for P1)

The first section in the information file will cover 'The structure of the UK aviation industry'. You will find that there are many different types of organisation making up the structure of the UK aviation industry. These come under the following five main areas:

- airports
- airlines
- general aviation
- ancillary organisations
- regulatory and trade bodies.

You need to show that you understand where these organisational areas sit within the structure of the UK aviation industry and you can do this by producing an organisational chart.

Once this has been completed, produce five information leaflets to support your organisational chart by giving short descriptions that focus on the role of different types of organisations and their position within the structure of the aviation industry.

Your leaflets should include the following five areas.

Airports, making reference to the size, location and facilities of:

- major airports
- regional or feeder airports
- small airports

Airline types including:

- scheduled
- low-cost scheduled
- charter airlines
- scheduled, charter and integrated cargo airlines
- their operating characteristics, eg types of passengers, destinations, level of service

General aviation including:

- airports, airfields and aerodromes
- business aviation, eg air taxi, corporate operations
- other services eg emergency services, pilot training, recreational

Ancillary organisations including:

- aircraft manufacturers
- airline service companies, eg aircraft cleaning, refuelling, in-flight catering
- handling agents
- duty and tax-free shops
- restaurants
- duty paid shops and concession eg NCP, WH/Smith
- tour operators
- travel agents
- freight forwarders

Regulatory and trade bodies:

- ICAO
- JAA
- civil aviation directorates, eg CAA
- government bodies, eg HM Revenue and Customs, UK Immigration Service
- airline organisations, eg BATA, IATA
- airport organisations, eg ACI
- air traffic organisations, eg NATS
- Eurocontrol
- other organisations, eg police, health authorities.

Guidance: To achieve P1 you are describing the structure of the industry, not a general description of these organisations. Their roles need to be described in the context of how they fit into the structure of the aviation industry.

Task 2 (provides evidence for P2)

Produce a second section for the information file entitled 'The development of the UK aviation industry since 1945'.

In this section you need to describe the key developments in the UK aviation industry since 1945 and within these descriptions you must also describe the significant factors that have affected these developments.

The significant factors that must be addressed within your descriptions overall are the economic, political, environmental, social or technological factors that have led to each development. For example, in your description of the development of charter airlines you could link these to the surplus of military aircraft after WW2 and their conversion (technology) to carry holiday makers due the expansion of the overseas package holiday market (social).

You must include the following.

Developments in airframe design and propulsion, including:

- aircraft speed
- aircraft size
- the development of significant commercial aircraft, eg DC3, B747, Concorde
- trends in aircraft development

(you could use diagrams and graphs to support this)

Developments in airlines, including:

- scheduled airlines, eg BEA and BOAC to BA
- charter
- cargo
- low-cost scheduled services

Development of airports, including:

- major airports
- regional airports

The salient points of key laws and regulations as they impact on the development of the aviation industry, including:

- CAA publications
- Aviation Security Acts
- key international conventions and protocols

Task 3 (provides evidence for M1)

Developing your findings from Task 2, explain the impacts of key developments on the structure of the aviation industry.

Task 4 (provides evidence for D1)

From your findings in Task 3, select one significant development that is likely to impact on the aviation industry in the future and make recommendations for how the aviation industry should respond to this.

Sample assessment activity 2

Scenario

You receive many requests for information on economic regulation, deregulation and liberalisation of the aviation industry, so it is decided that a separate section of the student information file should be devoted to these issues.

Task 1 (provides evidence for P3)

Carry out research and produce a reader-friendly section for the information file entitled 'The effect of economic regulation, deregulation and liberalisation on the UK aviation industry', with separate sub-sections devoted to:

- *economic regulations* – define safety regulation and economic regulation and explain the difference between them, explain how bilateral agreements evolved (including the Paris Convention 1919, Chicago Convention 1944, Geneva Convention 1947 and the reasons why nations failed to adopt a multilateral approach) describe the contents of a traditional bilateral agreement including freedoms of the air, explain the role of IATA, ICAO and CAA in economic regulation.
- *deregulation* – summarise the key steps, causes and legislation in the history of deregulation of the US aviation industry, its impacts and long-term effects.
- *liberalisation* – summarise the key steps, causes and legislation involved in the liberalisation of the EU aviation industry, its impacts, long-term effects and future developments.

Task 2 (provides evidence for M2)

Using the research from Task 2 explain how economic regulation, deregulation and liberalisation have impacted on the UK aviation industry giving specific examples where appropriate to show actual effects.

Task 3 (provides evidence for D2)

Evaluate the long-term impact of deregulation and liberalisation of the aviation industry within the US and the EU. To do this you will need to make judgements as to what extent deregulation has and will have positive or negative effects on the industry. Suggest aspects of the industry that could change in the future following on from deregulation.

Sample assessment activity 3

Scenario

In this section of the student information file you will provide information on 'The scale and impact of the aviation industry on the UK'.

Task 1 (provides evidence for P4)

Use graphs and tables (where appropriate) to support a description of the scale of the UK aviation industry including the following.

Contribution of aviation to the UK economy in terms of:

- Gross Domestic Product
- investment
- tax contribution
- direct employment
- indirect employment
- growth rates

Passenger numbers over a period of time showing growth of UK airports in terms of:

- expansion
- new airports
- increase in flights
- destinations served

Airline growth in terms of:

- increased flight frequencies
- new destinations
- new airlines

Trends for passenger travel, for example:

- increased frequency of travel
- new destinations
- increased short break travel

(You can select from these or choose your own examples of trends.)

Other key indicators, for example:

- Air Transport Movements over a period of time
- growth levels, where possible over a 25-year period
- load factors on specific airlines over a period of time
- cargo tonnes uplifted.

(You can select from these or choose your own examples of key indicators.)

Task 2 (provides evidence for M3)

Analyse information relating to the scale of the aviation industry and the significant factors, major changes and trends that have become evident. Draw conclusions from your analysis. You might find it useful to discuss these with your tutor to develop your ideas.

Resource list

Books and publications

Doganis R – *Flying Off Course: The Economics of International Airlines* (Routledge, 2002) ISBN 041521324X

Doganis R – *The Airline Business* (Routledge, 2005) ISBN 0415346150

Wells A and Wensveen J – *Air Transportation; A Management Perspective, 5th Edition* (Thomson Learning, 2004) ISBN 0534393845

Journals and trade publications

Airline Business – Reed Business Publishing

Flight International – Reed Business Publishing

Journal of Air Transport Management – Elsevier Science

Websites

www.aea.be	Association of European Airlines
www.aci-europe.org/	Airports Council International – Europe
www.airports.org	Airports Council International
www.atag.org	Air Transport Action Group
www.bata.uk.com	British Air Transport Association (BATA)
www.britishairways.com/travel/crenvhome/public/en_gb	British Airways – Environmental Information
www.britishairways.com/travel/crhome/public/en_gb	British Airways – Corporate Responsibility
www.caa.co.uk	Civil Aviation Authority
www.caa.co.uk/docs/33/cap749.PDF	CAA publication – The Effect of Liberalisation on Aviation Employment
www.caa.co.uk/default.aspx?catid=5	Economic Regulation Group (ERG)
www.dft.gov.uk	Department for Transport
www.easa.eu.int	European Aviation Safety Agency
www.easyjet.co.uk/EN/about/information/infopack_environmentalpolicy.html	easyJet – Environmental Policy
www.eraa.org/	European Regions Airline Association
www.eurocontrol.int	Eurocontrol
www.ec.europa.eu/transport/air_portal/index_en.htm	Air Transport Portal of the European Commission

http://ec.europa.eu/transport/air_portal/international/doc/brochures/air_int_brochure_en.pdf	European Commission – bilateral agreements information/handout
www.hmrc.gov.uk	HM Revenue and Customs
www.homeoffice.gov.uk	UK Home Office
www.iata.org	International Air Transport Association (IATA)
www.iata.org/pressroom/facts_figures/fact_sheets/	IATA fact sheets
www.icao.int	International Civil Aviation Organisation (ICAO)
www.ind.homeoffice.gov.uk	Border and immigration Agency
www.intervistas.com/4/reports.asp	InterVISTAS reports
www.jaa.nl	Joint Aviation Authorities (JAA)
www.nats.co.uk	National Air Traffic Services (NATS)
www.oag.com	Official Airline Guide (OAG) Global Flight Information Company
http://en.wikipedia.org/wiki/Convention_on_International_Civil_Aviation	Information on Chicago Convention
www.en.wikipedia.org/wiki/Warsaw_Convention	Information on Warsaw Convention

Glossary of acronyms

ACI	Airports Council International
AEA	Association of European Airlines
ATAG	Air Transport Action Group
BATA	British Air Transport Association
CAA	Civil Aviation Authority
EASA	European Aviation Safety Agency
ERAA	European Regions Airline Association
ERG	Economic Regulation Group
IATA	International Air Transport Association
ICAO	International Civil Aviation Organisation
JAA	Joint Aviation Authorities
NATS	National Air Traffic Services
SRG	Safety Regulation Group

Unit 2: Health, Safety and Security in the Aviation Industry

NQF Level 3: BTEC Nationals

Guided learning hours: 60

Unit abstract

Health, safety and security issues are given the highest priority by all aviation organisations. Customers need to have confidence to travel with an airline; when external factors arise which may cause unrest and worry, many will choose not to fly. This is obviously an issue that concerns the industry so regulations and legislation have been developed with co-operation from aviation organisations to ensure that airlines flying into and out of the UK comply with all health, safety and security recommendations.

This unit introduces learners to the significance of health, safety and security to the aviation industry. It encourages them to explore the reasons why they should, and how they can, ensure the health, safety and security of their customers, visitors, colleagues and themselves when working in the aviation industry. Learners need to understand the legislation relevant to the aviation industry and its impact on staff, visitors and customers. They will not need to study the legislation in depth, but they should understand the purpose of it and who to refer to for advice, information and help.

Learners will investigate the health, safety and security hazards of an organisation within the aviation working environment. They will look in detail at all the possible options to minimise risks, recommend solutions, and predict and evaluate possible outcomes of the measures they suggest. Finally, learners will investigate the kind of minor incidents they may encounter when working in the aviation industry, and will learn how the industry deals with them.

These materials provide a suggested format for the delivery of this unit, which has been divided into a number of sections for teaching purposes. This is an illustration of how the unit can be divided into manageable learning blocks. It is not prescriptive. Tutors may find the learning outcomes can be delivered more effectively in a different order, based on the way the qualification is organised within the centre and the learning styles, ability levels and prior learning of the cohort.

The programme of learning indicates where assessment could take place. Three sample assignments that cover all of the grading criteria for the unit have been provided.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the principles and associated legislation of maintaining health, safety and security in the aviation industry
- 2 Understand common health, safety and security hazards of an organisation in the aviation industry
- 3 Know the measures used to improve health, safety and security of an aviation environment
- 4 Know health, safety and security procedures for minor incidents in the aviation industry.

