Unit 19:   Handling Air Passengers

Unit code: **T/602/5684**

QCF Level 3:   **BTEC National**

Credit value: **4**

Guided learning hours: **35**

● Aim and purpose

The aim of this unit is to develop learners' understanding of the processes, facilities and services provided for passengers travelling through airports, and also knowledge of the services and facilities provided by different types of airline.

● Unit introduction

The processing of passengers as they pass through airports is high profile and at the core of the travel experience. For many, it will be the first and last contact they will have with airline staff on their journey. Increasing volumes of passenger traffic, increased security restrictions, increased check-in options and an increasing demand for punctuality and profitability all place pressure on those trying to deliver competitive and efficient passenger handling.

Understanding the processes involved and the mandatory and optional services and facilities available to departing and arriving passengers at airports is key to being able to meet these requirements as part of the travel experience. It is essential to also understand how these are coordinated across the many organisations and stages of the process, including efficient monitoring and management of passenger flows.

The unit enables learners to develop a knowledge and understanding of the facilities and services available to both arriving and departing passengers, how the processes are shared and coordinated across organisations, recognising the increasing trend towards online checking in.

Across the unit there is recognition that many passengers are both arriving and departing, i.e. they are transiting or transferring.

Part of the effective handling of passengers involves those who are seeing them off or meeting them on arrival, and these needs are also recognised.

Learners will have the opportunity to develop their understanding of how to achieve efficient passenger flows, while looking at the passenger's journey through the airport and exploring potential congestion 'pinch points' and how they can be overcome.

● Learning outcomes

On completion of this unit a learner should:

1   Understand how departing passenger handling processes, facilities and services are co-ordinated

2   Understand how arriving passenger handling processes, facilities and services are co-ordinated

3   Understand how to monitor and maintain efficient passenger flow.

Unit content

1 Understand how departing passenger handling processes, facilities and services are coordinated

Essential facilities and services:

- departure information

- self-service check-in/online check-in and baggage drop

- manual check-in (baggage acceptance, security questions, documentation checks including to determine right of entry to destination and confirm ID, boarding card issue, gate information)

- security screening/searching

- departure lounges (public and private)

- boarding (security checks, preferential boarding, provision of air-bridges or coaches and/or steps)

Optional facilities and services:

- off airport, e.g. local accommodation, transport (public transport, taxi, private cars), car parking

- on airport, e.g. car parking, inter-terminal transport, retail outlets (tax free, non-tax free), catering facilities, children's play areas, leisure areas, business lounges, WiFi, faith rooms, baggage trolleys, airline customer service/sales desk, financial and business facilities, medical centre

Special passenger-handling services and facilities:

- passengers with reduced mobility (PRM), e.g. wheelchair assistance, airport buggies, ambulift

- meet and assist (for customers with visual impairments or learning disabilities)

- unaccompanied minors

- passengers with learning disabilities or disabilities that might not be visible

- passengers with special medical needs

- communication services, e.g. Braille, non-English speakers

- VIPs

Roles and responsibilities of airport operators in relation to departing passenger-handling processes:

- operation of terminal building

- airport security including passenger and baggage security, e.g. screening and searching

- baggage trolleys

- providing information and updating arrival/departure boards

Roles and responsibilities of airlines in relation to departing passenger-handling processes:

- customer service/sales desks

- check-in options, e.g. online check-in, self-service kiosks

- differences between full-service airline and low-cost airline

Roles and responsibilities of airlines/ground handlers in relation to departing passenger-handling processes:

- check-in (compiling passenger load, seat allocation, issue of boarding cards, documentation checks, initial security checks, baggage acceptance including restricted articles and hand baggage control)

- boarding processes (gate checks, preferential boarding, provision of air-bridges or coaches and/or steps, escort to aircraft from gate)

- special passenger handling, e.g. PRM, unaccompanied minors, VIPs

- medical considerations, e.g. stretcher cases, oxygen equipment

Roles and responsibilities of regulatory and control organisations involved in the departing passenger-handling process:

- Civil Aviation Authority (CAA), e.g. monitoring passenger and baggage security checks

- UK Border Force (authorising repayment of VAT to overseas visitors)

- police intervention, e.g. deportations, anti-terrorist police

Roles and responsibilities of other service providers involved in the departing passenger-handling process:

