

Section 1:

Qualification Overview

Qualification Overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This Qualification Specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Certificate in Introduction to Cabin Crew.

All information contained in this specification is correct at the time of publishing.

About this qualification

The NCFE Level 2 Certificate in Introduction to Cabin Crew has been accredited by the qualifications regulators for England, Wales and Northern Ireland¹, and is part of the Qualifications and Credit Framework (QCF).

This qualification is eligible for funding under the Learning and Skills Act 2000. For further guidance on funding, please contact your local funding provider.

NCFE is a Component Awarding Body (CAB) for the 14-19 Diploma.

This qualification is supported by the Travel and Tourism Diploma Development Partnership (DDP) as Specialist Learning. The qualification is also part of the Additional Specialist Learning catalogue for the Diplomas. For more information on the Diplomas, visit the NCFE website (www.ncfe.org.uk/diplomas).

¹The qualifications regulators ('regulators') are Ofqual in England, DCELLS in Wales and CCEA in Northern Ireland.

Geographical coverage

This qualification has been accredited for use in England, Wales and Northern Ireland. We're able to provide the Qualification Specification and assessment materials in the Welsh and/or Irish language where requested and appropriate.

Things you need to know

- Qualification accreditation number: 600/0474/5
- Aim reference: 60004745
- Guided learning hours (GLH): 153
- QCF level: 2
- Qualification credit value: 22
- Assessment requirements: internally assessed and externally moderated portfolio

Aims of the qualification

This qualification aims to develop the learners knowledge and understanding of:

- the role of cabin crew
- airline health, safety and security
- how to respond to planned and unplanned emergencies on board an aircraft
- selling products and services to passengers
- making passenger announcements on board aircraft.

Entry guidance

This qualification is designed for learners who would like to work as cabin crew.

There aren't any specific recommended prior learning requirements for this qualification; however learners might find it helpful if they've already achieved a Level 1 qualification.

Entry is at the discretion of the centre; however learners should be aged 16 or over.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same, or a similar title, as duplication of learning may affect funding.

Achieving this qualification

This qualification consists of **6** mandatory units:

- unit 01 Working as cabin crew
- unit 02 Airline health, safety and security
- unit 03 Aircraft emergency situations
- unit 04 Dealing with passengers on board an aircraft
- unit 05 Cabin Service – selling techniques
- unit 06 Making passenger announcements on board an aircraft

and **one** additional unit:

- unit 07 Employment Rights and Responsibilities in the Passenger Transport Sector.

Learning outcomes and assessment criteria for each unit are provided in Section 3 page 12.

To be awarded the NCFE Level 2 Certificate in Introduction to Cabin Crew learners are required to successfully complete **6** mandatory units.

Technical Certificate

Please note: learners undertaking a Technical Certificate **must complete the additional unit** as well as the mandatory units.

This unit is for learners who are taking this qualification as part of the Cabin Crew Apprenticeship framework. This unit has been developed by GoSkills to cover the requirements of Employment Rights and Responsibilities within the Specification of Apprenticeship Standards for qualifications within the passenger transport sector. The unit has been designed to be applied to a work context. It should be contextualised to be relevant to learners' places of work in the passenger transport sector, in this case employment as air cabin crew.

To achieve the NCFE Level 2 Certificate in Introduction to Cabin Crew learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria detailed in this Qualification Specification. Grades are **not** awarded.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit and Unit Summary Certificate can be requested for learners who don't achieve the full certificate but who have achieved at least one whole unit.

Progression opportunities

Learners who achieve this qualification could progress to:

- NCFE Level 2 Award for Resort Representatives
- NCFE Level 3 Certificate in Travel Services
- NCFE Level 2 NVQ Diploma in Travel Services

Credit Transfer

One of the benefits of the QCF is that learners can transfer credit from one qualification to another. Learners who've already achieved one or more of the units included in this qualification elsewhere can transfer the credit already achieved. Simply let us know which units are being achieved by credit transfer on the Certificate Claim Form.

Please see the Register of Regulated Qualifications at <http://register.ofqual.gov.uk> for information about the units in the qualification.

Qualification Dates

Qualifications on the QCF have review dates, operational dates and certification end dates.

