

Unit 20: Ramp Handling

Unit code:	H/602/5678
QCF Level 3:	BTEC National
Credit value:	5
Guided learning hours:	42

● Aim and purpose

The aim of this unit is for learners to gain knowledge and understanding of the demands that are likely to be placed on new ground crew, together with the airside hazards they may face during an aircraft turnaround.

● Unit introduction

Aircraft do not earn money sitting on the ground. It is essential that aircraft turnaround times are kept to a minimum while ensuring safety and efficiency.

Numerous organisations play their part in a well-coordinated effort for every aircraft turnaround. Activities must be choreographed and undertaken to the same precision as would be seen in a Formula 1 pit stop or a complex dance routine. This has to be achieved in an unforgiving, fast-moving and commercially demanding environment.

While some fundamental activities apply to every turnaround, demands can vary substantially depending on the type of airline (for example full service or 'no frills' low-cost carrier (LCC)); the size and type of aircraft; the country from which it has arrived and the country to which it is departing; the length of the flight; and on-the-day situations like the size and type of the commercial load and the weather.

Failure by any of the organisations in any one of the many turnaround activities can result in loss of life, injury, damage to aircraft and other expensive equipment, adverse customer service, missed departure times which can lead to extended delays, repercussive disruption to later flights and increased costs and loss of revenue.

This unit gives learners knowledge of the types of organisation involved in ramp handling and gives them the opportunity to understand their roles and procedures as well as developing their skills in integrating their activities. It also gives learners an understanding of baggage, cargo and passenger loading and unloading methods and procedures, and the factors that have an influence on aircraft turnaround activities.

The ramp is a challenging arena in which to work and this unit explores the associated regulatory requirements and safety procedures, and their application and monitoring, which contribute to an enviable safety record.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand how to ensure safe and efficient aircraft turnaround
- 2 Understand aircraft loading and unloading methods and procedures in relation to baggage, cargo and passengers
- 3 Understand how ramp safety is regulated and maintained.

Unit content

1 Understand how to ensure safe and efficient aircraft turnaround

Organisations involved:

- division of ground handling responsibilities
- airport operator
- airline
- ground handlers
- regulatory and control organisations, e.g. Civil Aviation Authority (CAA), UK Border Agency (UKBA), Port Health
- emergency services
- other service providers, e.g. aircraft catering

Roles and operational procedures (airport operators):

- stand allocation, e.g. by aircraft type/size, domestic/international flight, maximisation of on-pier operations
- marshalling, e.g. manual and automated systems, follow-me
- stand clearance
- security, e.g. restricted passenger access

Roles and operational procedures (airline/ground handlers):

- chocking aircraft
- turnaround coordination
- air-bridge operation/steps positioning
- passenger disembarkation/embarkation
- technical inspection
- rectification of defects recorded in technical log, e.g. major defect, carried forward defect (CFD)
- provision of ground power (fixed/mobile)
- aircraft servicing, e.g. cleaning, cabin dressing, toilet/water replenishment
- baggage security, e.g. accompanied baggage, AAA, baggage manifests, rush bags
- anti-icing/de-icing
- relevance of holdover duration
- pushback/power-back

Roles and operational procedures (regulatory and control):

- UK Border Agency, e.g. immigration control and deportations, customs control including commercial goods and crew belongings
- Port Health including control of passenger-transmitted disease from infected countries and specific control of infectious diseases suspected on board

- police intervention, e.g. anti-terrorist police, Special Branch

Roles and operational procedures (other service providers):

- airside passenger/crew coaching
- aircraft refuelling, e.g. earthing, ground refuelling points, fuel trucks, over/underwing refuelling
- catering
- specialist fumigation

Coordination:

- of organisations
- role of dispatcher
- pre-arrival communication with all involved organisations, e.g. through control centres using IT systems, radio technology, verbal and written briefing
- allocation of equipment and personnel
- liaison between departments, e.g. cargo warehouse and loaders, passenger staff and cabin crew
- coordination at aircraft side, e.g. via dispatcher
- sequencing of activities, e.g. offloading before loading, cabin cleaning before passenger boarding, simultaneous or sequential offloading of aircraft holds, de-icing after doors closed
- positioning of equipment, e.g. ground power, steps, loading equipment, baggage/cargo delivery vehicles, catering vehicles, toilet service unit (TSU)
- pushback coordination (between ground movement control (GMC), flight deck crew, pushback engineer and dispatcher)
- use of standardised words and phrases and phonetic alphabet

Safety of turnrounds:

