

# THE AVIATION GATEWAY PROGRAMME:

## GUIDELINES FOR WORKPLACES

### 1. Introduction

Thank you for playing a part helping the next generation of aviation professionals get off to a flying start. As well as receiving extra help in the workplace, gaining experience in training and possibly accessing potential future employees, you are also giving an interested student the opportunity to develop a life-long passion at a crucial point in their career.

The aim of this document is to outline the roles and responsibilities of the workplace in the Aviation Gateway Programme. It covers information on:

- **Considerations prior to student placement**  
Including student selection, establishment of a training plan for the student, student learning materials and resource pack, as well as health and safety information.
- **Learning in the workplace**  
This section provides examples of the types of workplace experience that would be beneficial to the student.
- **Aviation Unit Standards**  
This details the unit standards (learning topics) that the student is expected to learn. They will do this through relating their workplace experience to aviation theory.
- **More information**  
ATTTO contact details for workplace or school enquiries.
- **Appendix**  
Information about the role of ATTTO and the benefits of the Aviation Gateway Programme.

### 2. Prior to student placement

#### Student Selection

You will be notified by ATTTO when a local school has a potential student for your workplace. It is important that you play an active role in the selection/approval of the student, to ensure they are the right fit for your workplace. Generally, students must meet the following criteria:

- Must currently study at Years 11-13 (forms 5-7)
- NZ (or Australian) residents only
- Must be interested in a career in your industry and be work ready
- Must fit criteria set by your company e.g. must be able to work weekends
- Have a positive attitude to work and training

## **Memorandum of Understanding (MOU)**

Once a suitable student is selected, you will be asked to sign a contract in the form of a Memorandum of Understanding (MOU) with the school and ATTTO, to ensure that the work the student undertakes is recognised. The MOU will record the rights and obligations of the school, student, workplace and ATTTO, along with the learning programme and the timeframe of the contract.

ATTTO and the School will follow up with you on a bi-weekly basis to ensure that everything is running smoothly.

## **Learning Materials**

ATTTO and the school will work together to plan a suitable learning programme for the student. This will be available for workplace input prior to the student starting their placement. This collaboration will ensure that the agreed learning objectives are achievable, relevant and can be supported in the workplace.

The student will also work through workbooks, Evidence Guides, and Assessment Guides, which outline the type of evidence they need to collect on the job to prove competence, and the concepts and ideas they will be assessed on back at school.

The student will have access to training materials either in paper-based format or through an online service.

## **Student Resource Pack**

The student will receive a pack from ATTTO as an introduction to their workplace learning. This pack will include:

- Work bag
- High visibility hearing protection
- Details of qualifications, information sheets, study materials etc
- Gateway Workplace Experience Record, which contains:
  - Personal Information
  - Workplace Information
  - Gateway introduction
  - Experience sheets

## **Preparing the workplace**

Before the student begins in the workplace, it is important that you assign a workplace mentor or "buddy" (preferably not the Supervisor) to support the student in their learning. This mentor should be fully aware of the reason the student is in the workplace, and have a positive and supportive attitude to training.

It is also vital to ensure that the workplace environment is safe and appropriate for the student. The workplace is not expected to provide safety clothing and equipment; this is the responsibility of the school. However, workplaces are required to train students in basic health and safety in the workplace in the same way as they do their employees.

If students are injured while in the workplace, the injury will be covered by ACC. It is important that the doctor is told that it is not a workplace accident (students are not paid and are therefore not classed as employees).

## 3. Learning in the workplace

The information below outlines the key points that should be covered with the student on their first day in your workplace. It also details relevant examples of learning for subsequent visits.

### Day One

A list of subjects to be covered on the student's first day is shown below, and should be used to supplement your normal employee introductory briefings. These subjects have also been provided to the student in their Workplace Experience Record.

You should put aside some time to work through this with them, as students are required to note down the key points of this briefing. Finally, have them sign the document and keep a copy of it for your records.

#### Introduction to your organisation

Introduce the student to the people in your organisation, explain what jobs they do, and what your organisation does. Ensure the student understands who their supervisor is, and who they should go to for assistance or with questions.

