

# UNIT 1: THE UK AVIATION INDUSTRY



**Unit 1:** The UK Aviation Industry

**Unit code:** T/504/2278

**QCF Level 3:** BTEC Nationals

**Credit value:** 10

**Guided learning hours:** 60

---

# LESSON 1:

## Understand the operating characteristics of Commercial Airlines

---

### AIM AND PURPOSE

The aim of this unit is to give learners knowledge and understanding of the scale of UK aviation and the role of organisations within the industry.

### UNIT INTRODUCTION

This unit is an invaluable and interesting starting point in a learner's study of the aviation industry, as it enables them to investigate the industry holistically.

Learners start by examining the scale of the industry, which will put the industry into context and emphasise its relative importance to the UK. The diverse nature of airlines is explored next and how their different services serve different markets.

Airports are investigated by examining their location, their facilities and their ownership before looking in detail at their different characteristics.

The aviation industry is governed and supported by a strict regulatory regime covering safety and security issues, and these regulatory organisations are backed-up by a number of trade associations that co-ordinate activities in these and other areas to serve the best interests of the different industry sectors.

The industry would not function without a vast array of ancillary organisations that supply vital products and services in a number of specialist areas from aircraft manufacturing for airlines to tax-free shopping for passengers.

Nine out of every ten flights in the UK are general aviation (GA) flights. However, GA is a sector of the industry that most learners give very little thought to. An exploration of the organisations that make up this hugely important sector concludes the unit.

### LEARNING OUTCOME 1

*On completion of this lesson a learner should:*

**Know the scale of the UK aviation industry and how it contributes to the UK economy**

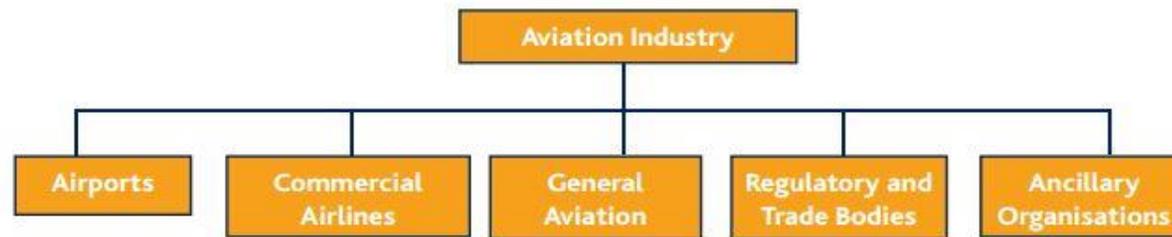
# Know the scale of the UK aviation industry and how it contributes to the UK economy

---

## CLASS DISCUSSION AND ACTIVITIES

---

### INTRODUCTION TO THE AVIATION INDUSTRY



## CLASS ONE

1) Overview Of The Aviation Industry

2) Learners who have travelled by air or visited an airport are asked to share their experiences.

3) Scale of the UK aviation industry: e.g. mppa, passenger growth levels, cargo tonnes uplifted, employment.

- Million passengers per annum (mppa) (UK total, by UK airport, by UK airline, domestic and international total, international destinations to and from the UK by country – leading five by CAA statistics)
- Non-passenger indicators (number of air transport movements (ATMs), cargo tonnes uplifted)
- Major changes and trends over the last ten years
- Financial scale, e.g. major airline operating revenues, major airline operating expenses, major airline operating profit or loss, changes and trends
- Employment figures, e.g. airports, airlines
- Contribution to UK gross domestic product (GDP)

## CLASS 1 of 24: LESSON DELIVERY

### Learners are 'taught' how to:

- 1) Research the information needed: Practical workshop on researching the CAA website and gaining access to airport and airline statistics.
- 2) How to use 'IT skills' to produce the graphs and tables to display this information.
- 3) How to use 'IT skills' to Prepare PowerPoint Presentation.

### Learners are given support to ensure they:

Develop the research and IT skills needed to work at this level. *Information on the scale of the industry is available on the CAA website. Once the information has been obtained it can be displayed graphically over a variety of different media. For example, displaying a bar chart indicating on a yearly basis ten years in air transport movements (ATMs) will enable learners to clearly identify the impact of economic recession. Information on the impact of aviation on the UK economy is available on a number of websites, for example, the Airport Operators Association (AOA).*

---

## SUPPORTING RESOURCES FOR RESEARCH DATA

---

### **Aviation, jobs and the UK economy**

Source: [http://www.aef.org.uk/downloads/Aviation\\_economics\(1\).pdf](http://www.aef.org.uk/downloads/Aviation_economics(1).pdf)

### **Aviation industry generates £52bn a year for the UK economy, new study finds**

<http://www.out-law.com/en/articles/2014/november/aviation-industry-generates-52bn-a-year-for-the-uk-economy-new-study-finds/>