- using personal protective equipment (PPE), e.g. ear defenders, hard-capped shoes
- management of foreign object debris (FOD)
- awareness of environment and hazards, e.g. moving vehicles, noise and blast, ingestion and propeller strike
- safe lifting practices
- fire prevention, e.g. no smoking, hazardous cargo
- aircraft chocking/stabilising

Efficiency of turnrounds:

- commercial and operational need for punctual departures
- sequence of operations
- timing of each operation
- need for preparation
- importance of teamwork and cooperation
- barriers to efficiency, e.g. weather, inaccurate communications, lack of effective coordination within and across organisations
- breakdown or lack of equipment

- slot times, e.g. purpose, cost factors associated with missed slots

Management of aircraft, vehicles and pedestrians:

- aircraft, e.g. marshalling, stand markings, anti-collision beacons on aircraft
- vehicles, e.g. road markings and routes, restricted areas including taxiways, positioning equipment including banksman when reversing, anti-collision beacons on vehicles, reversing klaxons
- pedestrians, e.g. escorting passengers

Impact of adverse weather:

- conditions, e.g. heat, rain, electrical storms, wind, poor visibility, cold, snow
- impact on turnround procedures, e.g. protection of live cargo, baggage and embarking and disembarking passengers, danger of lightning strikes, difficult working conditions, need for follow-me vehicles, de-icing and snow clearance
- consequences, e.g. reduced landing/take-off rate, disruption to scheduled time of arrival (STA) and scheduled time of departure (STD), lengthened turnround times causing delays, reactionary delays, cancellations, increased workloads

2 Understand aircraft loading and unloading methods and procedures in relation to baggage, cargo and passengers

Baggage and cargo loading and unloading methods:

- types of load (loose, pallet, containerised)
- types of equipment (loose-load transporters and loaders, e.g. tugs and trailers, flatbed lorries, mobile conveyor belts; container and pallet transporters and loaders, e.g. tugs and dollies, lorries, high-lift loaders)
- positioning and operating equipment
- matching door sill heights
- allowing for aircraft movement during loading
- methods of opening/closing aircraft doors
- handling of special cargo, e.g. human remains, radioactive material, livestock
- Control of Substances Hazardous to Health (COSHH) Regulations
- securing methods, e.g. nets, locks
- documentation, e.g. airway bill, loadsheet and Notification of Dangerous Goods to Captain (NOTOC)

Factors impacting on baggage and cargo loading and unloading:

- aircraft capacity
- distribution of load including segregation of incompatible loads
- weather and time constraints
- incompatible and unserviceable equipment
- damaged baggage/cargo
- absence or mismatch of documentation
- security, e.g. Triple A (AAA – Account and Authorise)

Passenger embarkation and disembarkation:

- boarding methods (air-bridge, steps, airside coach)
- boarding procedures (security checks, timing, manual and automated boarding card acceptance)
- boarding special needs passengers, e.g. unaccompanied minors, infirm, wheelchair users, passengers with children

Factors impacting on passenger embarkation and disembarkation:

- readiness of crew
- method of boarding or disembarkation, e.g. control of coach boarding if remote stand, passenger safety if walk to aircraft steps
- fuelling while on board (availability of cabin crew to man doors)
- weather
- boarding those with special needs, e.g. passengers with reduced mobility (PRM), passengers with young children
- missing passengers

3 Understand how ramp safety is regulated and maintained

Regulations and procedures relating to movement and operation of aircraft, vehicles and personnel:

- Health and Safety at Work Act
- European Union directives
- Civil Aviation Authority (CAA)
- European Aviation Safety Agency (EASA)
- airport bylaws, e.g. valid identity cards for personnel and vehicles, airside driving permits, adherence to road, stand and taxiway markings and speed limits
- correct use of/adherence to automated and hand signals
- air-bridge operator licence
- equipment parking
- in-house regulations

How safe working practices are maintained:

- monitoring and reporting by airport, airline and ground handlers
- mandatory reporting of incidents resulting in actual or potential injury or damage
- mandatory safety induction and refresher training
- compilation and publication of safety incidents and performance

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 Identify the organisations involved in aircraft turnround		D1 Discuss the impacts of non-compliance with safe and efficient aircraft turnround procedures, methods and procedures in relation to baggage, cargo, passengers and ramp safety regulations
P2 Describe the roles and operational procedures used by organisations during aircraft turnround [IE]		
P3 Explain the co-ordination required to ensure safe and efficient aircraft turnround		
P4 Explain issues affecting safety and efficiency during aircraft turnround		
P5 Explain how aircraft, vehicle and pedestrian movements are managed during aircraft turnround [IE]		
P6 Explain the impact of adverse weather conditions on aircraft turnround procedures		
P7 Describe baggage and cargo loading and unloading methods	M1 Compare the baggage and loading methods, passenger embarkation and disembarkation methods and procedures of different types of flight	
P8 Explain the factors that impact on baggage and cargo loading and unloading		
P9 Describe passenger embarkation and disembarkation methods and procedures		
P10 Explain the factors that impact on the embarkation and disembarkation of passengers		