The **Qualification review date** is the date by which we'll have carried out a review of the qualification. This date shows on our website www.ncfe.org.uk.

We review our qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification, and set a new review date. If we make the decision to withdraw a qualification, we'll set an operational end date (see below).

We'll post information relating to changes or extensions to qualifications on our website www.ncfe.org.uk, and centres

approved to offer the qualification will be updated.

The **Operational end date** will only show on the Register if we've made a decision to withdraw a qualification. After this date we can no longer accept candidate registrations.

The **Certification end date** will only show on the Register once an operational end date has been set. After this date we can no longer process certification claims.

Support for centres

There are a number of documents available that you might find useful. These are available to download from our website www.ncfe.org.uk, or can be requested from the Centre Support team on 0191 239 8000 or by emailing info@ncfe.org.uk.

Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre, to registering your learners, claiming certificates for your learners and everything in between. Centres must seek approval to offer a qualification; only learners from approved centres can be certificated.

Directory of Products and Services

This provides summary information about all of NCFE's qualifications and awards including mandatory and optional units, learner registration and certification fees and assessment information.

Fees and Pricing

Published in the spring for the forthcoming academic year.

Occupational Competence Guidelines

Provides details of qualifications and experience required for Assessors and Internal Moderators/Verifiers of NCFE qualifications and awards.

Useful websites

Please refer to www.ncfe.org.uk for a list of websites that you might find useful for materials and resources to assist with the

delivery of qualifications.

Training and support

We can provide training sessions for Assessors and Internal Moderators who may not hold the A1 and V1 Assessment and Verification units. Training is also available for portfolio building as well as bespoke subject specific training. For further information please contact our Quality Assurance team on 0191 239 8000.

Resource requirements

There aren't any specific resource requirements for this qualification.

For staffing resources required for this qualification, please refer to our Occupational Competence Guidelines, available on our website www.ncfe.org.uk.

Support for learners

Candidate Learning Log (CLL)

This gives information about the qualification and can help learners keep track of their work. CLLs can be downloaded free of charge from www.ncfe.org.uk. Learners don't have to use the CLL, instead you can devise your own materials.

Any materials you produce should allow learners to track their achievement against each required learning outcome and assessment criteria and include:

- information on the content, availability and location of NCFE's procedures and policies
- advice on support mechanisms for learners who are experiencing difficulties with their studies
- a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement, for each unit.

Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of

competence.

The NCFE Level 2 Certificate in Introduction to Cabin Crew has been mapped against the relevant Aviation Operations in the Air - Cabin Crew NOS. More detailed mapping is provided in Section 5 (page 52).

Links to National Skills Standards

For this qualification we've highlighted where learning opportunities for the Basic Skills and Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- Literacy/English skills
- Numeracy/Mathematics skills
- Information and Communication Technology skills

The activities learners carry out whilst completing this qualification could help prepare them for their Basic Skills or Functional Skills assessments.

Section 4 (page 49) shows how the units of these qualifications relate to the skills above.

If a learner wishes to gain a Basic Skills or Functional Skills qualification, they must successfully pass the relevant Basic Skills or Functional Skills assessment.

This qualification has also been mapped to the Wider Key Skills and personal, learning and thinking skills (PLTS) framework. The framework describes the qualities and skills needed for success in learning and life. The PLTS framework was developed by the Qualification and Curriculum Development Agency (QCDA) over a number of years in consultation with employers, parents, schools, students and the wider public. For more detailed mapping please see Section 4 (page 49).

Section 2:

Assessment and Moderation

Assessment and Moderation

How the qualification is assessed

Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

Internal Assessment

The NCFE Level 2 Certificate in Introduction to Cabin Crew is internally assessed.

Each candidate is required to create a portfolio of evidence which demonstrates achievement of all learning outcomes and assessment criteria associated with each unit. Learning outcomes and assessment criteria specify what each candidate has to achieve and are included within Section 3 (page 12) of this Qualification Specification.

The main pieces of evidence for the portfolio could include:

- Assessor observation – completed observational checklists and related action plans
- witness testimony
- candidate product
- worksheets
- assignments/projects/reports
- professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL)

Evidence may be drawn from actual or simulated situations, where appropriate.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid, reliable and maintain the integrity of the assessment and of the standards required of the qualification. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that candidates have achieved all

learning outcomes and assessment criteria related to the unit being assessed prior to deciding whether candidates have been successful. Assessors are also responsible for supporting candidates through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

The assessment arrangements for this qualification are in accordance with the criteria set out by the regulatory authorities.