Exemplar programme of learning

Session	Teaching topic	Delivery methods	Guidance
1	Key laws and regulations	Tutor-led investigation	<p>Aims of the session: identify the key laws and regulations relating to aviation.</p> <p>Key laws and regulations can be very 'dry' subjects, therefore it would be better to make this session as interactive as possible. Learner understanding would be enhanced if tutors create work sheets and activities linked to the following information:</p> <ul style="list-style-type: none"> • <i>the key points of the Health and Safety at Work Act</i> • <i>the key points of legislation relating to noise (important consideration for the local community around the airport)</i> • <i>the regulations relating to substances hazardous to health</i> • <i>the key points relating to the Working Time Regulations (important for employing staff for shift work)</i> • <i>the key points for working with computers (especially relevant to the check in desks)</i> • <i>data protection (relate to check-in/reservations, etc)</i> • <i>lifting safely regulations (especially important for the baggage handlers/loaders)</i> • <i>fire protection (within the airport, on board an aircraft)</i> • <i>providing the correct work equipment (link to safety on the ramp, on board the aircraft)</i> • <i>personal protective equipment (importance of wearing the correct pieces airside)</i> • <i>reporting of accidents and serious occurrences at work or involving the public</i> • <i>aviation security (airside/landside).</i>

Session	Teaching topic	Delivery methods	Guidance
2	Key laws and regulations	<p>Tutor-led scenario based activity</p> <p>Group research linked to scenario</p>	<p>Aims of the session: relate key laws and regulations to specific examples within the aviation industry.</p> <p>Once the main points of the key legislation and regulations have been delivered and understood it would deepen knowledge and understanding if learners were given a scenario to develop relating to laws and regulations. Learners should be split into small groups and given one piece of information to research further; they should then work together to link their research. For example:</p> <p><i>You are working for a very small airport, which at present is not being used for commercial flights. Your task is to research the key laws and regulations that will affect the development of your airport. You must present the relevant information to your regional development agency in order to attract support and financial assistance for development. The information required is:</i></p> <ul style="list-style-type: none"> • <i>the key points of the Health and Safety at Work Act</i> • <i>the key points of legislation relating to noise (important consideration for the local community around the airport)</i> • <i>the regulations relating to substances hazardous to health</i> • <i>the key points relating to the Working Time Regulations (important for employing staff for shift work)</i> • <i>the key points for working with computers (especially relevant to the check in desks)</i> • <i>data protection (relate to check in/reservations etc)</i> • <i>lifting safely regulations (especially important for the baggage handlers/loaders)</i> • <i>fire protection (within the airport, on board an aircraft)</i> • <i>providing the correct work equipment (link to safety on the ramp, on board the aircraft)</i> • <i>personal protective equipment (importance of wearing the correct pieces airside)</i>

Session	Teaching topic	Delivery methods	Guidance
3	Regulatory bodies	Tutor-led scenario development Group activity	<ul style="list-style-type: none"> • <i>reporting of accidents and serious occurrences at work or involving the public</i> • <i>aviation security (airside/landside).</i> <p>Aims of the session: identify the key regulatory bodies within the aviation industry and how they oversee the implementation of legislation relating to health, safety and security.</p> <p>This session should be linked to the previous session on key laws and regulations and the scenario-based task. Learners should now identify the key regulatory bodies, what their role is and how they oversee the implementation of legislation relating to health, safety and security.</p> <ul style="list-style-type: none"> • Civil Aviation Authority (CAA) • International Air Transport Association • Joint Aviation Authority (JAA) • Department for Transport.
4	Trade bodies	Scenario development Research	<p>Aims of the session: identify the trade bodies involved with the health, safety and security of the aviation industry and explain their importance.</p> <p>Following on from the development of the scenario, it is important that learners understand that trade bodies will be involved in implementing legislation relating to health, safety and security. Guide learners in to three groups, each to research one trade body and feedback to the group as a whole. Worksheets could be developed to assess understanding.</p> <ul style="list-style-type: none"> • British Air Transport Association (BATA) • British Business and General Aviation Association • British Airline Pilots Association.

Session	Teaching topic	Delivery methods	Guidance
5	Importance of health, safety and security	Question and answer session based on research findings	<p>Aims of the session: explain the importance of ensuring health, safety and security for the organisation, staff and passengers.</p> <p>Tutors should open a discussion based on the research of the key laws, regulations, regulatory and trade bodies. The information that learners have gained should enable them to have a discussion based on the importance of the legislation and regulations in place to ensure health, safety and security of the aviation industry.</p> <p>Guide learners to discuss:</p> <ul style="list-style-type: none"> the importance of ensuring health, safety and security for the organisation, eg aerodrome licensing – www.caa.co.uk/default.aspx?categoryid=375&pagetype=90&pageid=1365 public relations, protection of the environment the importance of ensuring health, safety and security for the staff – to reduce accidents at work the importance of ensuring health, safety and security for customers and passengers.
6	Understanding the aviation environment	Airport visit	<p>Aims of the session: identify landside and airside differences and visit an airside viewpoint to understand the importance of health, safety and security.</p> <p>It would be useful for learners to visit an airport to experience the aviation environment first hand.</p> <p>Organise a guest speaker from an airline or ground handling company (if possible) to discuss the health, safety and security considerations both airside and landside. If no guest speaker available create a task sheet for learners which encourages them to identify potential areas of health, safety and security concerns landside and airside, for example bags left unattended, children riding on baggage trolleys, staff members without visible ID cards, airside vehicles parked in dangerous positions airside.</p>

Session	Teaching topic	Delivery methods	Guidance
7	Aviation environment	Top table exercise – tutor-led	<p>Aims of the session: create a table top diagram of an airport and identify key areas.</p> <p>Create a top table diagram of an airport layout with key words on separate pieces of card, eg AIRSIDE, RAMP, CARGO, LANDSIDE, BAGGAGE RECLAIM. Ask learners to identify the location of these on the diagram. It may be useful to have other areas labelled to enhance learners' understanding of the airport, eg aircraft stands, airport roads, taxiways and runways.</p>
8	Health and safety hazards	PowerPoint presentation Table top exercise – airport layout	<p>Aims of the session: understand the types of health and safety hazards at an airport and identify potential health and safety hazards on diagram.</p> <p>Tutors to give information and explanation regarding potential and actual hazards in an airport environment.</p> <p>Guide learners to write out cards explaining potential health and safety hazards and then ask them to put the cards on the diagram (as used in the previous session) in the area they are most likely to happen, for example – potential hazard – bag falls off a baggage trolley on the way to the aircraft – card is placed on the diagram airside near to an aircraft stand. Aim to cover the whole of the range specified in the unit content.</p>
9	Security hazards	Discussion Top table exercise – airport layout Guest speaker from industry	<p>Aims of the session: understand the types of security hazards in an airport environment and identify the potential security hazards on diagram.</p> <p>Discuss the importance of security within aviation. A security officer from your local airport would be a very useful guest speaker. It would be useful to discuss past security issues within aviation to highlight the hazards facing the industry, eg unauthorised personnel out on the ramp, passengers travelling with invalid/false documentation, theft of information, theft of property.</p> <p>Guide learners to write out cards explaining potential security hazards and then place the cards onto the diagram (used in the previous sessions) in the areas they are most likely to happen.</p>

Session	Teaching topic	Delivery methods	Guidance
10	Measures to improve health, safety and security of an aviation environment	Tutor-led presentation Individual risk assessment activity	<p>Aims of the session: identify measures in place to improve health, safety and security in an airport environment and create a risk assessment for one potential health, safety or security hazard in an airport environment.</p> <p>Tutors should create a presentation which discusses the key points relating to:</p> <ul style="list-style-type: none"> • the need for an airport to minimise the risks as much as possible for the benefit of the customers, passengers, staff, public property and information • the emergency procedures in place to help minimise the risks in an airport • the benefits to the airport if they constantly seek to develop measures to improve health, safety and security • the cost involved and the staff and physical resources required • what is risk assessment (www.hse.gov.uk/risk/fivesteps.htm). <p>Learners should then carry out a risk assessment for one potential health, safety or security hazard in an airport environment. Each learner should identify a different hazard which could then create a broader base of information for the group as a whole.</p>

Session	Teaching topic	Delivery methods	Guidance
11	Minor incidents and procedures	Further development of airport scenario using question and answer session Group activity	<p>Aims of the session: identify the procedures for minor incidents in the aviation industry and create a ‘procedures leaflet’ for your airport development scenario.</p> <p>Tutor should start a class discussion based on minor incidents at the airport and the procedures to follow to deal effectively with the situation. Questions and answers could be based around the following suggestions:</p> <ul style="list-style-type: none"> • What type of health, safety and security incidents do you think there might be in an airport environment? Tutor to discuss medical incidents (major and minor), missing passengers at the gate (the procedures to follow relating to taking baggage off the aircraft if the passenger fails to fly), vehicle accidents on the ramp, suspect packages in the terminal building/on board the aircraft, theft from the airport/aircraft, violence at the airport/aircraft, passengers causing disruption • What procedures are in place for handling minor incidents? Tutor to discuss procedures for staff, passengers, public, the organisation. How communication will take place, what documentation is needed, when it would be necessary to involve third parties such as the emergency services. <p>Learners should be split into groups to create a ‘procedures leaflet’ for a developing airport which gives clear guidance for all interested parties regarding a range of five examples. If each group developed five different examples this could then be collated into one large procedures manual.</p>

Session	Teaching topic	Delivery methods	Guidance
12	Sources of information and advice	Guide learners to complete research	<p>Aims of the session: describe where to find information and advice regarding health, safety and security procedures and explain this support.</p> <p>Guide learners to imagine that they are moving forward with the development of a airport and now they need to find out where they might be able to obtain more information and advice to enable the airport to attract commercial airlines to operate routes. This research could be presented as an information leaflet, advising others of the assistance they might receive from the following:</p> <ul style="list-style-type: none"> • Health and Safety Executive (HSE) • local authorities • safety committees • professional bodies • government departments • companies' safety officers • published sources • Royal Society for the Prevention of Accidents (RoSPA).

Sample assessment activity 1

Scenario

You are working within the training and development team at your local airport and you have been given the task of developing a training programme for new employees. This will include an information pack to create awareness of the importance of maintaining health, safety and security in aviation, key laws and regulations, and the roles of regulatory and trade bodies involved with these issues.

Task 1 (provides evidence for P1)

The first section of your information pack will introduce the new employees to the importance of maintaining health, safety and security in aviation.

You must state the importance of maintaining health, safety and security in aviation in relation to:

- the organisation
- staff
- the customers
- passengers
- public relations
- the protection of the environment.

Provide examples in real aviation work contexts and the aviation environment to support your statements.

Task 2 (provides evidence for P2)

The second section must ensure that the new employees are aware of the key laws and regulations in place to ensure health, safety and security and the roles of regulatory bodies and trade bodies which oversee their implementation.

You have been asked to produce this section of the information pack in the form of A4 information sheets, producing a separate information sheet for each of the key laws and regulations including:

- the Health and Safety at Work Act.

plus current legislation in relation to:

- | | |
|----------------------------------|---------------------------------|
| • the control of noise | • fire protection |
| • substances hazardous to health | • data protection |
| • working time regulations | • personal protective equipment |
| • working with computers | • aviation security landside |

- lifting safely
- providing the correct work equipment
- aviation security airside
- reporting of accidents and serious occurrences at work or involving the public.

You can use a simple template like the one below if you wish, expanding the boxes as required.

You will need to select the main law or regulation for each of the health, safety or security areas listed above. If you use more than one law or regulation within each of the specified areas, you should complete one sheet per regulation.

Health, safety or security area, eg <i>THE CONTROL OF NOISE</i>
Name of law or regulation:
Summarise in your own words the key points of this legislation in relation to aviation:
Name the regulatory or trade body that governs this legislation:
Describe in your own words how this regulatory or trade body oversees implementation:

Task 3 (provides evidence for M1)

Expand your information sheets to explain briefly how each of the health, safety and security laws and regulations have impacted on the operation of aviation organisations, giving specific examples where possible.