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:
<p>P11 Describe the regulations and procedures relating to the movement and operation of aircraft, vehicles and personnel on the ramp</p>	<p>M2 Analyse the importance of regulations, procedures and safe working practices giving recommendations for improving safe working practices</p>	
<p>P12 Explain how safe working practices are maintained on the ramp</p>		

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 addresses a complex multi-agency, multi-task subject. In learning outcome 1, learners must understand not only what roles have to be undertaken but also which organisations are responsible for them. Learners could be tasked with compiling a list identifying the roles undertaken by airport operator, airline/ground handler, regulatory authority, and other. This early understanding will assist them in recognising the complexity of ramp handling and how coordination is essential.

The ramp is a harsh environment in which to work and the health and safety of those involved are both at risk. Learners should identify the hazards and recognise how they can be minimised for their own safety as ramp workers and that of their colleagues, passengers, equipment and aircraft. Learners must also understand how aircraft, vehicular and pedestrian movement is managed. Airfield and stand drawings, available from aviation websites, books and local airports, will assist.

Learning outcome 2 takes a closer look at the loading and unloading methods and procedures for baggage, cargo and passengers. Useful sources of support information include websites, aviation books and guest speakers from the industry.

Having covered learning outcomes 1 and 2, tutors should develop a range of scenarios to demonstrate the sequencing and coordination of a turnround, commencing with a simple example, for example a low-cost carrier (LCC) operating a small aircraft on a domestic turnround using an air-bridge, developing to a complex example, for example a full service airline with a large aircraft on a remote stand operating a domestic arrival and international departure. This approach identifies the basic turnround operations, building to complex turnround operations with many organisations involved. A fun way of doing this is by having two stand layouts with cut-outs of the aircraft and pieces of equipment with teams of learners responding to limited instructions from the tutor. This can often lead to learners making errors from which they can learn in a fun way, for example having a catering onload vehicle position against the aircraft before the catering offload vehicle, spraying the aircraft with de-icing fluid while loaders are still loading baggage, or leaving aircraft steps on while pushing the aircraft out. The winning team is the one that best achieves the correct sequencing.

Learners should be encouraged to compare the differences between two different types of flight which will help with the achievement of the M1. For example, a low-cost carrier (LCC) operating a small aircraft on a domestic turnround using an air-bridge in comparison with a full-service airline with a large aircraft on a remote stand operating a domestic arrival and international departures. At this stage, it would be appropriate to introduce further debate and/or role play on factors which may impact on baggage, cargo and passenger loading/unloading and the efficiency of the turnround. Scenarios might include missing passengers, bad weather, opportunities and risks associated with accepting a late group of passengers who have not pre-booked, and breakdown of equipment. Learners could take on the roles of various organisations to identify and resolve the impact on their organisation and on the turnround.

Learners can be helped with learning outcome 3 by accessing legislation and regulations, for example Health and Safety Act 1974, the Noise at Work Regulations 1989, the Management of Health and Safety at Work Regulations 1999, Air Navigation Order 2005, CAA CAP642 (Airside Safety Management). The HSE website provides useful information about health and safety in aviation, particularly aircraft turnrounds (go to Air Transport industry > Employers and employees > aircraft turnround).

Learners should be guided to analyse the legislation and regulations that are involved, they can then look further at safe working practices to be able to recommend how improvements can be made.

It is essential to include one or more visits to an airport during the study of this unit. Though it is difficult to gain airside access in the current security climate, many airports have spectator galleries from which ramp activity can be viewed. Learners should be able to relate what they have learned to what they observe. Case studies can stimulate class debate and the learning process.

The aviation industry is high profile, so learners should be encouraged to seek out media stories and to read some of the many aviation magazines and websites. There is an increasing number of TV and training videos/ DVDs relating to airports and airlines.

Additionally, many airlines and airports are willing to give presentations either on-airport or off-airport. Speakers from airline or ground handler dispatch departments or airport operator airfield management can be particularly valuable, as are those from one or more of the regulatory organisations (for example UKBA).

Guest speakers could be invited to discuss real-life scenarios relating to non-compliance. Follow-up role play could support these examples to bring 'to life' the consequences of non-compliance.