- public and private transport

- airport hotels (courtesy buses)

- car parking

- bureau de change

- retail outlets

- catering facilities

Coordinating processes for departing passenger handling:

- reasons for intra-organisation and inter-organisation coordination

- methods and systems used to facilitate coordination, e.g. pre-shift and post-shift briefings, control room functions, gate allocation, boarding commencement time

- action when shortfalls or breakdowns in systems, procedures and practices occur, e.g. check-in IT system failure, late arriving aircraft delaying boarding, bad weather situations, late gate changes

    Increased use of technology and automation in the passenger handling process, e.g. electronic boarding passes, biometric passports

2 Understand how arriving passenger handling processes, facilities and services are coordinated

Essential services and facilities for passengers arriving at airports:

- disembarkation, e.g. provision of air-bridge, steps, coach to terminal, escorts for walking to terminal

- disembarkation for passengers with special needs, e.g. PRM, unaccompanied minors, passengers with disabilities that might not be visible

- baggage, e.g. reclaim, lost and damaged assistance, outsized baggage pick-up

- transfer and transit passengers, e.g. assistance, lounges

Optional services and facilities for passengers arriving at airports:

- for meeting arriving passengers, e.g. arrivals information, meeting areas, short stay parking

- for onward travel, e.g. hotels and courtesy coaches, public transport, private transfers, car hire

- other, e.g. tourist information, currency exchange, left luggage, catering and retail outlets

Regulatory and control services and facilities for passengers arriving at airports:

- UK Border Force, e.g. passport and visa checks, customs (prohibited items, duty payments)
- Port Health, e.g. checks for infectious diseases, particularly at times of major outbreaks

Roles and responsibilities of airport operators in relation to arriving passenger-handling processes, for example:

- baggage security (passenger, staff, public)
- baggage reclaim area
- information desks
- facilities for meeting passengers
- onward transport signage
- short-term parking

Roles and responsibilities of airlines/ground handlers in relation to arriving passenger-handling processes:

- disembarkation, e.g. provision of air-bridge or coach and/or steps, escorts for unaccompanied minors
- special services (PRM including wheelchair assistance, ambulift, buggies)
- lost/damaged baggage assistance
- transit and transfer passenger process and control (dependent on country of origin and country of destination), e.g. baggage and security procedures, minimum connecting times, missed connection procedures

Roles and responsibilities of regulatory and control organisations in relation to arriving passenger-handling processes:

- Port Health, e.g. processes for infectious diseases
- UK Border Force, e.g. immigration (valid documentation checks, asylum seeker process) and customs (prohibited items and duty payments)
- police intervention, e.g. anti-terrorist police, Special Branch

Coordinating processes for arriving passenger handling:

- reasons for intra-organisation and inter-organisation coordination
- methods and systems used to facilitate coordination, e.g. control room functions, gate allocation, escorting passengers, monitoring baggage delivery area
- action when shortfalls or breakdowns in systems, procedures and practices occur, e.g. arrival information display system failure, lost unaccompanied minor, bad weather delays, baggage carousel breakdown

3   Understand how to monitor and maintain efficient passenger flow

Passenger journey through airport:
- departing passengers (from arrival at the terminal to embarkation)
- arriving passengers (from disembarkation to leaving the terminal)
- variations within journey through airport, e.g. ticket desk, information desk, customs (VAT clearance, declaration), provision of PRM assistance, catering and retail outlets, business lounges

- transfer passengers, e.g. UK Border Force, security, transfer check-in desk
- transit passengers

Areas prone to congestion:

- check in
- security search
- lounges
- boarding gate
- immigration control
- baggage reclaim
- all areas at times of multiple flight delays

Measures to overcome congestion problems:

- scheduling measures, e.g. efficient flight scheduling, planning resources to the planned schedule
- check-in measures, e.g. promotion and use of online check-in, off-airport (in-town) terminals, on-airport self-service check-in kiosks, mobile phone barcode scanning
- communication measures, e.g. provision of clear signage and announcements
- monitoring measures, e.g. human observation, CCTV monitoring of 'pinch points'
- boarding measures, e.g. use of holding area and pre-boarding for those requiring special assistance, allowing sufficient boarding time and increasing boarding staff for heavily loaded or difficult flights, boarding by seat row number
- additional measures for crowd control and overcrowding at times of disruption, e.g. holding passengers in check-in area, moving passengers forward early to boarding gates, providing Tensa barriers, providing additional seating
- post-event analysis to prevent/reduce recurrence