Task 4 (provides evidence for D1)

To conclude this section of the pack, produce a written assessment of the effectiveness of health, safety and security laws and regulations in relation to the aviation industry and make suggestions for improvements. You should be critical of the laws and regulations, suggesting ways in which they could be updated, clarified or overseen in a more effective way.

Sample assessment activity 2

Scenario

As part of the training programme you have been asked to prepare and give a presentation on common health, safety and security hazards in an aviation environment and the measures taken to improve health, safety and security.

Task 1 (provides evidence for P3)

In the first part of your presentation describe common existing and potential health and safety hazards in relation to:

the aviation working environment including:

- substances
- activities
- equipment
- foodstuffs

hazards specific to aviation, for example:

- aircraft noise
- bird strikes
- foreign object debris on the runway
- baggage

also describe common security hazards including:

- unauthorised personnel
- invalid documentation
- theft of information
- theft of property.

Your presentation should be supported by visual aids and handouts as appropriate and should include examples that are specific to the aviation environment, such as check-in, arrivals, etc.

Task 2 (provides evidence for P4)

Continue your presentation with a description, using specific aviation examples, of measures taken to improve health, safety and security both landside (for example baggage reclaim and check-in areas) and airside (for example on the ramp, for storage of cargo, staff moving from landside to airside and passengers moving from landside to airside).

The measures should include:

- risk reduction
- emergency action
- cost
- benefits
- staff resources required
- physical resources required
- risk assessment.

State clearly if the measures you have described relate to customers, passengers, staff, the public, property or information.

Task 3 (provides evidence for M2)

In order to ensure that your new employees have understood the importance of being aware of potential hazards, you will be asking them to recommend realistic measures that could be taken in response to a variety of situations.

You have been asked to provide written model answers, recommending realistic measures that could be taken, in response to the following scenarios.

- It has been brought to your attention that some passengers are leaving their baggage trolleys around the check in desks once they have completed their check-in. These are blocking the check in area and some children are using them to play with.
- It is winter and there is snow and ice on the apron areas. When passengers are being walked to the aircraft from Gate 6, they are complaining that it is dangerous due to the icy conditions.
- Whilst walking around the terminal building airside, the health and safety officer noticed that the security door from Gate 8 out onto the apron has been propped open with a fire extinguisher.
- Due to the cold weather, many of the staff airside are wearing heavy duty coats with their high visibility jackets over the top. The health and safety officer noticed that a number of these staff members did not have their identification passes clearly visible.
- The health and safety officer has been advised that some of the younger ramp operatives have been not been wearing their ear protectors appropriately and that many of the ear protectors are in a bad state of repair.

In order that the new recruits are fully informed, make sure your responses are suitably detailed.

Sample assessment activity 3

Scenario

Finally it is important that new staff are made aware of the procedures to be taken in the event of minor incidents. They must know where to find information and advice to deal effectively with these incidents. The procedures you describe should be actual procedures from one or more organisations and you should provide evidence along with a bibliography showing where information was obtained for each incident described.

Task 1 (provides evidence for P5)

Using the five incidents detailed below, prepare separate briefing sheets to describe the actual procedures they should follow to deal with each incident and the sources of information and advice, for example HSE, RoSPA, local authorities, company safety officer:

- missing passenger at the departure gate
- a suspect package
- a drunken and aggressive passenger at check-in
- evacuation of the terminal due to a fire alarm
- a child with suspected chicken pox at embarkation.

The procedures should include (as appropriate) those for:

- staff
- passengers
- the public
- the organisation
- communication of information
- documentation
- involvement of third parties.

At the bottom of each briefing sheet you should also state the source of your procedures, eg Servisair.

Task 2 (provides evidence for M3)

For the five incidents in Task 1 explain why these procedures are used.

Task 3 (provides evidence for D2)

Evaluate the effectiveness of measures and procedures in maintaining health, safety and security when dealing with minor incidents in an aviation environment.

Resource list

Books and publications

Harris D and Muir H – *Contemporary Issues in Human Factors and Aviation Safety* (Ashgate, 2005) ISBN 0754645495

Miyagi M – *Serious Accidents and Human Factors: Aviation Safety Through Incident Reporting Analysis* (Wiley and Sons, 2005) ISBN 186058473X

IATA – *Airport Handling Manual, 27th Edition* (IATA, 2006) ISBN 9291958379

Department for Communities and Local Government – *Fire Safety – Risk Assessment – Transport premises and facilities* (The Stationery Office, 2007) ISBN 1851128255

CAP 642 Airside Safety Management – CAA – available to download or as purchasable copy ISBN- 0117906468

Journals and trade publications

Airline Business – Reed Business Publishing

Flight International – Reed Business Publishing

Journal of Air Transport Management – Elsevier Science

Websites

www.aviationsecuritynews.com	Aviation Security News
www.bbga.aero	British Business and General Aviation Association
www.balpa.org.uk	British Airline Pilots Association
www.bata.uk.com	British Air Transport Association (BATA)
www.caa.co.uk	Civil Aviation Authority
www.dft.gov.uk	Department for Transport
www.dft.gov.uk/transportforyou/airtravel/airportsecurity	Department for Transport – Airport Security
www.dti.gov.uk/employment/employment-legislation/working-time-regis/index.html	Working Time Regulations
http://ec.europa.eu/transport/air_portal/	Air Transport Portal of the European Commission
www.hse.gov.uk/airtransport/index.htm	Health & Safety Executive – Air Transport
www.hse.gov.uk/corporateresponsibility/index.htm	Health and Safety Executive - Corporate Responsibility

www.hse.gov.uk/coshh/index.htm	Health & Safety Executive—Control of Substances Hazardous to Health
www.hse.gov.uk/equipment/legislation.htm	Health & Safety Executive – Work Equipment Regulations
www.hse.gov.uk/lau/newsletter.htm	Health & Safety Executive – Local Authority Unit newsletters
www.hse.gov.uk/noise/regulations.htm	Health & Safety Executive – The Control of Noise at Work Regulations 2005
www.hse.gov.uk/pubns/indg174.pdf	Health & Safety Executive – Personal Protective Equipment Leaflet
www.hse.gov.uk/pubns/indg290.pdf	Health & Safety Executive – Lifting Equipment
www.hse.gov.uk/pubns/indg143.pdf	Health & Safety Executive – Manual Handling
www.hse.gov.uk/pubns/hse31.pdf	RIDDOR – Reporting of Injuries, Diseases and Dangerous Occurrences
www.hse.gov.uk/pubns/apis1.htm	Health & Safety Executive – Personal Protective Equipment – Airport Workers
www.hse.gov.uk/risk/index.htm	Health & Safety Executive – Risk Management
www.hse.gov.uk/pubns/indg36.pdf	Health & Safety Executive – Working with VDUs
www.hse.gov.uk/pubns/hsc13.pdf	Health and Safety Regulations Guide
www.hse.gov.uk/slips/index.htm	Health & Safety Executive – Slips and Trips
www.hse.gov.uk/statistics/overpic.htm	Health and Safety Statistics
www.iata.org	International Air Transport Association
www.jaa.nl	Joint Aviation Authorities (JAA) – from jan 07 ‘JAAT’ (Transition)
www.rospa.org.uk/	Royal Society for the Prevention of Accidents

Unit 3: Meeting Customer Needs in the Aviation Industry

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

This unit allows learners to expand their knowledge of customer service and provides opportunities to develop their own skills through role-play opportunities and, where applicable, their part-time jobs.

Visits to an airport to observe airline passengers (for example at check-in desk, information desks and retail outlets), watching airline and airport television programmes, and inviting guest speakers will bring this unit to 'life', giving learners a realistic insight into the complex customer service situations experienced in the aviation industry and the products and services provided by aviation organisations. From this learners should begin to build up a range of examples to use within their assessment evidence. Role-plays should be appropriately evidenced according to the assessment criteria.

These materials provide a suggested format for the delivery of this unit, which has been divided into a number of sections for teaching purposes. This is an illustration of how the unit can be divided into manageable learning blocks. It is not prescriptive. Tutors may find the learning outcomes can be delivered more effectively in a different order, based on the way the qualification is organised within the centre and the learning styles, ability levels and prior learning of the cohort.

The programme of learning indicates where assessment could take place. One sample assignment that covers all of the grading criteria has been provided.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the importance of meeting customer needs in aviation
- 2 Know the customer service skills required to meet customer needs
- 3 Know the products and services provided to meet the individual needs of customers in an aviation organisation
- 4 Be able to deal with customer service situations in the aviation industry.

Exemplar programme of learning

Session	Teaching topic	Delivery methods	Guidance
1-2	Meeting customer needs in aviation Importance to the organisation/ customer/ employee	Group discussion Guest speaker	<p>Aims of the session: understand the importance of customer service.</p> <p>Tutors should lead a discussion about the importance of providing ‘excellent’ service to customers using examples from the aviation industry, both on the ground and in the air. Learners should share experiences of good and bad customer service they have experienced.</p> <p>Tutors should ensure the discussion covers what influences customers’ choice of organisation and why poor customer service affects organisations and the people that work for them.</p> <p>A guest speaker from a passenger handling agent or airline employee, eg cabin crew should be invited to advise learners of the skills needed to work in the aviation industry and the importance of working in a team. Learners should prepare questions in advance and take notes, which should then be used in completing assessments. Engaging a speaker currently responsible for the management of customer service, eg airport customer service manager would focus learners towards the more complex study of evaluating customer service and recommending ways of improving service within an aviation environment.</p>

Session	Teaching topic	Delivery methods	Guidance
3	<p>Meeting customer needs in aviation</p> <p>Customer needs – products and services/specific needs</p>	<p>Group work</p> <p>Visit to an airport</p>	<p>Aims of the session: understand the different needs of aviation customers.</p> <p>Tutors should divide the learners into small groups to observe different areas of an airport, eg check in, information desk and special assistance.</p> <p>Prior to the visit, learners should prepare worksheet/observation sheets for the airport visit making sure the following information is covered:</p> <ul style="list-style-type: none"> • detailing location • products and services provided • situations observed and how customers/aviation employees behaved • prepared questions should the opportunity arise to speak to employees of organisations. <p>Learners may choose to build up a small portfolio of different customer service situations and how they were handled/resolved to use in a role-play situation later in the unit assessment.</p> <p>Learners should be encouraged to move around the airport as a passenger noting areas of poor practice (eg limited availability of screens, unclear signage) and areas of good practice (comfortable seating, baby changing facilities, availability of drinking water, clear signage). This experience will focus learners on the management of customer service, how it should be evaluated, recommendations for improvement, and how these can be implemented.</p> <p>After the airport visit each group should share their experience so all information is disseminated to the whole group.</p>