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 ramp handling, including an explanation of the unit content. Introduction to the indicative reading material, including books, internet, journals etc.
Introduction to Assignment 1 Discussion – which airports have learners visited. Use learners' real-life experiences of the trips within airports. Table-top exercise – what organisations are involved in ramp handling? Tutor presentation to outline the hazards and risks that are present in terms of health and safety. Discussion to explore how risks could be minimised. Desktop exercise using aviation websites, books and local airport public affairs department to understand how aircraft, vehicular and pedestrian movement is managed. DVD/video to show the ramp and the activities involved. Case study to examine ramp operations for one particular airport. Guest speaker from ground handler dispatch departments. Guest speaker from airport operator airfield management. Role play – coordination of organisations and the role of the dispatcher.
Preparation for assignment
Assignment 1: Ensuring Safe and Efficient Aircraft Turnround (P1, P2, P3, P4, P5, P6)
Feedback on assignment

Topic and suggested assignments/activities and/assessment

Introduction to Assignment 2.

Team activity to take a close look at loading and unloading methods and procedures for baggage, cargo and passengers.

Guest speaker for learners to gain an insight into methods and procedures.

Pairing activity to match methods and procedures to baggage, cargo and passengers.

Role play to allow learners to demonstrate the methods and procedures. Example of this could be having two stand layouts with cut-outs of the aircraft and pieces of equipment with teams of learners responding to limited instructions from the tutor.

Comparison exercise to compare the differences between two different types of flight.

Class debate – impact on baggage, cargo and passenger loading/unloading and the efficiency of the turnround.

Preparation for assignment

Assignment 2: Aircraft Loading and Unloading Methods and Procedures in Relation to Baggage, Cargo and Passengers (P7, P8, P9, P10, M1)

Feedback on assignment

Introduction to Assignment 3.

Research activities to explore Health and Safety Act 1974, the Noise at Work Regulations 1989, the Management of Health and Safety at Work Regulations 1999, Air Navigation Order 2005, CAA CAP642 (Airside Safety Management).

Debate – how can safe working practices be improved?

Guest speakers from regulatory organisations, e.g. UKBA.

Preparation for assignment

Assignment 3: How is Ramp Safety Regulated and Maintained? (P11, P12, M2)

Feedback on assignment

Introduction to Assignment 4.

Role play to act out the consequences of non-compliance.

Guest speaker to discuss real-life scenarios – what happens if ramp procedures are not followed?

Preparation for assignment

Assignment 4: What Happens If Ramp Procedures Are Not Followed? (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 assessment 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

To achieve P1, learners must identify the organisations involved in aircraft turnround, and these should fall within the main groups, i.e. airport operator, airline, ground handlers, regulatory and control organisations, other service providers. All organisations listed in the unit content should be covered. Evidence can be based on one particular airport and learners can name the actual organisations involved. Evidence for P1 can be integrated with the evidence for P2.

To achieve P2, learners must describe the roles and operational procedures used by the different types of organisation (airport operator, airline, ground handler and regulatory and control organisations and other service providers). When describing the different operational procedures, at least two ramp handling activities should be included for airport operators, six for airlines/ground handlers/other service providers, and two for regulatory and control bodies.

To achieve P3, learners must explain why coordination is required to ensure safe and efficient aircraft turnround and how it is achieved. All items listed in the unit content (separated by bullets) should be addressed within the evidence and this would include recognition of the type of coordination and communication methods used and the need for sequencing activities. Examples can be provided to support written or verbal evidence.

To achieve P4, learners must demonstrate an appreciation of the hazardous environment by identifying at least three hazards, explaining how they are minimised, and explaining at least one problem that can affect the efficiency of the turnround. Evidence for P3 and P4 can be integrated.

To achieve P5, learners must explain how aircraft, vehicle and pedestrian movements are managed during aircraft turnround. This could be based on the turnround of one aircraft, and all items listed in the unit content need to be included in the evidence. Learners should support their evidence with examples, maps and diagrams.

To achieve P6, learners must explain the effects of at least four types of weather condition on aircraft turnround and the actions taken to resolve/minimise those effects. Learners should include real examples to support their evidence and illustrate their findings.

P7 – P8 – P9 – P10 – M1

To achieve P7, learners must describe baggage and cargo loading and unloading methods. This will require a correct identification of the types of load (for example loose, palletised, containerised) and a description of the equipment and procedures used for each. Learners must also identify and describe at least two types of special cargo and the associated methods for handling.

To achieve P8, learners must provide three examples to demonstrate their understanding of factors that can impact on baggage and cargo handling, and explain why they have that impact.