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	**To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:**	**To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:**
P1 Describe facilities and services provided for passengers departing from airports [IE]	**M1** Analyse the co-ordination of handling processes, facilities and services of UK airports for departing and arriving passengers	**D1** Evaluate the handling processes, facilities and services of a major UK airport, making recommendations to improve passenger flow
P2 Analyse the roles and responsibilities of the different organisations involved in the passenger handling process		
P3 Explain how departing passenger handling processes are co-ordinated		
P4 Describe facilities and services provided for passengers arriving at airports		
P5 Analyse the roles and responsibilities of the different organisations involved in the passenger handling process		
P6 Explain how arriving passenger handling processes are co-ordinated		
P7 Outline the passenger journey through the airport	**M2** Analyse measures used to overcome problems in key areas prone to congestion	
P8 Identify areas prone to congestion		
P9 Explain what measures can be used to overcome congestion problems [CT]		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

This unit will enable learners to gain an understanding of the handling processes, facilities and services available to departing air passengers, arriving air passengers and those in transit and transferring. The unit focuses on the roles and responsibilities of the many organisations that have an impact on passenger experiences. It also addresses the essential coordination within and between organisations in achieving efficient passenger flows.

The unit is suited to a range of learning styles. The content can be covered through individual and group work, both written and verbal, as well as through viewing online videos, research, practical work and visits to airports and from industry speakers.

The first two learning outcomes address the departure and arrival processes, facilities and services. It is key to the learning experience that learners gain an early overview of the essential processes a passenger experiences and the organisations that have the responsibility for carrying them out, in a sequential order. Small-group debate would be an appropriate method so learners can discuss the components and variables of each stage, for example methods of getting to the airport, methods to check in, what the check-in process consists of and why it is done – their ideas can then be debated in a plenary session for the tutor to develop into an appropriate analysis of each stage. There are opportunities to view maps of airports and this will help learners to appreciate the difference in layouts, sizes and styles. Learners should be introduced, either by visits or use of maps, to airports with multiple terminals as well as those that are small and compact.

The importance of security should be emphasised, including the need to check documents to ensure passengers have the right to enter their destination country, and the fines airlines pay if they deliver someone without appropriate documentation. This should include an understanding of electronic documentation and additional security required when travelling to certain other countries, for example, the USA. The immigration and customs roles are the responsibility of UK Border Force. Learners need to understand which function is undertaken at which stage of a passenger's airport journey.

At many airports, more than 30 per cent of passengers are transfer passengers. The handling of these passengers is complex, incorporating parts of the arrival and departure processes, plus some additional functions. Learners must be guided through the transfer processes necessary for a number of combinations; domestic arrival to domestic departure, domestic arrival to international departure, international arrival to domestic departure, international arrival to international departure.

Learners must appreciate the difference between a transfer passenger (transferring between flights) and a transit passenger (arriving and departing on the same flight and aircraft) and be able to describe how transfer and transit passengers are handled.

It is beneficial for learners to develop an understanding of the different facilities and services offered between airlines, particularly between full service airlines and low-cost carriers (LCCs). Personal experiences and internet research can be used, together with a group debate on the merits and disadvantages of providing or not providing such facilities and services. The developing role of technology can form part of the debate, for example checking in using the internet or scanning mobile phone barcodes.

Learners must gain an understanding of how passenger handling processes are coordinated across functions and organisations to ensure passengers experience a seamless and efficient departure or arrival. This should include, but not be limited to, an understanding of what needs to be coordinated, to whom this is communicated and how. Learners should appreciate the key requirement to adhere to the planned activity

times, for example check-in closure, passing through security and commencing boarding, so that passengers can flow from one function to the next in sufficient time to ensure a punctual departure. Learners should be encouraged and guided to gain a thorough understanding of the coordination of the processes and organisations involved for arriving and departing passengers together with the airport facilities and services available. This will help learners to gain the higher grades.

Practical role play of some of the functions, for example check in, security checks, lost baggage handling, can reinforce the learning experience.