Session	Teaching topic	Delivery methods	Guidance
4-5	Skills required to meet customer needs – communication, presentation	Videos of aviation programmes Group discussion Activities	<p>Aims of the session: understand why skills are needed to deal effectively with customers.</p> <p>Learners should begin to investigate the skills needed to meet customer needs and the importance of personal presentation. This could be achieved through watching television programmes such as Airline and Airport, which show the importance of providing the highest service possible to ensure the smooth transition of passengers through their journey.</p> <p>As this session focuses on communication and personal presentation learners should initially refer to information gathered on their visit – dress, appearance and working environment. This should then be expanded to include hygiene and already listed. Tutors should ensure that learners understand the importance of good personal presentation.</p> <p>A selection of activities should be used to develop communication (verbal, language barriers) skills (motivation, benefits), eg learners could be paired off, one learner is then blindfolded and the other is the leader. Leaders must guide their partners around the centre, ensuring that they give good verbal instructions so that their partners avoid walking into anything.</p>
6	Skills required to meet customer needs – teamwork	Group discussion Group work	<p>Aims of the session: understand the need for effective teamwork.</p> <p>Tutors should lead and input into a discussion on working in a team, including roles, characteristics, benefits and team conflicts. Emphasis should be placed on the importance of working in teams and the lines of authority in aviation organisations. This should then lead onto the benefits of team working.</p> <p>Learners should then be divided into groups to develop their own skills. The groups should work together on different activities to build up teamworking skills, eg the egg parachute game, surviving on an island, etc. Tutors should ensure that the activity chosen is sufficiently complex to allow the identification of the different roles in a team and how to deal with conflict and delegation.</p>

Session	Teaching topic	Delivery methods	Guidance
7-8	Products and services provided to meet the individual needs of customers	Group discussion Independent research through websites	<p>Aims of the session: understand products and services needed by customers.</p> <p>This section should start with a discussion identifying the different types of customer (internal, passenger and non-passenger) and the different products and services provided to meet individual needs. Needs by class, frequent flyers, VIPs, CIPs, those with medical conditions, unaccompanied minors, families with young children, those with disabilities, nervous passengers, those requiring special diets and other special requirements and airline employee stand-by passengers. Learners may have experience of flying, this together with information gathered from the airport visit will provide the evidence for use in assessment.</p> <p>Learners should be encouraged to research a variety of aviation organisations, from the internet, in-flight magazines and their own experiences to produce information to meet P3.</p>
9	Dealing with customer service situations in the aviation industry – providing information and advice	Investigation Video of aviation programme	<p>Aims of the session: understand importance of giving correct advice to customers.</p> <p>Learners should be made aware of the importance of giving the correct information and advice to aviation customers. Learners should draw on their own experiences and those shown on television programmes. Tutors should encourage a discussion which considers the ways this is done, the consequences of not doing it properly, etc.</p>

Session	Teaching topic	Delivery methods	Guidance
10	Dealing with customer service situations in the aviation industry – managing passenger behaviour	Group discussion Activity – role-play practise	<p>Aims of the session: understand different passenger behaviour.</p> <p>Tutors should discuss the types of passenger behaviour, eg nervous passengers, complaints, etc, ensuring that all content is covered. Learners should reflect back to the behaviour of customers from the television programmes and their own experiences and share these experiences with the class. After the discussion learners should work in pairs or small groups to practise ways of managing different passenger behaviours. This should be achieved through role-play simulations. Feedback should be available to learners ahead of assessment. Because of the nature of the travel and tourism industry, complaint situations arise in most organisations, some on a daily basis, some less frequent. It is essential that learners understand the techniques of effective complaint handling and are provided with a number of opportunities to deal with simulated complaint situations.</p>
11-12	Dealing with customer service situations in the aviation industry	Role play Self-evaluation and feedback from peers and tutor	<p>Aims of the session: complete role plays.</p> <p>The tutor should that simulated situations are as realistic as possible. Learners should complete four role-play scenarios, classrooms should be laid out to resemble airport check-in and aeroplane cabin. Learners should make an effort to dress appropriately for the role plays.</p> <p>Role plays should be designed so that learners can achieve the higher grades, for example, dealing with a simple enquiry about a departure for a specific flight will not provide sufficient challenge to achieve a merit. A merit level role play could be with a delayed departure and having to deal with the problems associated with this type of situation. Before attempting assessments learners should have the opportunity to practise situations and should give and receive feedback to each other.</p> <p>Learners should complete an evaluation of their own performance; this, together with the feedback from their tutor and peers, should be used to complete distinction criteria.</p>

Sample assessment activity

Scenario

You are coming to the end of your course and have decided that you wish to work in the aviation industry; you have seen several different jobs advertised each asking for good customer service skills. Complete the following tasks in preparation for working in the industry.

Task 1 (provides evidence for P1)

There are many different companies in aviation competing for customers, and although you know you definitely want to work in aviation, you are not sure exactly the type of organisation in which you would like to be employed.

Produce a report describing the importance of meeting customer needs in the aviation industry; the report should include information on the following.

Customer needs

- products and services
- levels of service
- specific needs

Importance to the organisation

- keeping existing customers satisfied
- increasing customers' loyalty
- ensuring repeat business
- enhancing an organisation's image
- providing an edge over the competition
- increasing sales and usage by attracting new customers
- the consequences of poor customer service for the customer, the staff, the organisation

Importance to the customer

- meeting individual customers' needs
- exceeding customers' expectations
- safe and secure environment for internal and external customers

Importance to the employee

- a happier working environment
- job satisfaction
- higher self-esteem
- possibility of promotion.

You can use examples from aviation organisations to support your descriptions where appropriate.

Task 2a (provides evidence for P2)

You now need to think about the skills that will be required to work for one of the many organisations in the industry. To remind you of the skills that you will need, produce information sheets that can be used for reference when applying for jobs. These information sheets should include:

Communication skills

- verbal (one/way, two/way)
- non-verbal
- electronic
- listening skills
- barriers to communication
- problems resulting from communication barriers
- assessing the effectiveness of communication

Presentation

- of self
- of working environment (airport and on board aircraft)

Teamwork

- conflict within teams
- motivation
- team formation
- team roles
- characteristics of team members
- delegation of tasks
- relationships
- lines of authority
- role of mentor.
- benefits of teamwork to colleagues, customers and the organisation

You can use examples from aviation organisations to support your descriptions where appropriate.

Task 2b (provides evidence for M1)

Using the information from Tasks 1 and 2, explain how customer service skills can help to meet specific customer needs in aviation. You do not need to research a specific organisation although you may find it useful to use examples to support your explanation.

Task 3 (provides evidence for P3)

In preparation for applying for a job you need to produce information describing the products and services offered by different types of organisations at airports and with airlines and relate them to the needs of individual customers. This information should cover:

Different types of customer

- internal (staff, service providers, partner organisations)
- passengers (business and leisure)
- non-passengers

Products and services

- eg flights, food and beverages, children's services, range of ticket types, special cargo services

Individual needs

- by class (first, business, economy)
- frequent flyers
- very important passengers
- commercially important passengers
- medical conditions
- unaccompanied minors
- families with young children
- disabilities
- nervous passengers
- special diets
- special requirements
- airline employee standby passengers.

Evidence should not be specific to any particular organisation, but should cover all types of aviation organisations in broad terms.

Task 4a (provides evidence for M2)

Having completed Task 3, you now need to select a specific organisation to investigate in more detail and produce a report.

The report should explain how the range of products and services offered by the organisation meets its customers' needs. A typical example would be an explanation of how the on-line check-in procedure of a scheduled airline helps to meet the needs of business travellers.

Task 4b (provides evidence for D1)

Having completed Task 4a, you should recommend ways in which the selected organisation can improve its performance in meeting its customers' needs. Improvements could be in the form of changes to products and services or changes to customer service skills of its staff.

Task 5a (provides evidence for P4)

To prepare yourself for working in the industry, you need to participate in role play or real-life situations where you are handling customer service situations both at the airport and on board an aircraft. You should provide customer service in a total of four separate scenarios, each dealing with a different type of customer service as detailed below:

- providing information and advice
- providing assistance
- dealing with complaints
- managing passenger behaviour.

You must cover at least **one situation at the airport**, examples of which might be invalid travel documentation, excess baggage, problems at security or late passengers.

You must cover at least **one situation on board the aircraft**, examples of which might be double-booked seats, nervous passengers or problems with meals.

The total number of situations must be four (whether role play or real life) and all four types of customer service detailed above must be covered within at least one or more of them.

Task 5b (provides evidence for M3)

You will have the opportunity to achieve a merit whilst undertaking the situations in 5a by displaying a higher level of skill, or by showing initiative or independent skills to deal effectively with customers in aviation situations and demonstrate an ability to think quickly and with confidence.

Task 5c (provides evidence for D2)

Once you have completed all four scenarios you are required to evaluate your own performance and make recommendations as to how to improve your performance in the future. Your evaluations must be insightful and critical and be based on the feedback from observer(s). Recommendations can be short term, ie for your next role play, or longer term, with consideration for your chosen career, future training or a work placement.

Resource list

Books and publications

Calder S – *No Frills – The Truth Behind the Low-Cost Revolution in the Skies* (Virgin Books, 2006) ISBN 0753510448

Ivens J and Shaw C – *Building Great Customer Experiences* (Palgrave Macmillan, 2002) ISBN 0333990137

Gee J – *Customer Service Training Tool Kit: 40 Training Activities for Customer Service Trainers* (McGraw Hill Education 1999) ISBN 0079137733

Lashley C and Morrison A (editors) – *In Search of Hospitality* (Butterworth Heinemann, 2001) ISBN 0750654317

Martin W B – *Quality Service: What Every Hospitality Manager Needs to Know* (Prentice Hall, 2002) ISBN- 0130930180

Shaw S – *Airline Marketing and Management, 5th Edition* (Ashgate Publishing, 2004) ISBN 075463759X

Journals and trade publications

Travel Trade Gazette – CNP Information Ltd

Travel Weekly – Reed Business Information Ltd

CD ROM

Gillespie C – *Customer Service Skills* (Butterworth Heineman, 2001) ISBN 075065208x

Television programmes

Airline/Airport – ITV

Websites

www.baa.com

BAA – British Airports Authority

www.ba.com

British Airways

www.easyjet.com

easyJet

www.virgin-airlines.co.uk

Virgin Airlines

Unit 8: Handling Air Passengers

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

Understanding the process that passengers go through when travelling by air is at the very centre of the aviation industry. Aviation workers need to have a good understanding of the passenger process, to ensure customer safety and wellbeing at all times. An understanding of the relevant health and safety issues and legal implications is crucial. This unit aims to develop knowledge and understanding in these key areas and underpins other units in the qualification. It is essential in preparation for work in the aviation industry.

This unit explores the different options available to passengers when arranging their journey, planning routes to and from the airports and using the facilities available around the airport perimeter for overnight stays and car parking. Learners will also gain an understanding of the facilities available to passengers and the staff involved in the embarkation process. Learners will also have the opportunity to develop an understanding of the safety procedures that have to be adhered to whilst passengers are on board the aircraft and focuses on the services available to meet passengers with specific needs, eg those passengers travelling with children. Learners will investigate the role that cabin crew play in ensuring passenger safety.

By looking at the process and facilities available for handling passengers at the disembarkation stage, learners will investigate the regulations surrounding passports and visas for visitors arriving from destinations around the world, and the process that passengers go through on arrival and when transiting through the airport.

These materials provide a suggested format for the delivery of this unit, which has been divided into a number of sections for teaching purposes. This is an illustration of how the unit can be divided into manageable learning blocks. It is not prescriptive. Tutors may find the learning outcomes can be delivered more effectively in a different order, based on the way the qualification is organised within the centre and the learning styles, ability levels and prior learning of the cohort.

The programme of learning indicates where assessment could take place. Three sample assignments that cover all of the grading criteria for the unit have been provided.

Learning outcomes

On completion of this unit a learner should:

- 1 Know the options available to customers when travelling to and from airports
- 2 Understand the process of embarkation and the roles of airport and airline staff
- 3 Know the facilities and services available to passengers during the flight
- 4 Know the airport and airline services and facilities during the disembarkation process.