To achieve P9, learners must describe the main passenger embarkation and disembarkation methods and procedures, highlighting the differences depending on the method used (i.e. via air-bridge, steps or coach).

To achieve P10, learners must give two embarkation examples and one disembarkation example to demonstrate an understanding of the factors that impact on passenger embarkation and disembarkation, for example heavy rain, and explain why they have that impact, and how they are managed. Evidence for P9 and P10 can be integrated.

To achieve M1, learners must compare the baggage and loading methods, passenger embarkation and disembarkation methods and procedures of at least two types of flight. The following two flight examples could be used, a low-cost carrier (LCC) operating a small aircraft on a domestic turnround using an air-bridge, and, a full service airline with a large aircraft on a remote stand operating a domestic arrival and international departure. If other examples are used they must enable the learner to fully achieve M1.

P11 – P12 – M2

To achieve P11, learners must describe, demonstrating their knowledge of, legislation, airport bylaws and other procedures relating to the movement and operation of aircraft, vehicles and personnel on the ramp which ensure safety. They should describe the procedures used to meet such requirements, for example ground movement control (GMC) of aircraft and vehicles, identity passes and permits and the use of standardised procedures.

To achieve P12, learners must explain how monitoring, reporting, training and publication of safety incidents and performance all contribute to maintaining safe working practices.

To achieve M2, learners must analyse the importance of regulations, procedures and safe working practices giving recommendations for improving safe working practices. Learners should look closely at how safe working practices are maintained on the ramp, and give recommendations on how these practices could be improved.

D1

To achieve D1, learners must discuss the impact of non-compliance with safe and efficient aircraft turnround methods and procedures in relation to baggage, cargo, passengers and ramp safety regulations. Learners should be able to look closely at the impact of what would happen if ramp handling procedures were not followed. Learners should draw on evidence from all three learning outcomes in their response.

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 Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6	Assignment 1: Ensuring Safe and Efficient Aircraft Turnround	You are an experienced ramp handler at an international UK airport. You are to design a leaflet to be given to new employees, taken on for an apprenticeship, that gives them an understanding of how to ensure safe and efficient aircraft turnround.	Leaflet
P7, P8, P9, P10, M1	Assignment 2: Aircraft Loading and Unloading Methods and Procedures in Relation to Baggage, Cargo and Passengers	You are an experienced ramp handler at an international UK airport. You are to deliver training that helps new employees to understand aircraft loading and unloading methods and procedures in relation to baggage, cargo and passengers.	Presentation Role play Report
P11, P12, M2	Assignment 3: How is Ramp Safety Regulated and Maintained?	You are an experienced ramp handler at an international UK airport. You are to write a report that describes regulations and procedures and explains how safe working practices are maintained.	Report

Criteria covered	Assignment title	Scenario	Assessment method
D1	Assignment 4: What Happens If Ramp Procedures Are Not Followed?	You are an experienced ramp handler at an international UK airport. You are to write a report which discusses the impact of non-compliance with safe and efficient aircraft turnround methods and procedures in relation to baggage, cargo, passengers and ramp safety regulations.	Report

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 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.

Indicative resource materials

Textbook

Ashford, Stanton and Moore – *Airport Operations, 2nd edition* (McGraw-Hill, 1997) ISBN 978-0070030770

Journals

Airports of the World – Key Publishing Ltd

Airports International – Key Publishing Ltd

Other publications

Groppe M, Paglieri R, Harris D – *Field Observations during Airport-CDM Turn-round Process* (Cranfield University, PhD Research Project) – website reference below.

IATA Airport Handling Manual (annual publication)

IATA Baggage Services Manual

Websites

www.euro-cdm.org/library/practice_tobt_assignment_100303.pdf

www.hse.gov.uk

www.iata.org

www.ukba.homeoffice.gov.uk

Cranfield University, PhD Research Project – Field Observations during Airport-CDM Turn-round Process

Health and Safety Executive (HSE)

International Air Transport Association (IATA)

UK Border Agency

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 roles and operational procedures used by organisations during aircraft turnround and explaining how aircraft, vehicle and pedestrian movements are managed.

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 ...
Team workers	role playing aircraft loading and unloading methods and procedures in relation to baggage, cargo and passengers
Self-managers	managing own workload and time.

● 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 ensuring safe and efficient aircraft turnaround
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
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	using the internet for research purposes
ICT — Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	planning a presentation on ensuring safe and efficient aircraft turnaround
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	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	planning a presentation on ensuring safe and efficient aircraft turnaround
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing a report – What happens if ramp procedures are not followed?