### **Non-passenger indicators (number of air transport movements (ATMs), cargo tonnes uplifted)**

<https://www.caa.co.uk/Data-and-analysis/UK-aviation-market/Airports/Datasets/UK-airport-data/>

### **UK AVIATION SET TO BOOM:**

<https://www.youtube.com/watch?v=UkatdBDnv2A>

### **Economic Benefits Of air Transportation In the UK:**

<https://www.iata.org/policy/Documents/Benefits-of-Aviation-UK-2011.pdf>

### **British Airways 2009/10 Annual Report and Accounts**

[https://www.britishairways.com/cms/global/microsites/ba\\_reports0910/pdfs/Chief\\_Executive.pdf](https://www.britishairways.com/cms/global/microsites/ba_reports0910/pdfs/Chief_Executive.pdf)

- 4) Understand the Research Term Paper Requirements: **Graded Research Assignment**

# UNIT 1: LO1 GRADED ASSIGNMENTS GUIDELINES

## LESSON 1: P1 – P2 – M1

**ASSIGNMENT TITLE:** The importance of aviation to the UK

**ASSESSMENT METHOD:** PowerPoint Presentation

### Case Study/Scenario:

Airports have a crucial role to play in the future of aviation and marketing has a fundamental role to the success of the sector similar to in any other business.

You are working as a consultant to the UK government you are required **to give a presentation on the scale of the aviation industry in the UK and identify any specific trends and anomalies.** To accomplish this, you will conduct research and prepare and report on the importance of aviation to the UK.

**P1.** To achieve a Pass Grade for P1, the evidence must show that you are able to: **Describe the scale of the UK aviation industry, including passenger, cargo, financial and employment data.**

To achieve P1, you must outline the scale of the UK aviation industry. This should be achieved by the production of a series of graphs and tables, with a description of what each graph or table demonstrates. You will need to ensure that all items listed in the content are covered in the description.

**P2.** To achieve a Pass Grade the evidence must show that the learner is able to: **Identify major UK aviation industry changes and trend.**

To achieve P2, you will need to identify major changes and trends and anomalies that can be identified from the information provided in P1. For example, an examination of a graph of mppa at UK airports will reveal an overall trend upwards with a few year-on-year reductions in mppa.

**M1.** To achieve a Merit Grade the evidence must show that, in addition to the pass criteria, you are able to: **Explain major aviation industry changes and trends in relation to scale and contribution to UK economy**

To achieve M1, you will need to explain the changes and trends they have identified linking this to P1, i.e. for the example given above you will explain this cyclical pattern and the underlying reasons for major changes in mppa.

# UNIT 1: THE UK AVIATION INDUSTRY SCORE SHEET

**NAME OF STUDENT:**

**DATE:**

Learning Outcome	Students Must Meet ALL The Following Requirements For P- <b>PASS</b> Grade	ACHIEVED	
		YES	NO
<b>LO 1. Know the scale of the UK aviation industry and how it contributes to the UK economy</b>	<b>LO 1: Know the scale of the UK aviation industry and how it contributes to the UK economy</b>  <i>TASK: You should carry out this task as a Consultant to the UK Government:</i>		
	1. Briefly compare definitions of the term ' <b>Aviation</b> '		
	2. For <b>P1</b> : <b>Describe the scale of the UK aviation industry, including passenger, cargo, financial and employment data.</b>		
	3. For <b>P2</b> : <b>Identify major UK aviation industry changes and trend</b>		
	4. For <b>M1</b> : <b>Explain</b> and draw Conclusions about: <b>major aviation industry changes and trends in relation to scale and contribution to UK economy</b>		
	<b>THE STUDENT'S WRITTEN REPORT USING POWER POINT IS:</b>		
	5. Carrying Out the command in <b>P1</b> : To <b>Describe</b> which means: " <b>Give an account, including all the relevant characteristics, qualities, or events.</b> "		
	6. Carrying Out the command in <b>P2</b> : To <b>Identify</b> which means: " <b>Recognise, list, name or otherwise characterise.</b> "		
	7. Carrying Out the command in <b>M1</b> : To <b>Explain</b> which means: " <b>To give account of the purposes or reason</b> "		
	8. Discussing the <u>topics and perspectives related to</u> your research findings and the Course Content.		
	9. Citing reliable sources used in your work whether paraphrased or directly quoted.		
	10. Using <b>Harvard Referencing Style</b> properly.		
	11. Acceptable level of College Writing exhibited: <b>Spelling, Punctuation, Grammar, Usage and Sentence Structures.</b>		
12. Presenting Tables and/or graphs that accurately capture the data represented.			
13. Meeting Professional Guidelines for Power Point Presentation			
	<b>The Student Is Awarded A:    PASS Grade   MERIT Grade   DISTINCTION Grade</b>	<b>YES</b>	<b>NO</b>
Name Of Assessor:		Date Of Assessment:	