Exemplar programme of learning

Session	Teaching topic	Delivery methods	Guidance
1	Transport options and car parking	Practical tasks using maps, atlas and computer research	<p>Aims of the session: identify the transport options for travelling to and from the airport; plot the major roads and rail networks in the UK onto a map; investigate car parking at specific airports.</p> <p>Tutors should create a scenario where learners have fictional passengers wanting to travel from one city to another. Guide learners to research the transport options available, the time it would take, the price and suitability for the needs of the passengers. Learners should then plot the main roads and rail networks onto a map.</p> <p>Tutors should then create another scenario whereby a passenger has decided to fly from an airport which is not local and is travelling to the airport by car. The passenger needs to know about the parking options, the price, and how to get to the airport from the car park. This will include accommodation with parking and courtesy coaches to and from the airport, etc.</p> <p>The scenarios developed in session 1 could become a theme carried on throughout the unit with learners developing information regarding their chosen airports. It would be beneficial if learners chose one small and one larger airport. Learners could be guided towards researching different airports so that there is a broader base for comparison.</p> <p>It is essential for this unit that learners visit an international airport to explore all the functional areas. This can be at the start of the unit or midway through to enable learners to develop their knowledge gained through other avenues of research, eg internet, teaching sessions, visiting speakers.</p>

Session	Teaching topic	Delivery methods	Guidance
2	Inter-terminal transport, accommodation and car rental	Computer research Presentation of findings	<p>Aims of the session: investigate the inter-terminal transport methods at larger airports; describe the accommodation types available to passengers near to airports; investigate car rental options at specific airports.</p> <p>Many passengers arrive into airports and have connecting flights to their onward destinations. In some cases passengers need to book overnight accommodation as there are no flights to their destination that day. At other times, flights are delayed and passengers miss their onward connection through no fault of their own. Accommodation at and near to airports is vital as a support network for passengers.</p> <p>As some passengers arrive at airports and need to carry on their journey using alternative methods, it is important that there are options available to them. Car rental companies have rental points at most airports and are usually located landside opposite the check-in desks.</p> <p>Tutors should set a task giving each learner a different airport to research (this could be within the UK or an international airport). Tutors should ask learners to find out what accommodation is available to passengers and what car hire companies operate at that airport. Giving a scenario with dates could then enhance this task further, with learners finding out the availability of accommodation and car hire and the prices to meet the given passenger needs. Learners should then present their findings to the group.</p>

Session	Teaching topic	Delivery methods	Guidance
3	Departure airport – and facilities for passengers with a range of needs	Investigation Airport visit	<p>Aims of the session: compare two airports with regards to departure facilities and the facilities to meet special needs.</p> <p>Tutors should guide learners to enhance their research from the airports they have been studying in the previous two sessions. Using two airports for comparison learners should research the departure facilities including those for specific needs. Learners should compare the facilities at these airports and comment about the reasons why there are facilities, the amount of facilities at each airport and what facilities could be added to improve the airport further.</p> <p>A visit to an international airport is essential, to enhance learners’ understanding of the departure areas landside.</p>
4	Personnel and staff roles	Investigation Presentation / quiz	<p>Aims of the session: identify the personnel involved with the handling of air passengers and describe their roles.</p> <p>Tutors should initiate a group discussion to identify the personnel working at an airport. Following this, tutors should split learners into small groups, with each group given one specific job to research their role. Only that group should know which role they are researching. Once each group has fully researched the role of their personnel, they must create a presentation which describes the role but does not give the job title away. The other learners should guess from the presentation of information which job role it is.</p>

Session	Teaching topic	Delivery methods	Guidance
5	Routine processing functions and luggage procedures	Discussion Investigation Role play	<p>Aims of the session: describe the different methods of check-in and the routine processes involved with check-in for a flight – including the luggage procedures for hold and cabin baggage.</p> <p>With the development of technology, passengers now have a variety of ways to check in for their flight. Depending on the airline, they can check in via the airline’s website, use self-service check-in machines at the airport or check in using the traditional method of a passenger service agent at a check-in desk. Using all methods, security is of paramount importance. The passenger will be asked security questions using the system screen or by the passenger service agent face to face. Immigration procedures are followed in the same way, as the passenger will still need to produce the correct documentation to fly.</p> <p>Tutors should develop a work sheet that requires learners to describe the different methods of check-in for a flight. Learners should research different airline types so that they can then explain the routine processes involved with check in for specific airlines.</p> <p>Learners should participate in role-play scenarios, simulating passenger service agents checking in a flight. They should deal with the routine check in, asking security questions and checking documentation. They should be able to deal with issues such as giving out the boarding card and explaining the seat and gate number; explaining the procedures for standby passengers; describing items not accepted in the cabin, luggage allowances and excess baggage charges.</p> <p>It is important that tutors are up to date with current baggage rules and policies as these may change at very short notice depending on security threats at the time.</p>

Session	Teaching topic	Delivery methods	Guidance
6	Boarding	Investigation /discussion Role play	<p>Aims of the session: describe the boarding procedures for a flight and role-play scenarios relating to boarding procedures.</p> <p>It is important that learners understand the procedures in place at the boarding gate that ensure that the correct passengers board the aircraft. Tutors should lead a discussion regarding security checks made at the gate, ie boarding cards, documentation, cabin baggage. Debate issues such as why these checks are made, are they a good thing?</p> <p>Tutors should also give examples of the variety of different boarding methods, for example boarding by seat row number, boarding by security number for free seating, boarding onto the aircraft using an airbridge or steps, how and when to board passengers with specific needs or families with young children. Discuss why different airlines have different boarding methods.</p> <p>Examples of how to deal with passengers during boarding could be acted out in role-play situations.</p>

Session	Teaching topic	Delivery methods	Guidance
7	On-board facilities	Investigation Discussion Role play	<p>Aims of the session: compare the on board facilities for a low cost, charter and scheduled airline; identify the information and assistance passengers may require during the flight.</p> <p>Tutors should guide learners to research one low cost, one charter and one scheduled airline to find out the following information:</p> <ul style="list-style-type: none"> • classes of travel • facilities on board • legroom • in-flight entertainment • food and beverages available • tax free goods • telephone and internet access. <p>This research could be an individual or group task, depending on the size of the cohort.</p> <p>Following this, tutors should open up a group discussion regarding the information passengers might need during a flight, for example the destination information (local time, distance to resort from the airport, weather), assistance completing immigration documentation (landing cards) or medical assistance.</p> <p>Tutors should then create short role-play scenarios based on different destinations where passengers ask crew members for information relating to the areas previously discussed, ie destination information, immigration information or for medical assistance.</p>

Session	Teaching topic	Delivery methods	Guidance
8	On-board facilities for passengers with special needs and for children	Investigation	<p>Aims of the session: identify the facilities available for passengers with special needs during a flight; the facilities available for children during the flight on a low cost, charter and scheduled airline.</p> <p>Facilities for passengers with special needs will differ depending on the airline and aircraft type. Tutors should guide learners to investigate the seating configurations on specific aircraft types and identify the location of the toilets. Learners should research specific airlines to find out what medical assistance and communication assistance they offer.</p> <p>Facilities for children will also vary depending on the airline type. Create a scenario for learners to research this information. An example that could be used is given below:</p> <p>Mr and Mrs Jones are travelling from Manchester to Malaga in July with two children, Molly aged 1 and Charlie aged 5. Before they book their flight they want to find out which airline offers the best facilities for children. Investigate which airlines fly from Manchester to Malaga and research the facilities on a low cost, charter and scheduled airline.</p>

Session	Teaching topic	Delivery methods	Guidance
9	Roles and responsibilities of personnel in flight	Investigation/guest speaker 'Day in the life'	<p>Aims of the session: describe the roles and responsibilities of personnel during a flight; create a report on a 'day in the life' of a cabin crew member for a short haul and long-haul flight.</p> <p>If possible tutors should invite a cabin crew member as a guest speaker to talk about their roles and responsibilities for their airline. Ask learners to develop a question sheet to use during the guest speaker session.</p> <p>Tutors should initiate a discussion with learners on all the roles and responsibilities of the in-flight personnel. This information should be linked to specific processes throughout the flight, for example, boarding the aircraft, eg what information will they give to the passengers; carrying out the safety demonstration, eg health and safety, passenger welfare, handling difficult situations eg medical assistance, managing passenger behaviour, serving food and drinks and selling goods.</p> <p>Using the information they have gained, and through additional research, learners should create an article suitable for a careers magazine on a 'day in the life' explaining the roles and responsibilities of a crew member on a short-haul charter flight, eg Newcastle – Alicante (NCL-ALC) and a long-haul scheduled flight, eg London Heathrow – Hong Kong (LHR-HKG).</p>

Session	Teaching topic	Delivery methods	Guidance
10	Disembarkation – passport and visa requirements	Investigation/ computer research	<p>Aims of the session: identify procedures for passengers arriving on a domestic flight; identify general immigration procedures for passengers arriving into the UK from an EU country and from a non-EU country.</p> <p>When passengers arrive on a flight, they need assistance to get off the flight and reclaim their baggage. This is known as the disembarkation process. The passengers will undergo different processes for disembarkation depending on from where the flight arrives and where the aircraft parks. It is important that learners understand the different arrival procedures for passengers arriving on a domestic flight, a flight from within the EU and a non-EU flight.</p> <p>Tutors should ensure that learners have an understanding of the procedures for arriving domestic flights.</p> <p>Tutors should then use a worksheet which asks learners to identify the general arrival information for a domestic flight and the immigration procedures for passengers arriving from an EU country into the UK and then from a non-EU country into the UK. This should include information relating to general immigration procedures, procedures for arriving asylum seekers, validity requirements for EU passport holders, visas and customs.</p>

Session	Teaching topic	Delivery methods	Guidance
11	Disembarkation – arrival facilities and luggage reclaim	Research Role play	<p>Aims of the session: investigate the arrival facilities at two airports; identify where passengers would reclaim their luggage from a domestic flight and flights within the EU and from outside the EU; explain the procedures for lost and damaged luggage.</p> <p>When passengers arrive on a flight they will need assistance to guide them through the arrivals process. The passenger service agent meeting the flight guides the passengers from the aircraft to the baggage reclaim area. If there are any problems with passenger baggage such as delayed (lost) or damaged bags, the passenger service agent would complete paperwork for the bag details (passenger irregularity report) to be entered onto the World Tracer System.</p> <p>Using the two airports researched in previous sessions, learners should research the arrivals facilities at both. They should identify facilities for arriving passengers, eg car hire, currency exchange, transport and facilities for airport customers meeting the arriving passengers, eg arrivals information – information desk, flight information displays, short stay car parks, facilities for unaccompanied minors.</p> <p>Using a terminal layout diagram, learners should highlight where passengers would reclaim their baggage from domestic flights and from flights originating from within the EU and non-EU countries.</p> <p>Tutors could create role-play scenarios with a passenger service agent dealing with customer service situations such as:</p> <ul style="list-style-type: none"> • <i>Mr Brown has arrived off a flight from JFK, however his black suitcase has not.</i> • <i>Mrs Blue has arrived off the flight from LAX and her yellow and pink suitcase has a crack in the side and one of the wheels is missing.</i>

Session	Teaching topic	Delivery methods	Guidance
12	Transit passengers	Research Task sheet Role-play	<p>The ‘passenger service agent’ should explain the procedures for lost and damaged baggage, complete the relevant paperwork and liaise with the baggage facilities office to ensure that the details are put into the World Tracer System, to show that they understand the process.</p> <p>Aims of the session: ‘transit passenger’; minimum connection times for flights within the UK, within the EU and non-EU; procedures for missed connections.</p> <p>Tutors should encourage the group to discuss the term ‘transit passenger’. A good starting point could be the definition according to the Department for Transport:</p> <ul style="list-style-type: none"> • ‘transit’ passenger: a passenger passing through an airport for the express purpose of connecting with another flight’. <p>Some flights have transit stops in order to disembark passengers at that destination before boarding extra passengers to carry on to their final destination. Other airlines have transit stops to refuel and change crew members due to flight time limitations. Other airlines have direct flights if their aircraft type and crew can operate within their flight time limitations. Tutors should give some example journeys showing routes which would include transit stops and transfers. Some flights have transit stops where passengers carrying on with the flight can stay on board, whilst at other airports the passengers need to disembark and wait in a transit lounge.</p> <p>To consolidate learners’ understanding tutors should create a worksheet with example routes, eg domestic to domestic, domestic to international (within the EU and non-EU) and ask learners to research the minimum connection times.</p> <p>There is also an opportunity for tutors to devise role-play scenarios for learners to explain the procedures to a passenger who has missed an onward connection.</p>

Sample assessment activity 1

Scenario

You have recently started work in Airport Information and to enable you to appreciate the many different options available to passengers when travelling to and from airports, you have been asked to investigate two airports, London Heathrow or London Gatwick plus an airport of your choice.