Learning outcome 3 integrates and extends the learning from the first two learning outcomes in that it outlines the entire passenger journey through the airport, identifies potential congestion areas and considers the measures that can be taken to overcome these 'pinch points'. Learners should, by this stage, be able to create a plan or flowchart of the sequence and location of the mandatory and optional processes, facilities and services. This can lead to a recognition of where and why congestion may occur, for example check-in process due to insufficient desks or IT failure, security checkpoints due to insufficient search facilities being open, and the action taken to prevent or overcome congestion.

It is important for learners to gain an in-depth understanding of why passenger flow can be interrupted and be able to comment on the different measures that can be used to overcome problems in the key areas that are prone to congestion. This will help learners to achieve the higher grades.

Where possible a visit to an airport would be extremely beneficial for learners to study the passenger handling processes, facilities and services, many of which are landside and can therefore be observed. If a visit to an airport is not possible a guest speaker must be used to share first-hand experience through discussion. Sufficient time should be allowed to enable learners to gain adequate knowledge of the airport surroundings. Experienced passenger handling staff are often keen to talk about their work and some may well be ex-learners, which is motivating for learners aspiring to work at the airport.

As suggested for other units, a day-return flight would be advantageous in giving learners an opportunity to experience first-hand the processes, facilities and services for both arriving and departing passengers. This can sometimes be arranged at a reasonable price with a low-cost carrier offering cheap, 'special deal' seats on specific flights, for example flights from regional airports in England or Wales to Dublin or Belfast and vice versa for learners resident in Northern Ireland.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to handling air passengers, including an explanation of the unit content. Airport visit to view passenger-handling process (airside visits can be difficult to arrange but many facilities can be viewed from landside). Introduction to the indicative reading material, including books, internet, journals etc.
Introduction to Assignment 1. Discussion using learners' real-life experiences. What airports have been visited? What facilities and services have learners observed? Which organisations have been used/experienced? Tutor presentation using visual images to explain the essential facilities and services that can be found in commercial airports for both arriving and departing passengers. Activity to match visual images of optional facilities and services to the correct name/description. Q&A session to recap the optional and essential services. Discussion – what special handling services and facilities are provided for departing and arriving passengers in commercial airports? Tutor presentation – transfer processes (e.g. domestic arrival to domestic departure, international arrival to domestic arrival, international arrival to international departure).
Introduction to the coordinating processes for departing and arriving passenger handling. Case studies to identify and discuss the role and responsibilities of airport operators, ground handlers and airlines in relation to arriving and departing passenger-handling processes. Web-based research to identify the regulatory and control organisations involved in the departing passenger-handling process. Tutor presentation – UK Border Force and Port Health Small-group discussions/debate to evaluate the research and discuss the roles and responsibilities of regulatory and control organisations involved in arriving passenger-handling processes. Discussion – what is the role and responsibility of airlines in relation to arriving and departing passengers? Team research activity – what is the difference between a full-service carrier and a LCC in terms of facilities? Debate – using the above research, debate the merits and disadvantages of providing or not providing facilities and services (e.g. internet check in or checking in with mobile phone barcodes). Quiz – which function is undertaken at which stage of the passenger's journey?
Floor-plan exercise to illustrate departing and arriving passenger handling processes. Learners to design their own airport floor plan showing facilities and services and their coordination including transit/transfer. Learners to give a presentation, using their floor map, analysing the coordination process within organisations (intra) and between organisations (inter). Role play of functions – check in, security checks, lost baggage handling. Group analysis of the coordination processes within the role play.
Airport visit (where possible) to study the handling processes, facilities and services. Guest speaker to give first-hand experience of the handling processes, facilities and services.