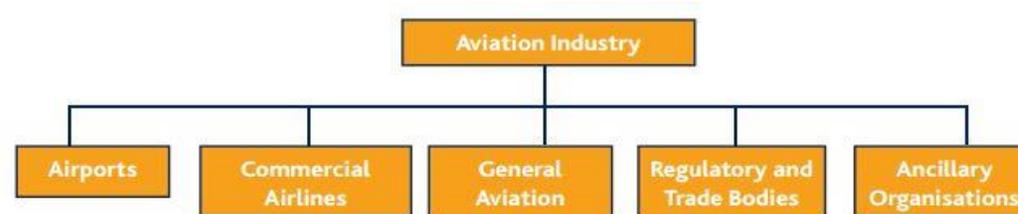
# Understand the operating characteristics of commercial airlines

---

## CLASS DISCUSSION AND ACTIVITIES

---

### INTRODUCTION TO THE AVIATION INDUSTRY



## CLASS TWO

- 1) The importance of areas of the industry that learners will probably be less familiar with, e.g. scheduled airlines, business passengers, cargo operations, airport ownership.
- 2) Discussing types of Commercial Airlines AND Operating Characteristics

#### **TYPES OF COMMERCIAL AIRLINES:**

- Full service scheduled
- Low-cost scheduled
- Charter
- Cargo, e.g. scheduled, charter, integrated

#### **OPERATING CHARACTERISTICS:**

- Aircraft types, e.g. manufacturers, characteristics, crew and ground handling requirements
- Route networks, e.g. long/short haul, hub and spoke, point to point, international/domestic
- Fares and conditions of travel, e.g. flexibility, seat selection, baggage allowances
- Class options and service levels
- Timetables
- Distribution, e.g. bookings

## CLASS 2 of 24: LO 2 LESSON DELIVERY

Learners are 'taught' how to:

- 1) Carry out Research/Investigation into airline types: scheduled, low-cost scheduled, charter and cargo airlines and their operating characteristics.

Learners are given support to ensure they:

- 2) Understand the characteristics of commercial airlines. This is supported by viewing internet videos that explore the characteristics of different commercial airlines.
- 3) Understand how to create a Professional Leaflet.
- 4) Understand the Research Term Paper Requirements: **Graded Research Assignment**

---

## UNIT 1: LO2 GRADED ASSIGNMENTS GUIDELINES

---

### LESSON TWO: P3 & P4

**ASSIGNMENT TITLE:** UK airlines

**ASSESSMENT METHOD:** A leaflet covering commercial airlines

#### Case Study/Scenario:

As an employee of a UK airport you are required to *write a series of guides to UK aviation.*

**P3.** To achieve a Pass Grade for P1, the evidence must show that you are able to: **Describe different types of commercial airlines.**

To achieve P3, learners need to set the scene by describing the different types of commercial airlines. Learners must include in their descriptions all the items listed in the unit content. A checklist may be beneficial to ensure full coverage of this range.

**P4.** To achieve a Pass Grade the evidence must show that the learner is able to: **Compare the operating characteristics of different commercial airlines and trend.**

P4 leads on from P3, and learners need to compare the operating characteristics of the different types of airlines and comment on their main differences, for example a cargo charter and a passenger charter will operate in much the same way but the cargo will not return and their destinations are likely to be very different. Learners will be expected to compare characteristics in full, for example, the flexible nature of some of the tickets available on a full service scheduled airline will need to be compared. Wherever possible, learners need to use examples and a description of a service could be based on British Airways (BA). Some airlines, such as Virgin Atlantic, are not good examples of full service scheduled airlines as they offer only long-haul routes, but they could be used as an example if their shortfalls in service levels are identified.

# UNIT 1: THE UK AVIATION INDUSTRY SCORE SHEET

**NAME OF STUDENT:**

**DATE:**

Learning Outcome	Students Must Meet ALL The Following Requirements For P- <b>PASS</b> Grade	ACHIEVED	
		YES	NO
<b>LO 2. Understand the operating characteristics of commercial airlines</b>	<b>LO 2: Understand the operating characteristics of commercial airlines</b>		
	<i>TASK: You should carry out this task as a UK Airport Employee:</i>		
	1. Briefly compare definitions of the term 'Aviation'		
	2. For P3: Describe different types of commercial airlines.		
	3. For P4: Compare the operating characteristics of different commercial airlines and trend.		
	<b>CRITERIA OF LEAFLETS THE STUDENT SUBMITS:</b>		
	4. Starts with headlines for P3 and P4		
	5. Is Informative		
	6. Is Relevant: Include <b>ALL</b> the <u>topics related to</u> your research findings and the Course Content.		
	7. Will attract the readers' attention and will generate interest		
	8. Describes and Compares Airline types, features and trends.		
	9. The text short and to the point.		
	10. Acceptable level of College Writing exhibited: <b>Spelling, Punctuation, Grammar, Usage and Sentence Structures.</b>		
	11. Meets professional leaflet presentation standards.		
	<b>The Student Is Awarded A:    PASS Grade   MERIT Grade   DISTINCTION Grade</b>	<b>YES</b>	<b>NO</b>
Name Of Assessor:		Date Of Assessment:	

# SAMPLE OF A LEAFLET

## BUSYBUS Other Tours

**Big House Tour** - 1hr 30m

From just one of our other services, become part of the past in the Big House of Cheshire. This unique tour is a full day allowing you to enjoy plenty of time to walk through an ornamental park, Stables, Bath, Museum and several fine properties in the area.