(Please note that learners living in and around the south east may select both LHR and LGW for their choice.)

Task 1 (provides evidence for P1)

In the format of a report describe the options available to passengers using the following headings and ensuring coverage of the range.

Transport options

- major road and rail networks
- coach operators
- taxi and private hire

Car parking

- on-airport parking, off-airport parking and private car park operators
- courtesy coach transfers
- VIP car parking

Inter-terminal transport

- monorails and light rail systems
- covered walkways and moving walkways

Car rental

- on airport and off airport
- private transfers
- limousines

Accommodation

- motels and hotels
- car park inclusive packages
- transit accommodation

Your description for each aspect can be based on one or other of your selected airports – you do not need, at this stage, to make comparisons. If any of the above aspects are not available at the two airports you are investigating, you can base your description on another airport.

Task 2 (provides evidence for P2)

In a report describe all aspects of the embarkation process. This should include the passengers' journey from arrival at the terminal (or remote check-in), through check-in and security and to the departure gate, including any facilities and services they may use between arrival and the gate. You must include the following.

Departure airport facilities

- airline facilities, ground handling facilities and off airport check-in
- retail outlets (tax-free and non-tax free)
- information services and financial services
- baggage trolleys
- private lounges
- other eg children's play areas, chapels

Facilities for specific needs

- process for unaccompanied minors
- facilities for children and infants
- mobility assistance
- communication assistance, eg Braille and services for non-English speakers

Routine processing functions

- online check in, automated check-in desks, manual check-in desks
- security and immigration
- boarding cards and departure information
- changes to itinerary and standby passengers

Luggage procedures

- dangerous and restricted goods
- import and export regulations
- items not accepted in the cabin
- luggage allowances (according to class, airline, type of aircraft)
- excel baggage charges and outsize luggage

Personnel and their roles in relation to embarkation processes

- airline staff, ground handlers, customer services agents and baggage handling agents
- security staff, immigration officers, HM Revenue and customs officers
- retail staff

This list is not exhaustive but coverage of the above is essential to achieve this criterion.

Task 3 (provides evidence for M1)

For the two airports selected in Task 1, compare the facilities available for passengers travelling to and from these airports and during the embarkation process. The comparison should include what is the same and what is different about each of the airports. It should also state why these differences exist.

Task 4 (provides evidence for D1)

For an airport of your choice make judgements about the effectiveness of procedures for handling passengers during embarkation and make realistic recommendations for improvements to at least two significant procedures. Justify why you are making these recommendations.

Sample assessment activity 2

Scenario

Continuing from assessment activity 1, you have been asked to investigate boarding procedures at a specific airport and to describe the role of staff and the facilities available for customers during a flight.

Task 1 (provides evidence for P3)

Describe the boarding process including:

- security checks
- preferential seating
- provision of air-bridges or steps
- passengers with specific needs (physical disabilities, with children, those acting suspiciously, under the influence of alcohol, nervous flyers)
- cabin baggage.

Task 2 (provides evidence for P4)

Describe the role of staff and the facilities available for customers during a flight by:

- a) describing the on-board facilities including:
- classes on scheduled flights
 - facilities on charter airlines and low cost airlines
 - extra leg room
 - in-flight entertainment
 - food and beverages
 - tax-free goods
 - telephones and internet
 - destination information
 - immigration documentation
 - medical assistance
- b) generally for all airlines, describing the facilities made available for passengers with special needs generally for all airlines including:
- seating arrangements
 - toilet facilities
 - medical assistance
 - communication assistance
 - special dietary meals

- c) generally for all airlines describing the facilities for children generally for all airlines including:
- infant seat belts
 - cots
 - activity packs
 - in-flight entertainment channels
 - children's meals, bottle warming, nappy changing facilities
 - unaccompanied minors
- d) generally for all airlines describing the roles and responsibilities of personnel in-flight generally for all airlines including:
- giving information
 - health and safety
 - passenger welfare
 - medical assistance
 - managing passenger behaviour
 - sale of goods
 - food and beverage service.

Task 3 (provides evidence for M2)

In general terms explain the importance of providing facilities to meet specific passenger needs both on board and during the boarding process. You should say WHY airlines provide specific facilities for passengers on board the flight and this should cover a range of reasons including health, safety and security to comply with any legislation and commercial gain.

Sample assessment activity 3

Scenario

Continuing from assessment activity 1, you have been asked to investigate disembarkation and transit processes at UK airports.

Task 1 (provides evidence for P5)

In general terms, describe the disembarkation and transit processes at UK airports. You should focus on the procedures that passengers go through from leaving the aircraft to leaving the terminal building. You should draw evidence from LHR or LGW or an alternative airport that provides you with the opportunity to cover the full range including:

Passport and visa requirements

- general immigration procedures (EU and non-EU passengers)
- procedures for asylum seekers
- validity requirements for EU passport holders
- visas
- customs

Luggage reclaim

- passenger assistance
- lost and damaged luggage procedures
- oversized luggage pick-up

Arrival facilities

- for passengers, eg car hire, currency exchange, transport
- for meeting air passengers, eg arrivals information, short-stay parking
- for unaccompanied minors

Transit passengers

- passenger transfer
- luggage procedures
- minimum connection times
- lounges
- missed connection procedures

Task 2 (provides evidence for M3)

Explain the importance of effective disembarkation processes at UK airports. Consider the reasons for this importance such as security, passenger convenience and for airport efficiency. Illustrate your explanations with examples from one or more airports.

Task 3 (provides evidence for D2)

Focusing on an airport of your choice, analyse the effectiveness of disembarkation processes at a UK airport. Evidence can be from your own experiences or from information from airport employees.

Resource list

Books and publications

Dale G, Oliver H – *BTEC National Travel and Tourism: Student Book 1* (Heinemann, 2005) ISBN 0435446444

Graham A – *Managing Airports* (Elsevier, 2003) ISBN 0750659173

Porter A – *So You Want to Be Cabin Crew?: The In-depth Guide on How to Become an Air Cabin Crew Member* (Andrew Porter Publishing, 2000) ISBN 1898129584

Websites

www.airport-parking.co.uk	Airport parking (quotes, bookings)
www.airport-parking-shop.co.uk/main/airport-parking.html	List of airport car parking
www.avis.co.uk	Avis car hire
www.baa.com	British Airports Authority
www.britishairways.com/travel/childinfo/public/en_gb	British Airways – children travelling alone
www.cabincrew.com	Cabin crew information site
www.dft.gov.uk	Department for Transport
www.dft.gov.uk/pgr/aviation/glossaryofusefulterms	Glossary of aviation terminology
www.dptac.gov.uk/pubs/aviation/access/06.htm	Disabled Persons Transport Advisory Committee
www.easyjet.com/b2b/en/airport/online_checkin.html	EasyJet online check in
www.enterprise.co.uk	Enterprise car and van hire
www.executivelounges.com	Executive lounges
www.flypark.co.uk/airportinfo.html	Airport facilities information
www.gatwick-airport-guide.co.uk/childrens-facilities.html	Gatwick Airport children's facilities guide
www.gatwick-airport-guide.co.uk/disabled-facilities.html	Gatwick Airport facilities for specific needs guide
www.gatwick-airport-guide.co.uk/transport.html	Gatwick Airport rail, coach and Gatwick express guide
www.hertz.co.uk	Hertz car hire
www.hmrc.gov.uk/	HM Revenue and Customs

www.homeoffice.gov.uk	UK Home Office
http://images.google.co.uk/images?svnum=10&hl=en&gbv=2&q=airports+with+monorail&btnG=Search	Images of airport monorail systems
www.leighfisher.com/trb/690-2-05-2801.pdf	Report regarding the processing of passengers off airport
www.nationalrail.co.uk/tocs_maps/maps/network_rail_maps.htm	National Rail network enquiries
www.newcastleairport.com/general/news/cuss.htm	Newcastle Airport – self-service check-in
www.oag.com/oag/website/com/oag+data/home/	OAG – global travel and transport information
www.parkbcp.co.uk	BCP airport parking (quotes, bookings)
www.parkbcp.co.uk/content/airport`lounges.aspx?id1=WP01&id2=&id3=WEB	Airport private lounges (reservations, quotes)
www.parkbcp.co.uk/content/meet-and-greet-parking.aspx?id1=WP01&id2=&id3=WEB	Meet and greet valet airport parking (bookings, quotes)
www.passport.gov.uk/index.asp	Home Office Identity and Passport service
www.servisair.com/Home.aspx	Penauille Servisair (provider of handling services)
www.swissportuk.com/	Swissport UK (ground handling company)
www.thetransportal.co.uk/WEBPAGES/bus.htm	UK bus and coach information
www.thomascookairlines.co.uk/restricted_articles.htm	Thomas Cook Airlines – dangerous goods and restricted articles guide
www.virginholidays.co.uk/brochures/worldwide/info/vital/disabled_services/	Virgin Holidays – disabled services

Unit 18: Team Leadership in the Aviation Industry

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

This unit introduces learners to working and leading teams, giving them the opportunity to develop their own skills as they complete tasks throughout this unit. Learners should develop these skills through practical tasks rather than just reading about them.

Tutors could use television programmes, eg 'The Office' or 'Airport', throughout the unit allowing learners to watch and then discuss the different scenarios observed. Guest speakers from industry could give learners a valuable insight into the roles and skills used when leading a team. These examples could then be used in the assessment of the unit.

It is important to make links in the delivery of this unit to *Unit 3: Meeting Customer Needs in the Aviation Industry* as it is vital that learners understand that providing effective customer care is paramount not only to the customer but also to the company.

These materials provide a suggested format for the delivery of this unit, which has been divided into a number of sections for teaching purposes. This is an illustration of how the unit can be divided into manageable learning blocks. It is not prescriptive. Tutors may find the learning outcomes can be delivered more effectively in a different order, based on the way the qualification is organised within the centre and the learning styles, ability levels and prior learning of the cohort.