Also, try to give the student some background about yourself and your career, such as your first role, how you have made it to your current position, and why you believe aviation is a good career option for young people.

Be sure to also cover attendance requirements. Discuss the times they are expected to attend their placement, and explain that you are required to sign off in their logbooks after every visit.

#### OSH requirements

OSH requirements as well as any other workplace expectations and operational requirements are some of the most important things that should be discussed on the first day. Explain to the student the importance of hearing protection, safety boots and eye protection.

#### Safety Requirements

Equally as important is making the student aware of the location of the fire extinguishers, first aid box, and any other key safety equipment. Explain the protocol for what to do in an emergency, what to do if they injure themselves, and the safety precautions for working around aircraft (if applicable).

#### Security

Explain the security issues they need to be aware of. Make sure they understand where they can and can't go, and what they should and shouldn't do in the workplace.

#### Workplace Expectations

Cover the required procedures and expectations of your workplace and why they are important, such as:

- Cleanliness of the workplace
- Tidiness e.g. putting tools away
- Acceptable dress code
- Record keeping, e.g. keeping their logbook up to date
- Acceptable behavior, e.g. keeping a safe distance from a running aircraft, carrying out work on their own

- What to do if they do or see something wrong. Be sure to reiterate that it is important that they speak up about these issues, and they should not hide mistakes.

## **Subsequent visits**

Each sector of the industry varies dramatically, so it is therefore not practicable to suggest blanket tasks that a student should undertake in one particular workplace.

However, some discussion on the topics below would benefit the student when completing their assessments back at school (see the Aviation Unit Standards section). These topics will also give the student a better overall picture of the industry and your role in it.

## **Aviation Careers**

Discuss the training you undertook to get to where you are today. Explain the different roles in your organisation, and who is responsible for which tasks. Explain what the requirements are for each different job in terms of training and personal attributes.

## **Principles of Flight**

Show the student the different parts of an aircraft, what they are used for and how they relate to the overall functioning of the aircraft.

## **Development of Aviation**

Discuss the various aircraft that they come into contact with during their visits. Tell them 'war stories' of your early days in aviation; the types of aircraft you worked on back then and how things have changed and improved with technology. Explain the different uses for the aircraft, for example, what helicopters can be used for that other aircraft cannot.

## **Aircraft Types and Operations in New Zealand**

Discuss the various types of aviation operators in New Zealand. Explain the role your organisation fulfills, for example, flight training, airline, maintenance, air traffic control.

## **Security and Licensing**

Explain the security issues regarding aviation and why it is important. Discuss the importance of licenses, including what they are, what they are used for, and who is required to have one in your organisation. Also, explain the other roles that are not required to be licensed, for example baggage handlers etc. Discuss what a fit and proper person is and how that can impact on their career in aviation.

## **Practical experience**

**Remember: the purpose of the student placement is about the *aviation experience* so the best way they can learn is by being included in your day to day activities. Allow them to shadow employees and observe and assist in their everyday work.**

You can do this in a number of ways:

- Observation – the student watches a task being performed
- Assisting – the student assists you in carrying out a task
- The student carries out the task themselves.

*Do not be concerned if you can only allow the student to observe your operations. The important thing is to discuss with them what you are doing and why.*

## **Record keeping**

The student should bring their Gateway Workplace Experience Record with them to each visit, which will serve as a record of learning and experience.

The Gateway Workplace Experience Record is the place for the student to log down their experiences. They will also indicate whether it was observed, they provided assistance or they carried out the task themselves.

Ensure that the student has 30 minutes at the end of the day to bring this up to date and sign off against their experiences. This is important to make them understand the need to document everything they have done. This is another key part of the learning process.

The assessments the students are required to complete back at school are based on gathering information from your workplace, which they then relate to the theory they are learning in the classroom.

This theory is outlined below.

## **4. Aviation Unit Standards**

For your information, the unit standards (learning topics) that students will need to learn as part of the Gateway programme are outlined below.

You will notice that the unit standards are primarily theory-based. As indicated earlier, the role of your workplace is to give the student an *introduction* to these areas, that is, get them to observe and assist in your regular day to day operations so that they can put this theory into a practical context.