**Cheshire Adventure** - 1hr 30m

From Cheshire we go further afield, exploring various towns, including safety and security issues for Cheshire and your family and other related activities such as the National Trust, ICI and Shakespeare. Cost £1000, from 1000 to 1500, please contact us for more information.

**Calendar Girls** - 1hr 30m

From the film 'Calendar Girls' through a museum from 1800 to 1900.

**Tailored & Custom Tours**

For BUSYBUS make the perfect tour for you and your group. We can tailor the tour to suit your needs. We can tailor the tour to suit your needs. We can tailor the tour to suit your needs. We can tailor the tour to suit your needs.



**Collection & drop-off details**

Tour commences regularly from the Chester Tourist Centre on Water Lane. Special collections from Chester and surrounding areas may be available by request.

**Prices & Timetable**

For more tour prices, availability, timetables, special offers and general information, call now or visit our website.

**0870 874 1800**  
[www.busybus.co.uk](http://www.busybus.co.uk)

**BOOKING**

Advance bookings are essential as seating is limited and only the number of vehicles is limited. Information on the number of vehicles is limited. Information on the number of vehicles is limited.

## BUSYBUS SIGHTSEEING TOURS

Join the Adventure!

**North Wales**

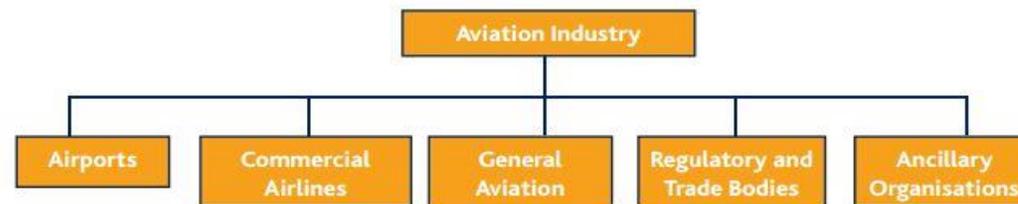


Book online on  
**0870 874 1800**  
[www.busybus.co.uk](http://www.busybus.co.uk)

# LO.3 Understand the different types of UK airport, their ownership and characteristics

## CLASS DISCUSSION AND ACTIVITIES

### INTRODUCTION TO THE AVIATION INDUSTRY



## CLASS THREE

- 1) Discussing Airport facilities and operations.
- 2) Discussing UK Airports AND their Characteristics

#### UK AIRPORTS:

- geographical location
- major, e.g. London Heathrow
- regional, e.g. Newcastle
- local, e.g. Blackpool
- ownership (public, private, public/private partnership, group)

#### UK AIRPORTS CHARACTERISTICS:

- route network
- number and type of airlines
- number of passengers
- cargo tonnes
- passenger facilities and services, e.g. car parks, shops, restaurants, executive lounges, hotels
- operational facilities and services (runways, passenger terminals, cargo terminals, handling agents)
- scale and location of general aviation operations

## CLASS 3 OF 24:

### Understand the different types of UK airport, their ownership and characteristics

Learners are given support to ensure they:

- 1) Understand Airport facilities and operations. This is supported by viewing a DVD or internet videos that explore the airside areas of an airport, for example the Institution of Occupational Safety and Health (IOSH), the Airport Airside Induction video ([www.youtube.com/watch?v=p\\_q0CyCo3zg&feature=player\\_embedded](http://www.youtube.com/watch?v=p_q0CyCo3zg&feature=player_embedded)).
- 2) Understand how to create a Professional Leaflet.
- 3) Carry out Research/Investigation into Airport facilities and operations.
- 4) Understand the Research Term Paper Requirements: **Graded Research Assignment**

---

## UNIT 1: LO3 GRADED ASSIGNMENTS GUIDELINES

---

### LESSON THREE: P5, P6 & M2

**ASSIGNMENT TITLE:** UK Airports

**ASSESSMENT METHOD:** A leaflet covering UK Airports

**Case Study/Scenario:** As an employee of a UK airport you are required to *create leaflets as a series of guides to UK Aviation*.

**P5.** To achieve a Pass Grade for P1, the evidence must show that you are able to: **Describe different types of UK airports and their ownership.** For P5, learners will need to indicate on a map of the UK the location of all the major airports and at least five regional and five local airports. Learners need to describe the different types of airport including who owns them and their ownership structure.