Topic and suggested assignments/activities and/assessment
Preparation for assignment **Assignment 1: Arriving and Departing Passengers** (P1, P2, P3, P4, P5, P6, M1) **Feedback on assignment**
Introduction to Assignment 2. Using the floor plan learners can plan a passenger's journey through an airport, identifying the areas that are prone to congestion. Discussion – which areas within a commercial airport are prone to congestion? Case study/visit to a UK commercial airport to analyse areas prone to congestion. Examine the measures available to overcome congestion. Team activity – discuss and analyse how congestion can be overcome using short case study situations or real situations that learners have experienced.
Preparation for assignment **Assignment 2: Efficient Passenger Flow** (P7, P8, P9, M2) **Feedback on assignment**
Recap on all aspects of the unit to prepare for the assessment of D1 which will be by interview discussions.
Introduction to Assignment 3. Individual activity – good practice and areas for improvement – using all the learning achieved so far, learners examine airport passenger-handling processes, facilities, services and efficient passenger flow. Learners debate their findings within small groups and make judgements on good practices and areas for improvement.
Preparation for assignment **Assignment 3: How to Improve Passenger Flow** (D1) **Feedback on assignment**

Assessment

A variety of assessment methods could be used including written work, practical activities and role play. It is recommended that more than one method is used to cater for different learning styles within a group.

The assessment criteria shown in the assessment and grading grid can be grouped together to enable learners to expand on one criterion to gain higher grades. Where possible, learners should be encouraged, and given the opportunity, to meet the relevant higher grades at the same time as they attempt the appropriate pass criteria.

Group activities may lend themselves to certain themes or assessments but it is essential that all learners keep a portfolio of their own work and have evidence of individually covering all the criteria they are credited for.

P1 – P2 – P3 – P4 – P5 – P6 – M1

To achieve P1, learners must briefly describe the facilities and services provided to departing passengers. Learners should base their descriptions on one or more airports to ensure full coverage of the unit content. Learners can support their evidence with annotated diagrams and maps of airports.

To achieve P2, learners must provide an analysis of the roles and responsibilities of organisations involved in the departing passenger-handling process. Learners should firstly identify the organisations involved in the handling process, for example the airport operator, the airline, the ground handler, the regulatory and

control authorities and other service providers and then outline the process, for example checking in, security screening, embarkation including special passenger handling. Learner evidence should show that they understand what and who is involved in the departing passenger-handling process and how the processes fit together and flow to facilitate the passenger's journey through the airport to embarkation.

To achieve P3, learners must explain how departing passenger-handling processes are coordinated both within organisations (intra) and between organisations (inter). Learners should include examples of the methods used to support and illustrate their evidence. Evidence should cover all items listed in the unit content. Learners should include at least two examples of actions taken when shortfalls or breakdowns occur.

To achieve P4, learners must briefly describe the facilities and services provided to arriving and transferring passengers. Learners should base their descriptions on one or more airports to ensure full coverage of the unit content. Learners can support their evidence with annotated diagrams and maps of airports.

To achieve P5, learners must provide an analysis of the roles and responsibilities of organisations involved in the arriving passenger-handling process. Learners should firstly identify the organisations involved in the handling process, for example the airport operator, the airline and the ground handler and the regulatory and control authorities and then outline the process, for example disembarkation including special passenger handling, immigration, baggage reclaim, customs. Learner evidence should show that they understand what and who is involved in the arriving passenger-handling process and how the processes fit together and flow to facilitate the passenger's journey through the airport from disembarkation to leaving the terminal. Learners should include reference to transit and transfer passengers.

To achieve P6, learners must explain how arriving passenger-handling processes (including transit and transfer passenger handling) are coordinated both within organisations (intra) and between organisations (inter). Learners should include examples of the methods used to support and illustrate their evidence. Evidence should cover all items listed in the unit content. Learners should include at least two examples of actions taken when shortfalls or breakdowns occur.

To achieve M1, learners must analyse the coordination of handling processes, facilities and services in UK airports for departing and arriving passengers. This is an expansion of P1, P2, P3, P4, P5 and P6 and will be achieved by learners who demonstrate some depth of understanding of the processes and organisations involved, and of airport facilities and services. It is not expected that learners will produce an additional piece of work for M1, but rather that the evidence for P1 to P6 will be developed, with thorough coverage across the range.

P7 – P8 – P9 – M2

To achieve P7, learners must outline the passenger journey through the airport for both departing and arriving passengers, including transfer and transit passengers. Evidence can be in the form of annotated maps with arrows or flow charts identifying the locations and sequences of the facilities and services both mandatory and optional.

To achieve P8, learners must identify areas prone to congestion. They should also identify areas which are likely to become congested during disruptions, for example, due to bad weather. This evidence can be linked to P9.

