



National Unit Specification: general information

UNIT Airport Ground Operations: An Introduction (SCQF level 5)

CODE F3PD 11

SUMMARY

This Unit is designed to enable candidates to develop the skills and knowledge required for employment as airport ground staff.

This Unit is suitable for candidates who are undertaking study of this subject for the first time and who wish to obtain a basic knowledge of working in airport ground operations and who are interested in pursuing a career in the airline sector. This will include key underpinning knowledge in areas such as industry terminology and the behavioural standards expected in the sector. It will also cover practical skills involved in dealing with passengers. On completion of this Unit candidates could progress onto further education or training in this industry.

OUTCOMES

- 1 Demonstrate knowledge of the airport environment and airline/airport terminology.
- 2 Identify personal presentation and behavioural standards required by airlines.
- 3 Communicate effectively with passengers throughout check-in and boarding procedures.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ a standard of literacy and numeracy supported by a general education equivalent to Standard Grade at General level (SCQF 4) or above

Administrative Information

Superclass: ZE

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CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in the *Guidance on Learning and Teaching Approaches for this Unit*

National Unit Specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME 1

Demonstrate knowledge of the airport environment and airline/ airport terminology.

Performance Criteria

- (a) Explain the role of the organisations which passengers may encounter in the airport.
- (b) Identify airport three letter codes and the corresponding airport correctly.
- (c) Explain airline and airport terminology correctly.

OUTCOME 2

Identify personal presentation and behavioural standards required by airlines.

Performance Criteria

- (a) List the components which ensure personal presentation meets airline standards accurately.
- (b) Describe fully the effects of positive and negative body language situations.

OUTCOME 3

Communicate effectively with passengers throughout check-in and boarding procedures.

Performance Criteria

- (a) Establish different customer needs and appropriate action required to meet their identified needs.
- (b) Appropriate documents are processed correctly and information is presented accurately.
- (c) Boarding procedures are followed according to airline standards.
- (d) A pleasant and courteous manner is maintained throughout.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Written and/or recorded oral evidence and performance evidence is required to demonstrate that the candidate has demonstrated knowledge of an airport environment, the personal presentation and behavioural skills required by airlines and participation in check-in and boarding procedures.

Written and/or recorded oral evidence is required for Outcome 1 and Outcome 2. Candidates must demonstrate that they are aware of what other organisations do in the airport and how and when passengers would come into contact with them. They must also demonstrate knowledge of three letter airport and city codes, and airline and airport terminology including the phonetic alphabet. Candidates must also identify the personal presentation standards required by airlines — hair, make-up, personal hygiene, nails, jewellery, and uniform standards. Evidence should also be provided of the candidate's understanding of how their own body language impacts on interactions with passengers and how to respond to passengers' body language. The assessment will be carried out under closed-book controlled conditions within a maximum time allowance of 1 hour.

For Outcome 3 performance evidence is required which demonstrates that the candidate has a basic knowledge of the check-in and boarding procedures and can communicate in order to establish and satisfy needs of different types of passengers. It will require candidates interacting individually or in pairs for approximately 20 minutes and involve a minimum of six passengers (who can be other candidates). An assessor observation checklist/record could record the contribution of the individual candidate to the check-in and boarding procedure. This assessment should be completed under controlled conditions.

Candidates must demonstrate they can deal with the following types of passenger: unaccompanied minors, passengers requiring wheelchairs or assistance, passengers with a sight or hearing impairment, groups, Very Important Person (VIPs), Commercially Important Person (CIPs).

An assessor record/checklist of the performance should record the candidate's achievement and be retained by the centre.

The assessment Support Pack for this Unit provides sample assessment material. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

National Unit Specification: support notes

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This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is an optional Unit on the National Certificates in Travel and Tourism at SCQF level 5 and 6. The Unit should be seen in the context of providing the knowledge and skills required for employment as airline ground staff. The Unit should give an introduction to the airport environment and the terminology and airport three letter codes that candidates would need to be familiar with to enable them to work as airport ground staff.

Candidates should be familiar with the organisations that passengers would encounter in the airport, these include: Immigration, customs and excise, security, police, tourist information, wheelchair services, tour operators, ticket desks, retail outlets.

Candidates must also develop an understanding of the importance of effective communication with passengers and airline personal presentation and behavioural standards. This should include how to communicate in a clear and polite manner, how to recognise customers needs and expectations and how to respond positively to them. Candidates should develop an understanding of airline organisation's standards for appearance and behaviour and the importance of understanding the effects that body language and personal presentation can have when interacting with passengers.

For Outcome 3 candidates should be given the knowledge and skills to be able to carry out a check in and boarding procedure. This may include checking passenger documents for validity and dealing with discrepancies and processing documentation in line with customer requirements and set procedures. Consideration should be given to security requirements and different types of customer needs.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

A practical, hands-on approach to learning should be adopted throughout this Unit. The emphasis should be on experiential learning. Where possible, a check-in and boarding area should be created, where working practice can be simulated. It is essential that preparation for this Unit takes account of current industry requirements. Effective use of role play, group work, use of video/DVD/online resource materials, tutor explanations/demonstrations are all appropriate. The learning experience would be enhanced by visits to local airports and guest speakers.

Where appropriate, arrangements should be made to ensure that there will be no artificial barriers to learning and assessment. The nature of a candidate's special needs should be taken into account when planning learning experiences and selecting assessment instruments. Alternative arrangements can be made as necessary.

If delivered with a National Certificate Group Award it may be possible to integrate delivery of the Unit *Skills for Customer Care* and the opportunity may arise to generate evidence towards the Unit *Travel and Tourism: Enhancing Skills for Employment*.

National Unit Specification: support notes (cont)

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OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Teaching and delivery of practical sessions in an airline environment may provide opportunities for the development of the Core Skill *Working with Others* at SCQF level 5. Role play and group work in interactions with passengers may provide the opportunity to develop both *Communication* skills and *Working with Others*.

Learners could operate in small teams, observing each other's performance and giving constructive feedback.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Examples of instruments of assessment which could be used are as follows:

Outcome 1

This could be assessed through short-answer questions.

Outcome 2

This could be assessed through short-answer questions with visual prompt materials.

Outcome 3

This could be assessed by role play, allowing candidates to demonstrate the basic check-in and boarding procedures whilst also demonstrating customer service and the ability to deal with different passengers' needs.

Role plays should be evidenced by tutor observation or video recording, each supported by a checklist.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs (www.sqa.org.uk)*.