**P6.** To achieve a Pass Grade the evidence must show that the learner is able to: **Compare the operating characteristics of different types of airports.** Airport operating characteristics must be compared to achieve P6. The comparisons should be based on one airport from each of the three categories (major, regional and local). Learners must compare the operating characteristics of the different types of airports and comment on their main differences. For example, a comparison of Manchester Airport (major) and East Midlands Airport (regional) would reveal that one has significantly more passengers and the other has significantly more cargo.

**M2.** To achieve a Merit Grade the evidence must show that the learner is able to: **Discuss why an airline might base its operation from a particular airport.** To achieve M2, learners need to discuss why an airline might base its operation at a particular airport, for example BA at London Heathrow (LHR), Jet2.com at Leeds Bradford Airport (LBA). Access to a particular market would be an obvious answer, but there are many other factors, e.g. airport facilities, no competition. Learners are expected to consider and comment on a range of different reasons.

# UNIT 1: THE UK AVIATION INDUSTRY SCORE SHEET

**NAME OF STUDENT:**

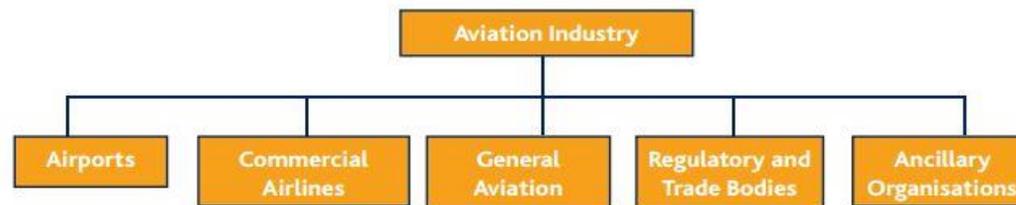
**DATE:**

Learning Outcome	Students Must Meet ALL The Following Requirements For P- <b>PASS</b> Grade	ACHIEVED	
		YES	NO
<b>LO 3. Understand the different types of UK airport, their ownership and characteristics</b>	<b>LO 3: Understand the different types of UK airport, their ownership and characteristics</b>		
	<i>TASK: You should carry out this task as an UK Airport Employee: Create leaflets as a <u>series</u> of guides to UK Aviation:</i>		
	1. Present A Map of the UK: indicate on a map of the UK the location of all the major airports and at least five regional and five local airports.		
	2. For P5: <b>Describe different types of UK airports and their ownership.</b>		
	3. For P6: <b>Compare the operating characteristics of different types of airports.</b>		
	4. For M2: <b>Discuss why an airline might base its operation from a particular airport.</b>		
	<b>CRITERIA OF LEAFLETS THE STUDENT SUBMITS:</b>		
	5. Starts with headlines		
	6. Is Informative		
	7. Is Relevant: Include <b>ALL</b> the <u>topics related to</u> your research findings and the Course Content.		
	8. Will attract the readers' attention and will generate interest		
	9. Describes and Compares Airline types, features and trends.		
10. The text short and to the point.			
11. Acceptable level of College Writing exhibited: <b>Spelling, Punctuation, Grammar, Usage and Sentence Structures.</b>			
12. Meets professional leaflet presentation standards.			
	<b>The Student Is Awarded A:    PASS Grade   MERIT Grade   DISTINCTION Grade</b>	<b>YES</b>	<b>NO</b>
Name Of Assessor:		Date Of Assessment:	

# LO.4 Understand the contribution of general aviation operations to the UK aviation industry

## CLASS DISCUSSION AND ACTIVITIES

### INTRODUCTION TO THE AVIATION INDUSTRY



## CLASS FOUR

- 1) Discussing the types of general aviation organizations; aircraft types used by general aviation organizations; and general aviation operations.

#### **TYPES OF GENERAL AVIATION ORGANISATIONS:**

- Aircraft operator, e.g. flight school, club, executive transport, air taxi, oil industry support, emergency service
- Airfield operator, e.g. private strip, GA terminal at regional airport
- Management and control, e.g. Air Traffic Control, Border Control, Airfield management

#### **AIRCRAFT TYPES USED BY GENERAL AVIATION ORGANIZATIONS:**

- manufacturers, e.g. Cessna, Piper, Bell, Boeing, Gulfstream
- characteristics, e.g. fixed wing, rotary, passenger capacity, cargo capacity range, take-off/landing performance
- requirements, e.g. crew number, qualifications, ground handling

#### **GENERAL AVIATION OPERATIONS:**

- Ownership types, e.g. private (business, pleasure), club, corporate, fractional
- pilot training, e.g. school, private, commercial
- recreational, e.g. flying club, gliding, parachute, aerobatics, microlight
- commercial operation, e.g. business, air taxi, charter, survey, agricultural,
- emergency services, e.g. police, ambulance
- oil industry support, e.g. fixed wing, rotary
- ground support, e.g. airfield management, aircraft management, GA terminals at major airports
- relationships with regulatory and statutory bodies, e.g. Air Traffic Control, Border Control, CAA, EASA
- links with other aviation organisations, e.g. airfield operators, commercial airlines