The programme of learning indicates where assessment could take place. One sample assignment that covers all of the grading criteria has been provided.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the styles of leadership and the role of a team leader
- 2 Be able to communicate effectively when leading a team
- 3 Be able to use appropriate skills and qualities to lead a team
- 4 Understand what makes an effective team leader.

Exemplar programme of learning

Session	Teaching topic	Delivery methods	Guidance
1	Identify the styles of leadership and the role of a team leader – leadership styles	Tutor input/library investigation Group discussion Television programme/discussion	<p>Aims of the session: understand leadership styles.</p> <p>Learners may not have heard of the different leadership styles – authoritarian, democratic, formal and informal. An introduction could be through either tutor input or library investigation. Learners are not expected to have in-depth knowledge of each style although they should understand the basic elements of each.</p> <p>Tutors could lead a discussion on when and where learners have experienced teams, and why learners think that teams are important. Learners who have part-time jobs or play for sports teams should have a good knowledge of teamwork and this can be brought into the discussion.</p> <p>Watching episodes of ‘Airport’ or ‘Airline’ throughout this unit will build learners’ knowledge of working in the industry.</p>
2	Identify the styles of leadership and the role of a team leader – roles of team leader	Discussion Guest speaker	<p>Aims of the session: understand team leader role.</p> <p>Tutors should guide learners through a discussion on the roles of a team leader, including their responsibilities and the skills and qualities needed. It would be particularly beneficial to discuss this in the context of different aviation team situations. Case studies should be prepared to allow learners to examine the skills and qualities needed for effective team leadership.</p> <p>A talk from a guest speaker from the industry would be beneficial, eg cabin crew, passenger service agent or ground crew, who could give learners important information on both the skills needed and the benefits of working in a team. Learners should prepare questions in advance of a visit from a guest speaker.</p>

Session	Teaching topic	Delivery methods	Guidance
3	Identify the styles of leadership and the role of a team leader – benefits	Group discussion Activity	<p>Aims of the session: understand the benefits of working in a team.</p> <p>Following the visit from the guest speaker ‘learners could discuss the benefits of working’ in a team and having an effective leader and why this is important in relation to the organisation and team members.</p> <p>Episodes of ‘The Apprentice’ can provide an excellent insight into what can go wrong when a team leader is ineffective and when team members don’t cooperate with their leader and one another. These can provide a useful focus for discussion.</p> <p>Throughout this unit a number of different teamwork and teambuilding activities could be used to show learners the benefits of working in a team and to put into practice some of the skills and qualities needed as a team leader. It is important that there are opportunities for all learners to be given the opportunity to act as team leader.</p> <p>Effective debriefing will be essential to ensure that such activities have some value and contribute to the learning process.</p>
4	Communication skills – non-verbal	Investigation Activities	<p>Aims of the session: understand non-verbal communication skills.</p> <p>Learners should be able to draw on knowledge and experience gained from <i>Unit 3: Meeting Customer Needs in the Aviation Industry</i>. Using television programmes learners could observe body language, gestures, expressions and personal presentation.</p> <p>Knowledge should now be developed from the perspective of the importance of effective non-verbal communication when leading a team. Role-play activities can be developed, with learners taking it in turn to play the role of team leader, team member and acting as observer to provide feedback on non-verbal communication.</p> <p>There are many activities relating to non-verbal communication available on the internet.</p>

Session	Teaching topic	Delivery methods	Guidance
5-6	Communication skills – verbal/ communication	Discussion Investigation Activity	<p>Aims of the session: understand communication skills through verbal communication.</p> <p>Tutors could organise learners to watch a television programme, such as ‘Airport’; learners could observe different scenarios, eg a difficult customer, a drunk or disorderly customer, a person who speaks limited English. This could develop learners’ knowledge of the differences in the use of the voice. Tutors could then start a discussion on why different tones are used by aviation staff and how they alter their tone depending on the customers’ needs and their reactions.</p> <p>Learners could then investigate the different ways of communicating with others. Learners could be given different scenarios and how the information could be communicated, eg a cancelled flight – face to face by a passenger service agent, by notice board or a presentation or announcement by an airport official. Learners could then assess the use and effectiveness of each time of communication. Learners should participate in role-play scenarios to further enhance their understanding and develop their communication skills.</p> <p>Learners could work in small groups to research aviation terminology and build a glossary.</p>
7-8	Use appropriate skills and qualities to lead a team – team goals	Investigation/ discussion Activity	<p>Aims of the session: understand the importance of skills, qualities and team goals when leading a team.</p> <p>Learners should investigate and discuss the skills and qualities needed when working in a team and the need for team goals. Tutors may need to prompt the discussion to cover the full range given in the unit content. Particular emphasis should be on those skills and qualities required when leading a team.</p> <p>A session on stress management could be included at this point, as stress is often the cause of staff absence, which affects a teams’ ability to function and lowers morale. Tutors could explain the role of the team leader to notice those who are suffering from stress and the steps that can be taken to help.</p>

Session	Teaching topic	Delivery methods	Guidance
9-10	Use appropriate skills and qualities to lead a team – processes	Discussion/activity	<p>Aims of the session: understand the processes used in team leading.</p> <p>A discussion on the processes used to lead a team is needed. Tutors should give input into how to prepare for and lead a team meeting, allocating roles and delegating responsibilities. When looking at different team roles, learners could examine Belbin’s team roles and discuss the importance of having different types of people within a team.</p> <p>Tutors could place learners into groups; the groups could then hold a team meeting to agree on the type of activity they would like to do and set team goals.</p> <p>Tutors could arrange an activity within their centre or a visit to an outdoor pursuits centre, which would allow each learner should take a turn at leading the team.</p>
11	Investigate what makes an effective team leader- barriers	Discussion/ individual notes Discussion/ investigation	<p>Aims of the session: understand the barriers in team leading.</p> <p>Tutors should initiate a discussion on the general barriers to effective performance within a team including lack of commitment, poor communication, lack of appropriate skills, resource issues, personal factors and conflict between team members.</p> <p>Learners should understand that some barriers cannot be overcome and that they may have to adapt to deal with these. Case studies could be devised to show this.</p> <p>Additional case studies may be necessary to ensure all unit content is covered.</p> <p>Tutors could instigate role plays dealing with resistance and conflict within a team and the skills that could be used to deal with difficult situations and barriers to effective performance.</p> <p>Tutors could lead a debrief on activities and learners can reflect on their teamwork skills within that activity. Learners should evidence their own performance and that of their team within the assessment.</p>

Session	Teaching topic	Delivery methods	Guidance
12	Investigate what makes an effective team leader – evaluation	Activity Investigation/ assessment	<p>Aims of the session: understand the evaluation techniques used in team leading.</p> <p>Methods of evaluation should be discussed in terms of measurement of goals achieved, own and team performance, assessment of skills development and compiling recommendations for the future.</p> <p>Learners could research the ways used to evaluate effective performance and how to make recommendations to improve their own performance and that of their team. This could include creating evaluation documents for both self-evaluation and evaluation of their peers.</p>

Sample assessment activity

Scenario

You work as a team leader for a major ground handler, who takes pride in their reputation in the industry. They emphasise that communication and working as part of a team are extremely important to working for the company.

They have asked you to put together a training package that could be used when training future team leaders. This will be in five parts:

- leadership styles and role of the leader
- communication skills for effective team leaders
- leading a team
- barriers to effective teamwork
- evaluating performance.

Task 1 (provides evidence for P1)

Before the candidates can start their training they need to understand the styles of leadership and the role of the team leader. Part one of the training package needs to describe:

- different styles of leadership, including authoritarian, democratic, formal and informal
- roles and responsibilities of the team leader, the qualities and skills they need and the benefits team leaders can bring to the organisation and team members
- benefits of teams to aviation organisations eg efficiency, commitment of staff and to team members themselves, eg shared expertise, personal development.

Task 2 (provides evidence for M1)

To build on the descriptions in Task 1, compare two different style of leadership in organisations in the aviation industry, identifying similarities and differences and noting any impacts that these styles may have on the roles they perform.

Task 3 (provides evidence for D1)

To summarise this part of the training package, evaluate the effectiveness of two different styles of leadership in organisations in the aviation industry, making suggestions for improvement.

Task 4 (provides evidence for P2)

Part two of the training package covers communication and specifically a description of the different ways communication is used to lead and motivate a team. You should describe, giving relevant aviation examples to support your description:

Non-verbal communication including:

- open and closed body language
- personal presentation
- gestures
- expressions
- listening skills

Verbal communication including:

- voice tone, pitch and pace
- clarity
- appropriateness to the task
- the use of relevant aviation terminology

Communications including:

- face-to-face
- written
- presentations
- using figures, eg in sales presentations

Task 5 (provides evidence for P3, M2 and part D2)

Part three of the training package requires learners to take part in team activities to show that they have the ability to take on a team leader role. You need to trial this part of the package to make sure that it works.

Along with others in your group arrange an activity; you may have to take a turn in leading the team depending on the type of activity arranged.

You will work in small groups (maximum of four) people for this assessment, but must complete all written work individually.

In your group arrange a team meeting where you will show that you can:

- lead team meetings
- decide on the type of activity/ies to take part in
- set team goals
- allocate team roles
- delegate responsibilities.

Take part in the team activity, providing evidence that you can:

- use appropriate skills and qualities needed to lead a team
- meet team goals
- monitor progress
- evaluate outcomes
- liaise with senior staff as appropriate.

If you demonstrate effective communication skills and qualities in leading a team you can achieve M2.

Your evidence could also contribute towards achievement of D2, which is detailed further in Task 9 over the page.

Task 6 (provides evidence for P4)

After the team activity it is important to assess its effectiveness and any possible barriers that may occur.

Part four of the training package should include a description of the barriers that may affect the way a team works including:

- lack of commitment, eg of the leader, of the team member
- poor communication
- lack of appropriate skills
- financial, physical and staff resource issues
- personal factors.

Task 7 (provides evidence for P5)

Part five of the training package will include a section on evaluation methods.

Describe, with relevant examples, methods used to evaluate effective team leadership, including:

- measurement of goals achieved
- measurement of your own and your team's performance
- assessment of your own and your team's skills development needs
- compiling recommendations for the future.

Task 8 (provides evidence for M3)

Complete an evaluation of both your own and the team's performance, in which you:

- analyse your own performance in leading a team
- suggest the barriers to effective teamwork and possible solutions.

Task 9 (provides evidence for D2)

Demonstrate where you used high levels of effectiveness when leading a team – this should be supported by a witness testimony or observation sheet and evidence from Task 5.

Make critical judgements on the performance of yourself and the team, giving recommendations for improvement for both the team leader and the team.

Resource list

Books and publications

Belbin M – *Team Roles at Work* (Butterworth-Heinemann, 1996) ISBN 0750626755

Leigh A and Maynard M – *Leading your Team: How to Involve and Inspire Teams* (Nicholas Brealey Publishing Ltd, 2002) ISBN 1857883047

Yeung R – *Leading Teams: Creating a Team, Resolving Conflicts, Delivering Results Through Teamworking* (How to Books Ltd, 2000) ISBN 1857035666

Television programmes

Airline/Airport – ITV

Aviation programmes – Discovery Turbo (Satellite Television)

The Apprentice – BBC

Websites

www.ba.com

British Airways

www.easyjet.com

easyJet

Unit 19: Conflict Management for Aviation

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

This unit introduces learners to conflict management in aviation and the possible solutions that are used by aviation organisations to resolve the situation. Investigating how to recognise and deal with conflict will allow learners to develop their own skills over a period of time to take part in role-play situations.