To achieve P9, learners should explain the measures used to overcome congestion problems. At least one of each type of measure as listed in the unit content (scheduling, check-in, communication, monitoring and boarding) should be included. Learners should also include at least two examples of additional measures undertaken at times of major disruption to conclude their evidence. This evidence can be linked with P8.

To achieve M2, learners must analyse the key areas prone to congestion and the measures used to overcome congestion problems. This is an expansion of P7, P8 and P9 and will be achieved by learners who are able to identify key areas of congestion and demonstrate some depth of understanding of the measures used to overcome problems. It is not expected that learners will produce an additional piece of work for M2, but rather that the evidence for P7 to P9 will be developed, with thorough coverage across the range demonstrating a sound awareness of how and where congestion is likely to occur and how this can be overcome.

D1

To achieve D1, learners must evaluate airport passenger handling processes, facilities, services and efficient passenger flow, highlighting good practice and areas for improvement. This is a natural expansion of all the pass and merits criteria, where learners include some evaluation within their work, making judgements on good practice and suggesting areas for improvement. This does not necessarily have to be a separate piece of work as learners should be encouraged to develop and use the higher level skills of evaluation whilst addressing the pass and merit criteria. Alternatively, tutors can assess D1 through a formal interview/questioning session (panel or one to one) to establish the higher level of understanding (evaluation) in relation to airport passenger-handling processes, facilities, services and efficient passenger flow. Learners could present their recommendations for improvements to passenger flow verbally with visual supporting evidence, or in writing.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, M1	Assignment 1: Arriving and Departing Passengers	You work for a large ground handling company, and have been invited by a major airline to give a presentation on how departing and arriving passenger-handling processes, facilities and services are coordinated.	Presentation
P7, P8, P9, P4, M2	Assignment 2: Efficient Passenger Flow	You work for a large ground handling company, and have been asked to analyse the key areas prone to congestion and the measures used to overcome congestion problems.	Report
D1	Assignment 3: How to Improve Passenger Flow	You work for a large ground handling company, and have been asked to meet with your senior managers to discuss the handling processes, facilities and services of a major UK airport, making recommendations to improve passenger flow.	Interview/questioning (panel or one to one)

Links to other BTEC units

This unit forms part of the BTEC aviation sector suite. This unit has particular links with the following unit titles in the aviation suite.

Level 2	Level 3	Level 4
Unit 31: Airport Baggage Processing	Unit 4: Inter-relationships Within the UK Aviation Industry Unit 7: Customer Service in the Aviation Industry Unit 15: Passenger Terminal Management Within the Aviation Industry Unit 20: Ramp Handling Unit 21: Aircraft Dispatch Unit 27: Airfield Operations	n/a

Essential resources

Learners must have access to library and research facilities, and current trade publications.

Employer engagement and vocational contexts

Industry visits and visits from guest speakers from the industry are recommended. Learners should have access to accurate and up-to-date industry case studies.

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	describing facilities and services provided for passengers departing from and arriving at UK airports
Creative thinkers	explaining measures for overcoming congestion problems in the passenger journey through the airport.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	researching the internet to identify the regulatory and control organisations involved in the departing passenger handling process
Team workers	working in small groups to discuss and evaluate the research undertaken, identifying the roles and responsibilities of regulatory and control organisations involved in arriving and departing passengers.

Functional Skills — Level 2

Skill	When learners are …
ICT — Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	planning a presentation on how departing and arriving passenger-handling processes, facilities and services are coordinated
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning a presentation on how departing and arriving passenger-handling processes, facilities and services are coordinated
Manage information storage to enable efficient retrieval	writing their assignments – ongoing
Follow and understand the need for safety and security practices	using the internet
Troubleshoot	as required
ICT — Find and select information	
Select and use a variety of sources of information independently for a complex task	planning a presentation on how departing and arriving passenger-handling processes, facilities and services are coordinated.
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT — Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: • text and tables • images • numbers • records	planning a presentation on how departing and arriving passenger-handling processes, facilities and services are coordinated
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	

Skill	When learners are …
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing the handling processes, facilities and services of a major UK airport, making recommendations to improve passenger flow
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	planning a presentation on how departing and arriving passenger-handling processes, facilities and services are coordinated
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing an article to analyse the key areas prone to congestion and the measures used to overcome congestion problems.