## CLASS 4 OF 24:

### Understand the contribution of general aviation operations to the UK aviation industry

Learners are given support to ensure they:

- 1) Are guided on the relative importance of aviation organisations
- 2) Understand the types of general aviation organisations; aircraft types used by general aviation organisations; and general aviation operations. The CAA report may provide some background to GA (<http://www.caa.co.uk/docs/1739/StatusReportGARReview20081016.pdf>) and the British Business and General Aviation Association (BBGA) is a useful reference site for learners to find the information they need.
- 3) Understand how general aviation organisations operate.
- 4) Understand the role of different types of general aviation organizations.
- 5) Understanding how these organisations fit together, linked and are inter-related parts of the Aviation Industry.
- 6) Are asked challenging and stimulating questions about the data obtained through research.
- 7) Understand how to create a Professional Leaflet.
- 8) Carry out Research/Investigation into Airport facilities and operations and should be encouraged to interpret the information they have researched and consider how this may have affected the organisation or the industry.
- 9) Understand the Research Term Paper Requirements: **Graded Research Assignment**

---

## UNIT 1: LO4 GRADED ASSIGNMENTS GUIDELINES

---

### LESSON FOUR: P7 & M3

**ASSIGNMENT TITLE:** How general aviation (GA) organisations operate **ASSESSMENT METHOD:** Investigation/report – Research Paper

**Case Study/Scenario:** Working for a transport trade journal, you are to write an article investigating the way the GA sector operates highlighting links from three different types of organisation to other aviation sectors.

**P7.** To achieve a Pass Grade for P1, the evidence must show that you are able to: **Explain how general aviation organisations operate.** To achieve P7, learners must explain how general aviation (GA) organisations operate. Learners should cover the range of operations listed in the content using examples of organisations from the three different types (aircraft operator, airfield operator, management and control).

**M3.** To achieve a Merit Grade the evidence must show that the learner is able to: **Analyse the role of three different types of general aviation organisations, highlighting their links with other aviation sectors.** To achieve M3, learners should expand on P7 to focus on three different types of GA organisation to analyse their role and highlight links between them and other aviation sectors.

# UNIT 1: THE UK AVIATION INDUSTRY SCORE SHEET

**NAME OF STUDENT:**

**DATE:**

Learning Outcome	Students Must Meet ALL The Following Requirements For P- <b>PASS</b> Grade	ACHIEVED	
		YES	NO
<b>LO 4. Understand the contribution of general aviation operations to the UK aviation industry</b>	<b>LO 4: Understand the contribution of general aviation operations to the UK aviation industry</b> <i>TASK: Working for a transport trade journal, you are to write an article investigating the way the GA sector operates highlighting links from three different types of organisation to other aviation sectors. Carry out the research and present the report on your findings</i>		
	1. Present A Diagram that shows the link between the organizations in the aviation industry.		
	2. For <b>P7: Explain how general aviation organisations operate.</b>		
	3. For <b>M3: Analyze the role of three different types of general aviation organizations, highlighting their links with other aviation sectors. .</b>		
	<b>CRITERIA:</b>		
	4. Starts with the headings for P7 and M3.		
	5. Carry out P7 to <b>EXPLAIN</b> which means: “To give account of the purposes or reasons.”		
	6. Carry out M3 to <b>ANALYSE</b> which means: “Separate information into components and identify their characteristics. Discuss the pros and cons of a topic or argument and make reasoned comment.”		
	7. Your report is relevant: Include <b>ALL</b> the <u>topics related to</u> your research findings and the Course Content.		
	8. The report will attract the readers’ attention and will generate interest. Some of the sentences may not be elegant, but they are clear, and in them thought follows naturally on thought. It is well organized around one main idea, it presents a worthwhile and interesting idea. That is, the idea is supported by sound evidence presented in a neat and orderly way.		
	9. In-text Referencing: correctly cite four (4) or more reliable sources used in your work paraphrased or summarized using Harvard Referencing Style.		
	10. P7 is 500-750 Words in length including the Findings, Discussion and Conclusions.		
	11. M3 is 500-750 Words in length including the Findings, Discussion and Conclusions.		
	<b>The Student Is Awarded A:    PASS Grade   MERIT Grade   DISTINCTION Grade</b>	<b>YES</b>	<b>NO</b>
Name Of Assessor:		Date Of Assessment:	

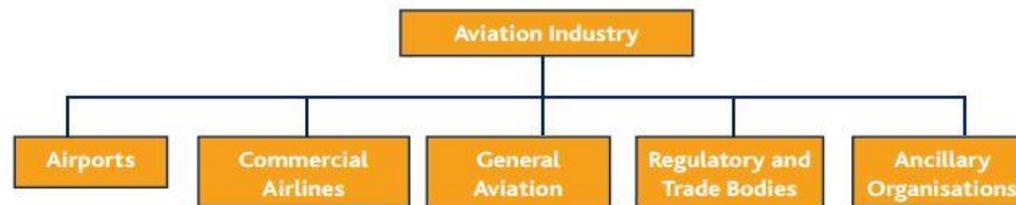
# L0.5 Understand the contribution of general aviation operations to the UK aviation industry

---

## CLASS DISCUSSION AND ACTIVITIES

---

### INTRODUCTION TO THE AVIATION INDUSTRY



## CLASS FIVE

1) Discussing the role of regulatory bodies, in relation to aviation; Role of trade associations; and Role of ancillary organisations in relation to supporting the aviation industry.