Using television programmes, guest speakers and visits to an airport will give learners a good start in recognising the causes of conflict and the different behaviour shown by passengers. When completing the role plays, these should be appropriately evidenced according to the assessment criteria.

These materials provide a suggested format for the delivery of this unit, which has been divided into a number of sections for teaching purposes. This is an illustration of how the unit can be divided into manageable learning blocks. It is not prescriptive. Tutors may find the learning outcomes can be delivered more effectively in a different order, based on the way the qualification is organised within the centre and the learning styles, ability levels and prior learning of the cohort.

The programme of learning indicates where assessment could take place. One sample assignment that covers all of the grading criteria for the unit has been provided.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the types and causes of conflict situations in aviation
- 2 Know the early signs of conflict situations in aviation and common techniques for resolving them
- 3 Be able to communicate to resolve conflict situations in aviation
- 4 Understand immediate and long-term measures used to follow up conflict situations in aviation.

Exemplar programme of learning

Session	Teaching topic	Delivery methods	Guidance
1	Understand the types and causes of conflict situations in aviation	Discussion	<p>Aims of the session: understand the types of conflict situations in aviation.</p> <p>Group discussion on ‘What is conflict?’ Learners may have experienced conflict situations without realising it. Tutors should also add examples that will expand learners’ own knowledge and understanding; these should include conflict between staff and the effect on the customer and organisation. These should be based on situations experienced in the aviation industry and examples should cover each of the types identified in the unit content.</p>
2	Understand the types and causes of conflict situations in aviation	Video of television programme/ discussion Activity	<p>Aims of the session: understand the causes of conflict situations in aviation.</p> <p>Watching a television programme where conflict has occurred eg airline (easyJet) will help learners to understand causes of conflict eg Airline (easyJet). Tutors should follow up with a group discussion on the programme and learners’ opinions of how effective the resolution of the situation was, eg was the customer satisfied with the result? Learners should understand for each area of content identified why this can be a cause of conflict.</p> <p>Tutors should help learners to appreciate that conflict situations happen in other areas of aviation such as immigration control, customs and excise and security as well as those areas in the media spotlight such as check-in and on board an aircraft.</p> <p>Tutors should enable learners to develop their skills in handling conflict situations by producing case studies and organising role-play situations.</p> <p>Learners should start to build up a portfolio of information to use in assessment/role plays.</p> <p>Prepare questions for a visiting speaker in week 3.</p>

Session	Teaching topic	Delivery methods	Guidance
3	Know the early signs of conflict – medical, alcohol and substance abuse	Research Guest speaker	<p>Aims of the session: understand the early signs of conflict.</p> <p>Learners should research the symptoms of medical, alcohol and substance abuse; this could be done in pairs and the information disseminated to the group.</p> <p>A guest speaker from the aviation industry could be invited to give information on the different types and causes of conflict, including medical conditions.</p>
4	Know the early signs of conflict – confrontation	Activity/discussion	<p>Aims of the session: understand early signs of conflict and confrontation.</p> <p>Learners should be put into pairs and be given different examples of confrontation; they should then act them out to the rest of the group. This could then lead on to a discussion on recognising the early signs of conflict. Tutors should ensure all elements are drawn out and discussed, such as personal space and inappropriate behaviour, eg sexism, language. Tutors should ensure that the full range within the specification has been covered.</p> <p>Learners to add to information started in week 2.</p>
5	Know the techniques used to resolve conflict	Discussion	<p>Aims of the session: understand resolution techniques.</p> <p>Learners would benefit from input on resolution techniques, both in general and in the context of the aviation industry. Using the information gathered from the guest speaker, learners should discuss the techniques described in the unit content and the appropriate use of them, eg alcohol – withdraw alcohol service.</p>

Session	Teaching topic	Delivery methods	Guidance
6-7	Communication techniques and the barriers to effective communication	Visit to airport Discussion Activity Role plays	<p>Aims of the session: understand the different communication techniques and the barriers to effective communication.</p> <p>Learners would benefit from a visit to an airport, if possible, where they could observe how organisations deal with different types of conflict. If possible, learners should take the opportunity to speak to employees about how they are trained to deal with conflict situations.</p> <p>This could link to <i>Unit 3: Meeting Customer Needs in the Aviation Industry</i>.</p> <p>Confidence building – role-play practise of different types of conflict, eg illness, alcohol or bereavement.</p> <p>Learners would benefit from input on barriers to effective communication covering negative body language, closed gestures, foreign language, poor listening skills, no eye contact. The input should be followed by a discussion and identification of the key barriers in the aviation context.</p> <p>Practise role plays resolving conflict ready for assessment; learners should work in pairs or small groups and be given role-play situations.</p>
8-9	Resolutions of conflict situations	Video of television programme/discussion	<p>Aims of the session: understand resolution techniques used in conflict situations.</p> <p>Learners should watch a television programme such as Airport or Airline, and concentrate on the resolution of difficult situations. Tutors can then discuss how the organisation resolved the conflict and how effective it was. Tutors should ensure coverage of the range within the specification: following company procedures; keeping passengers informed; isolating situation; dealing with medical emergencies; meeting individual customer needs; extreme measures.</p>

Session	Teaching topic	Delivery methods	Guidance
10	Immediate measures to follow up conflict situations	Discussion/ research Activity	<p>Aims of the session: understand the immediate measures used in conflict situations.</p> <p>Tutors could instigate a group discussion on the immediate measures organisations use to deal with conflict.</p> <p>Learners should research newspaper articles where passengers have been involved in or prosecuted for conflict situations.</p> <p>Design and complete accident and incident forms.</p>
11-12	Long-term measures to follow up conflict situations	Discussion/activity	<p>Aims of the session: understand the long-term measures used in conflict situations.</p> <p>Learners can discuss the long-term measures used to follow up conflict including: staff development and training; changes to company policy; prosecution; excluded passengers; notifying third parties. Learners should be given scenarios where they could suggest measures that they would use.</p>

Sample assessment activity

Scenario

You have wanted to work in the aviation industry since finishing your college course. You have just been recruited by easyJet, and are about to start your training. The training requires you to understand conflict situations in aviation, both on the ground and in the air; you must complete a series of tasks to be able to pass your training.

Task 1 (provides evidence for P1)

There are many different types of organisations in the aviation industry, and each one experiences conflict nearly every day. To understand the different conflict situations in aviation, you must investigate different organisations in the industry. You should then.

Describe the types and causes of conflict situations, making sure you include the following.

- types – physical attacks, verbal abuse, minor and major incidents on the ground and airborne
- causes – alcohol, lost baggage, lost passengers, cancelled and delayed flights, missed connections and departures, medical situations and poor communication (of staff, of organisation).

Task 2 (provides evidence for P2)

Describe the early signs of conflict situations and common resolution techniques for dealing with them including:

Medical: death; acute, eg heart attack, stroke, choking; known conditions, eg epilepsy, diabetes, asthma; mental, eg phobia, stress

You should summarise the medical symptoms that staff may encounter in aviation contexts but it is not necessary to describe the first aid techniques for dealing with them, only that first aid would be required and what to do in that situation.

Confrontation: raised voices; rudeness; negative body language; closed gestures; abusive language; invasion of personal space; threatening gestures

Alcohol and substance abuse: slurred speech; agitated behaviour; odour; raised voices; inappropriate behaviour; heavy alcohol consumption

Resolution techniques: physical, eg restraint, withdraw alcohol service, basic first aid; verbal, eg reasoning, reassurance, empathy; referral to third party, eg supervisor, police, airport security

Task 3 (provides evidence for M1)

Explain why different resolution techniques are adopted in dealing with different types of conflict situations.

You will be given **three** scenarios of conflict situations, one for each of the following areas of conflict:

- medical
- confrontation
- alcohol and substance abuse.

You should read the scenarios and then suggest and justify an appropriate technique that could be used to resolve the situation.

Task 4 (provides evidence for P3)

You are now half way through your training and have learned a lot about conflict situations through investigation and research. Your trainers have now told you that to pass the next part of your training you must take part in role-play to demonstrate your understanding and ability to deal with conflict.

Along with the rest of your group, you will undertake **three** different role play situations in which you must demonstrate competent communication skills in order to resolve situations.

The communication skills must include:

- vocal (tone, pitch, volume)
- non-verbal, eg open gestures, positive body language, facial expression
- verbal, eg use of language
- active listening.

Your resolutions must include:

- following company procedures, eg offloading baggage of missing passengers
- keeping passengers informed
- isolating situation
- dealing with medical emergencies, eg administering first aid
- meeting individual customer needs, eg reallocating seats
- extreme measures, eg reasonable methods of restraint.

Your tutor will need to provide a signed observation sheet that clearly indicates how you have met the P3 criterion.

Task 5 (provides evidence for M2)

If you demonstrate a high level of effectiveness in order to resolve the three conflict situations (in Task 3) such as:

- confidence
- diplomacy
- assertiveness

and this is supported by a detailed observation sheet, signed by your tutor, clearly explaining how and why you demonstrated a high level of effectiveness in resolving the conflict situations, you will achieve M2.

Task 6 (provides evidence for P4)

Now that you have completed your role plays you must also describe, in an aviation context, the barriers to effective communication, making sure you include:

- negative body language
- closed gestures
- language spoken
- poor listening skills
- no eye contact.

You should provide examples where appropriate.

Task 5 (provides evidence for D1)

Your trainer has asked you to look back at your role plays and evaluate your strengths and make realistic and considered recommendations for how you could improve your performance when dealing with conflict situations. You should record this in the format of a short report.

Task 6 (provides evidence for P5 and M3)

You are coming to the end of your training and the final stage is dealing with the measures used to follow up conflict situations in the aviation industry. Looking back at the scenarios and role plays used in tasks 3, 4, 5 and 6 as examples, you must:

- a) describe **three immediate** measures used in aviation to follow up conflict situations, such as report to supervisor, contact emergency services, deal with other passengers, complete accident and incident form
- b) describe **all of the following long-term measures** used in aviation to follow up conflict situations
 - staff development and training
 - changes to company policy
 - prosecution

- excluded passengers
- notifying third parties.

Task 7 (provides evidence for M3)

Explain how **three measures** (either in general terms or using specific examples) are used to reduce future incidents of conflict.

An example could be that on some routes that are popular with groups of young people some scheduled airlines have introduced a 'paying bar service' to dissuade passengers from drinking to excess and this will reduce the incidents of drunk passengers on board these flights.

Task 7 (provides evidence for D2)

Finally, your trainers have asked you to expand on the evaluation of your performance in D1 and justify at least one immediate and one long-term measure for each situation. For each measure you should justify how this will reduce future occurrences of conflict.

Resource list

Books and publications

Doganis R – *Flying off course: The Economics of International Airlines, 3rd Edition* (Routledge, 2002) ISBN 041521324X

Doganis R - *The Airline Business, 2nd Edition* (Routledge, 2005) ISBN 0415346150

Travel Trade Gazette – CNP Information Ltd

Travel Weekly – Reed Business Information Ltd

Television programmes

Airport/Airline – ITV

Websites

www.easyjet.com

easyJet airline

www.fco.gov.uk/travel

Travel Foreign and Commonwealth Office

www.timesonline.co.uk

The Times newspaper

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Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

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