National Unit Specification: general information

UNIT Airport Ground Operations (SCQF level 6)

CODE F3P8 12

SUMMARY

This Unit is designed to enable candidates to develop the skills and knowledge required for employment as airport ground staff. It further develops the skills and knowledge covered in the *Airport Ground Operations* Unit at SCQF level 5 and covers the more involved procedures relating to check-in and dealing with lost and mishandled luggage. Candidates will also gain an understanding of the procedures associated with meeting and boarding flights.

The Unit is designed to meet the needs of candidates wishing to pursue a career in the airline industry or who wish to obtain knowledge of the airline industry. On completion of this Unit candidates could progress onto further education or training in this industry.

OUTCOMES

1 Complete airport check-in procedure.
2 Explain procedures to follow when meeting and boarding flights.
3 Apply procedures for lost and mishandled baggage.

RECOMMENDED ENTRY

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

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

National Unit Specification: general information (cont)

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CREDIT VALUE

1 credit at Higher (6 SCQF credit points at SCQF level 6*).

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

Complete airport check-in procedure.

Performance Criteria

(a)   Greet passenger and request documentation in a friendly and professional manner.
(b)   Identify and check relevant documentation for the check-in procedure.
(c)   Carry out required security procedures.
(d)   Provide accurate information on excess baggage charges.
(e)   Maintain a good level of customer service throughout check-in procedure.

OUTCOME 2

Explain procedures to follow when meeting and boarding flights.

Performance Criteria

(a)   Explain clearly the procedures to be followed when meeting inbound aircraft.
(b)   Explain clearly the procedures to be followed when boarding outbound aircraft.
(c)   Describe relevant safety and security requirements

OUTCOME 3

Apply procedures for lost and mishandled baggage.

Performance Criteria

(a)   Outline fully the procedures to be followed when baggage is lost or damaged.
(b)   Process the relevant documentation accurately.
(c)   Respond to dissatisfied customers in an empathetic and professional manner.

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.

Outcomes 1 and 3 — performance evidence which demonstrates that the candidate has completed and demonstrated airport procedures relating to check-in and baggage reconciliation to the standard described in the Outcomes and Performance Criteria. This will require candidates interacting individually or in groups for approximately 5 minutes for Outcome 1 and for 10 minutes in relation to Outcome 3. An assessor observation checklist/record should record the contribution of the individual candidate to the procedures and should be retained by the centre.

For Outcome 2 written or oral recorded evidence is required. This will be produced under closed-book conditions in a 30 minute period on one assessment occasion.

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 5 and 6. This Unit should be seen in the context of providing the knowledge and skills required for employment as airline ground staff. The Unit should cover the procedures necessary to carry out a check-in procedure, boarding flights and dealing with lost or mishandled baggage.

For Outcome 1 and 2 candidates should cover the knowledge and skills to allow them to carry out check-in and boarding procedures including knowledge about security and baggage allowances, regulations regarding restricted items and dangerous goods. Candidates will need to develop knowledge of passenger documentation to check these for validity and deal with any discrepancies and process the documentation. Candidates must understand that the information that they give to passengers has to be clear, accurate and delivered in a polite and friendly way at all times. The types of information that candidates may have to give to passengers would cover ticket, baggage and boarding information, as well as seating and service information.

Procedures to be followed when meeting and boarding aircraft; safety on apron/air-bridge, escorting passengers through security, presenting passengers to immigration, announcing flights, checking and processing documentation, adhering to safety and security procedures.

For Outcome 3 candidates should be given the knowledge to enable them to deal with passengers who have lost or had baggage damaged. They should cover procedures for damaged and undamaged luggage. This Outcome should cover how to contact others to find out where baggage is, customs requirements, airline documentation, baggage tracing system, the processes for claiming compensation, as well as how to deal with security concerns and methods for dealing with dissatisfied passengers.

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.

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.

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.

National Unit Specification: support notes (cont)

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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*.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Teaching and delivery of practical sessions in an airline environment provides opportunities for 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 Oral Communication 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 with role play, allowing candidates to demonstrate customer service skills whilst performing the check-in procedure; establishing varying types of passengers needs, ensuring security questions are asked and answered satisfactorily, allocating appropriate seats for various passenger types from a manual check-in system, checking what documentation passengers require for various journey types, accepting baggage according to allowances, manually issuing boarding cards, advising passengers on next step of their journey.

Outcome 2

This could be assessed through short-answer questions.

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Outcome 3

This could be assessed through role play whereby a customer has lost baggage; this could be supplemented with short-answer questions detailing the process where aspects are not covered in the practical activity. Candidates should fill in the 'property irregularity report' and should ensure customs regulations are adhered to.

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**).