### **ROLE OF REGULATORY BODIES, IN RELATION TO AVIATION:**

- role of regulatory bodies (to establish the rules and regulations that govern the industry, to promulgate rules and regulations and to ensure compliance with rules and regulations)
- International Civil Aviation Organization (ICAO)
- European Aviation Safety Agency (EASA)
- Civil Aviation Authority (CAA)
- UK Border Agency
- National Air Traffic Service (NATS)
- police
- Department for Transport – security (TRANSEC)

### ***ROLE OF TRADE ASSOCIATIONS:***

- role of trade associations (to promote and support the interests of industry)
- International Air Transport Association (IATA)
- Airports Council International (ACI)
- European Regional Airlines Association (ERA)
- British Air Transport Association (BATA)
- British Business and General Aviation Association (BBGA)

## **ROLE OF ANCILLARY ORGANISATIONS IN RELATION TO SUPPORTING THE AVIATION INDUSTRY:**

- role of ancillary organisations (to provide goods and services to the aviation industry)
- aircraft manufacturers
- engine manufacturers
- airline engineering and maintenance companies
- in-flight catering companies
- fuel suppliers
- cleaning companies
- handling agents
- retail operations, e.g. shops and restaurants in airport, currency exchange
- onward travel, e.g. car rental, taxi, public transport
- car parking operators (on site, off site)
- tour operators, travel agents
- freight forwarders

## **CLASS 5 OF 24:**

### **Understand the contribution of general aviation operations to the UK aviation industry**

#### **Learners are given support to ensure they:**

- 1) Are guided on the relative importance of aviation organisations
- 2) Understand the types of general aviation organisations; aircraft types used by general aviation organisations; and general aviation operations. The CAA report may provide some background to GA (<http://www.caa.co.uk/docs/1739/StatusReportGARReview20081016.pdf>) and the British Business and General Aviation Association (BBGA) is a useful reference site for learners to find the information they need.
- 3) Understand how general aviation organisations operate.
- 4) Understand the role of different types of general aviation organizations.
- 5) Understanding how these organisations fit together, linked and are inter-related parts of the Aviation Industry.
- 6) Are asked challenging and stimulating questions about the data obtained through research.
- 7) Understand how to create a Professional Leaflet.
- 8) Carry out Research/Investigation into Airport facilities and operations and should be encouraged to interpret the information they have researched and consider how this may have affected the organisation or the industry.
- 9) Understand the Research Term Paper Requirements: **Graded Research Assignment**

---

# UNIT 1: LO5 GRADED ASSIGNMENTS GUIDELINES

---

## LESSON FIVE: P8, P9, P10 & M4

**ASSIGNMENT TITLE:** The aviation regulatory bodies, trade associations and ancillary organisations

**ASSESSMENT METHOD:** Two leaflets, one covering regulatory bodies and trade associations and another covering ancillary organisations

**CASE STUDY/SCENARIO:** As an employee of a UK airport you are required to write a series of guides to UK aviation.

**P8.** To achieve a Pass Grade for P8, the evidence must show that you are able to: **Analyse the role of regulatory bodies.**

**P9.** To achieve a Pass Grade for P9, the evidence must show that you are able to: **Analyse the role of trade associations.**

**To achieve P8 and P9:** the learner will have to analyse the role of regulatory bodies and trade associations to the UK aviation industry. The organisations that need to be covered are listed in the unit content. The natural conclusion is that regulatory bodies produce rules that are mandatory and trade associations produce useful guidance and advice, but in what fields are these rules and guidance set and why do some need to be strictly enforced. An important role of trade associations is to lobby governments and learners need to understand how this works and why it is necessary.

**P10.** To achieve a Pass Grade for P10, the evidence must show that you are able to: **Analyse the role of ancillary organisations.**

**To achieve P10,** learners need to analyse the role of ancillary organisations in relation to aviation. There are a large number of organisations involved in P10 and learners can group them together (e.g. aircraft manufacturers, handling agents) to analyse their role in supporting the industry. While frequent travellers will be aware of terminal retail operations, tutors might like to emphasise the important role of organisations such as Rolls Royce; one of the three main global suppliers of aircraft engines. Learners should ensure that they cover the full range as listed in the unit content.