They will then complete assessments back at school to assess what they learned on-the-job, and how their experiences relate to the theoretical concepts of aviation.

### **16818: Demonstrate knowledge of aviation industry law, systems and procedures**

This unit standard introduces the student to:

- Knowledge of Civil Aviation Law
- Knowledge of aviation procedures and systems

### **19585 - Describe the development of aviation from pre World War I through to current times**

This unit standard introduces the student to:

- early attempts at lighter-than-air and heavier-than-air flight pre World War I
- significant developments in powered flight pre World War I in New Zealand and overseas
- significant aviation developments during World War I and up until World War II
- aviation developments brought about by World War II
- the development of the aircraft into a major transport mode
- the development of jet aircraft, both military and civil
- current progress in the civil aviation industry.

### **19586 - Identify aviation support structures, aircraft types and operations in New Zealand**

This unit standard introduces students to:

- the support structures that are required for aviation to be safe and sustainable
- the military aviation operations of the Royal New Zealand Air Force (RNZAF) and Royal New Zealand Navy (RNZN)
- the airlines and aircraft types used in secondary and tertiary airlines in New Zealand
- the size and shape of aircraft in common use in New Zealand
- the functions of various operations that make up the general aviation industry in New Zealand
- other craft used for flying and tourism in New Zealand
- identify the airlines and airliners that fly to, from, and within New Zealand with greater than 30 seat capacity.

### **19587 - Demonstrate knowledge of internal structures in the civil aviation industry in New Zealand**

This unit standard provides the student with information to:

- describe the range of activities that are required to sustain a commercial passenger aviation organisation and their relationship to each other
- distinguish between personnel that are required to be licensed for safety purposes in the civil aviation industry and those that require other professional qualifications for employment
- describe the range of departments, their roles and the interrelationships in aviation organisations in New Zealand.

### **20676 - Demonstrate knowledge of aviation careers and training options**

This unit standard provides the student with information to be able to demonstrate knowledge of career options and training options available in the aviation industry.

### **20677 - Demonstrate knowledge of the principles of aircraft flight**

This unit standard provides students with information to be able to demonstrate knowledge of the principles of aircraft flight.

## **5. More information**

### **Workplace enquiries**

Bob Feasey, National Manager Aviation Projects, on 04 815 9832 or bob.feasey@atto.org.nz

### **School enquiries**

Roger Brittain, Schools Liaison, on 04 815 9837 or roger.brittain@atto.org.nz  
Willie Toelau, Schools Liaison (Nthn region) on 027 282 5103 or willie.toelau@atto.org.nz

### **Website**

[http://www.atto.org.nz/aviation/newsitem/flying\\_start1/](http://www.atto.org.nz/aviation/newsitem/flying_start1/)

## **6. Appendix**

### **About ATTO**

ATTO is the Aviation, Tourism and Travel Training Organisation. As an industry training organisation, its role is to work with industry partners to develop national qualifications and coordinate workplace (on-the-job) training for the aviation, travel, tourism and museum industries.

ATTO also has a role to play in identifying current and future skill needs and helping to attract people into the industries, which is where Aviation Gateway fits in.

### **About the Aviation Gateway Programme**

Gateway is a programme initiated and funded by the Tertiary Education Commission (TEC). It enables interested secondary students to experience what it's like to work in an aviation environment, and in turn make informed choices about their future career path.

School students spend time in the workplace with a local employer (usually one day a week), enabling them to gain practical skills and knowledge. They work towards achieving particular unit standards (learning topics), which will prepare them for further study, training, or employment after high school.

It differs from work experience, which tends to give students a taste of different occupations to help in career decision making. Gateway is specifically designed for students who have shown a particular interest in aviation. You are able to preview potential students, and there is no obligation to offer the student a position for the long-term.

For employers, it is an opportunity to get extra help in the workplace, gain experience in training, contribute to the community, and possibly access potential future employees. Most of all, it means you are giving an interested student the opportunity to develop a life-long passion at a crucial point in their decision making period.