**M4.** To achieve a Merit Grade the evidence must show that the learner is able to: **Evaluate the roles of regulatory bodies, trade associations and ancillary organisations in the aviation industry organisations in the aviation industry.**

**To achieve M4,** the learners need to take the analysis of regulatory bodies, trade associations and ancillary organisations further by evaluating how they all fit together to provide a supportive framework which keeps the industry safe and secure. Learners may benefit from drawing a diagram of this framework and explaining how it all fits together to provide a seamless safety system.

# UNIT 1: THE UK AVIATION INDUSTRY SCORE SHEET

**NAME OF STUDENT:**

**DATE:**

Learning Outcome	Students Must Meet ALL The Following Requirements For P- <b>PASS</b> Grade	ACHIEVED	
		YES	NO
<b>LO 5. Understand how regulatory bodies, trade associations and ancillary organisations support the aviation industry</b>	<b>LO 5: Understand how regulatory bodies, trade associations and ancillary organisations support the aviation industry</b> <i>TASK: As an employee of a UK airport you are required to write a series of guides to UK aviation. Produce two leaflets, one covering regulatory bodies and trade associations and another covering ancillary organisations.</i>		
	1. For <b>P8</b> : Analyse the role of regulatory bodies.		
	2. For <b>P9</b> : Analyse the role of trade associations.		
	3. For <b>P10</b> : Analyse the role of ancillary organisations.		
	4. For <b>M3</b> : Evaluate the roles of regulatory bodies, trade associations and ancillary organisations in the aviation industry organisations in the aviation industry.		
	<b>CRITERIA OF LEAFLETS THE STUDENT SUBMITS:</b>		
	5. Use headings for P8, P9, P10 and M4.		
	6. Carry out M3 to <b>ANALYSE</b> which means: "Separate information into components and identify their characteristics. Discuss the pros and cons of a topic or argument and make reasoned comment."		
	7. Carry out M3 to <b>EVALUATE</b> which means: "Make a qualitative judgement taking into account different factors and using available knowledge/experience/evidence."		
	8. Is Informative		
	9. Is Relevant: Include <b>ALL</b> the <b>topics related to</b> your research findings and the Course Content.		
	10. Will attract the readers' attention and will generate interest. Some of the sentences may not be elegant, but they are clear, and in them thought follows naturally on thought. It is well organized around one main idea, it presents a worthwhile and interesting idea. That is, the idea is supported by sound evidence presented in a neat and orderly way.		
	11. The text short and to the point.		
12. Acceptable level of College Writing exhibited: <b>Spelling, Punctuation, Grammar, Usage and Sentence Structures.</b>			
13. Meets professional leaflet presentation standards.			
<b>The Student Is Awarded A:    PASS Grade   MERIT Grade   DISTINCTION Grade</b>		<b>YES</b>	<b>NO</b>
Name Of Assessor:		Date Of Assessment:	

# UNIT 1: GRADED ASSIGNMENTS GUIDELINES

## DISTINCTION GRADE: D1

**ASSIGNMENT TITLE:** The scale of the UK aviation industry

**ASSESSMENT METHOD:** Investigation/report – Research and Reporting

**CASE STUDY/SCENARIO:** Working for a transport trade journal, you are to write an article investigating the UK aviation industry.

<b>Students Must Meet ALL The Following Requirements For A DISTINCTION Grade</b>	<b>ACHIEVED</b>	
	<b>YES</b>	<b>NO</b>
Working for a transport trade journal, you are to write an article investigating the UK aviation industry.		
<p>1. <b>D1: Discuss the scale of the industry commenting on trends, operating characteristics and the organisations within it.</b></p> <p><u>To achieve D1</u>, the learner needs to use the information obtained through the pass and merit criteria to discuss the scale of the UK aviation industry. Learners will need to comment on trends for the industry and the organisations that operate within it and how they link. Learners should consider the operating characteristics perhaps commenting on contrasting characteristics, such as airlines employ more staff than airports, where the main airports and airlines are located and how they might compare financially.</p>		
<b>CRITERIA:</b>		
2. Starts with the headings for D1.		
3. Carry out D1 to <b>DISCUSS</b> which means: “Give an account that addresses a range of ideas and arguments.”		
4. Your report is relevant: Include <b>ALL</b> the <b>topics related to</b> your research findings and the Course Content.		
5. The report will attract the readers’ attention and will generate interest. Some of the sentences may not be elegant, but they are clear, and in them thought follows naturally on thought. It is well organized around one main idea, it presents a worthwhile and interesting idea. That is, the idea is supported by sound evidence presented in a neat and orderly way.		
6. In-text Referencing: correctly cite four (4) or more reliable sources used in your work paraphrased or summarized using Harvard Referencing Style.		
7. D1 is 500-750 Words in length including the Findings, Discussion and Conclusions.		
<b>The Student Is Awarded A:</b>	<b>PASS Grade   MERIT Grade   DISTINCTION Grade</b>	
Name Of Assessor:	Date Of Assessment:	

---

**UNIT 1: CLASS 6 OF 24**

**REVIEW OF LESSONS 1-5**

---

***END OF UNIT 1***