How does moderation work?

What is Moderation?

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately

We do this by:

- internal moderation - which you carry out
- external moderation - which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

If you'd like to know more about the responsibilities of Assessors, Internal and External Moderators please refer to our Centre Support Guide.

Section 3:

Structure and Content

Structure and Content

This section provides details of the structure and content of this qualification.

The unit summary provides an overview of each unit including:

- the unit title
- the unit overview
- guided learning hours
- an indication of whether the unit is mandatory or optional
- credit value
- level

Following the unit summary there's detailed information for each unit containing:

- the unit number and title
- learning outcomes (the learner will) and assessment criteria (the learner can)
- suggested types of evidence for internal assessment

The regulators' accredited unit number is indicated in brackets for each unit (eg M/100/7116). However to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document.

For further information or guidance about the qualification please contact our Research and Product Development team on 0191 239 8000.

Unit Summaries

Unit 01

Working as cabin crew

(regulators' unit accreditation no. L/602/5917)

The purpose of this unit is to ensure learners develop the knowledge and understanding relating to the work of cabin crew, including the duties carried out by cabin crew in the crew room.

Guided learning hours: 13

Credit value: 2

Level: 2

This unit is **mandatory**

Unit 02

Airline health, safety and security

(regulators' unit accreditation no. L/602/5920)

The purpose of this unit is to ensure learners develop the knowledge and understanding relating to airline health, safety and security. This includes regulations that all airlines must adhere to at all times.

Guided learning hours: 44

Credit value: 6

Level: 2

This unit is **mandatory**

Unit 03

Aircraft emergency situations

(regulators' unit accreditation no. D/602/5923)

The purpose of this unit is to ensure learners develop the knowledge and understanding related to responding to planned and unplanned emergencies on

board aircraft.

Guided learning hours: 44

Credit value: 6

Level: 2

This unit is **mandatory**

Unit 04

Dealing with passengers on board an aircraft

(regulators' unit accreditation no. K/602/5925)

The purpose of this unit is to ensure learners develop the knowledge and understanding related to dealing with all types of passengers on board aircraft.

Guided learning hours: 25

Credit value: 4

Level: 2

This unit is **mandatory**

Unit 05

Cabin service – selling techniques

(regulators' accredited unit no. A/602/5928)

The purpose of this unit is to ensure learners develop the knowledge and understanding related to selling products and services to passengers.

Guided learning hours: 21

Credit value: 3

Level: 2

This unit is **mandatory**

Unit 06

Making passenger announcements onboard an aircraft

(regulators' accredited unit no. T/602/5930)

The purpose of this unit is to ensure learners develop the knowledge and understanding to be able to make passenger announcements on board aircraft.

Guided learning hours: 6

Credit value: 1

Level: 2

This unit is **mandatory**

Unit 07

Employment rights and responsibilities in the passenger transport sector

(regulators' unit accreditation no. L/602/5934)

The purpose of this unit is to understand the employment rights and responsibilities and how these affect organisations.

Guided learning hours: 18

Credit value: 3

Level: 2

This unit is **additional**, unless the qualification is being delivered as a technical certificate - in which case this unit is **mandatory**

Unit 01 Working as cabin crew (L/602/5917)

The learner will:

1 Know the roles and responsibilities of crew

The learner can:

- 1.1 Outline the different roles cabin crew may have to undertake
- 1.2 Describe the responsibilities associated with the cabin crew roles
- 1.3 Identify the chain of command on an aircraft
- 1.4 Describe the roles of the ground staff that cabin crew will interact with

The learner will:

2 Know aviation terminology used by cabin crew

The learner can:

- 2.1 Identify IATA (International Air Transport Association) codes that are used by airlines and airports nationally and internationally
- 2.2 Define key industry terms
- 2.3 Describe the different types of duties cabin crew may be scheduled to undertake, including different types of stand by

The learner will:

3 Know the pre and post flight duties that cabin crew undertake in the crew room

The learner can:

- 3.1 Describe the duties undertaken by cabin crew before the pre-flight briefing
- 3.2 Describe the importance of time keeping prior to a pre-flight briefing
- 3.3 Identify the elements of a pre-flight briefing
- 3.4 Identify the elements of post-flight briefing

The learner will:

4 Be able to take part in a pre-flight briefing

The learner can:

4.1 Receive and relay Safety Equipment and Procedures (SEP) information during a pre-flight briefing

4.2 Complete documentation relating to a pre-flight briefing in readiness for the flight

The learner will:

5 Understand the importance of maintaining industry standards

The learner can:

5.1 Explain the importance of time keeping

5.2 Explain the importance of grooming and uniform standards

5.3 Describe personal presentation standards on and off duty and during stopovers

5.4 Explain the importance of task management and prioritisation of tasks

5.5 Explain the importance of customer relationship management (CRM)

Unit 01 - Assessment Guidance

Report

Type of evidence: Candidate report or product e.g work sheets, fact file, poster leaflet/handbook

Assessment criteria: 1.1, 1.2, 1.3, 1.4

Additional information: A presentation to outline a detailed awareness of the roles and responsibilities of cabin crew and ground staff

Flowchart

Type of evidence: Flow chart

Assessment criteria: 1.3

Additional information: Candidates could produce a flow chart identifying the chain of command

Task

Type of evidence: Candidate task

Assessment criteria: 2.1 - 2.3

Additional information: A poster/leaflet could be used as guidelines for Cabin Crew. To include phonetic alphabet, time zones and Passenger codes, Day/Month Codes and 24 hour clock (2.1 & 2.2). A short report on cabin crew duties to include duty hour for short and long haul flights (2.3)

Report / Leaflet / Presentation

Type of evidence: Candidate report or product leaflet or presentation

Assessment criteria: 3.1,3.2,5.1,5.2,5.3,5.4

Additional information: A short leaflet could be produced on the duties carried out by cabin crew, pre-flight to include- time keeping, personal presentation, grooming, off duty behaviour, task management and prioritisation.

Observation

Type of evidence: Assessor Observation eg workplace observation, video diary, photographic evidence.

Assessment criteria: 4.1,3.3,3.4

Additional information: Workplace observation or role play where candidates receive and relay appropriate information identifying the elements of pre-flight and post flight briefing. Include reference to Safety and Emergency Procedures and safety equipment. Assessor Observation should include the date the assessor observed the candidate, a record of the assessment criteria observed and the comments on the candidate performance. Several assessment criteria may be observed and recorded on one observation record. Observations should show participation of candidates at the different stages. Performance must be demonstrated consistently with the different examples of practical activity being carried out. Evidence may include a video diary or photographic evidence (if permitted in the chosen working environment).

Task

Type of Evidence: Candidate task

Assessment criteria: 4.2

Additional information: Complete pre-flight documentation sign in procedure, flight briefing sheets, check roster changes, read and sign safety amendment notices.

Report

Type of evidence: Candidate report or product eg work sheets, fact file, poster leaflet/handbook

Assessment criteria: 5.5

Additional information: Learners should be introduced to Customer Relationship Management (CRM) and the importance of:

- following company procedures and industry standards
- providing excellent customer service
- ensuring passenger welfare

- attracting new customers
- rewarding loyal customers
- retaining existing customers

This could be covered in a short illustrated report or presentation and should include examples of good and poor Customer Relationship Management and the consequences resulting from these.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 02 Airline health, safety and security (L/602/5920)

The learner will:

1 Know airline health and safety documentation and legislation

The learner can:

1.1 Outline current legislation and regulations related to airline Health and Safety

1.2 Identify key points of the Air Navigation Order (ANO) used to protect the health and safety of the airlines crew, aircraft and passengers

1.3 Identify documents airlines use to record health and safety events on board an aircraft

The learner will:

2 Understand the role of cabin crew in ensuring the safety and security of passengers and crew

The learner can:

2.1 Outline the key points of the legislation relating to aviation security

2.2 Describe security measures taken pre flight, in-flight and post flight

2.3 Identify restricted articles and dangerous items

2.4 Describe types of threat that relate to the aviation industry

2.5 Explain the procedures for dealing with onboard security incidents

2.6 Explain the importance of checking passenger boarding cards in relation to security

The learner will:

3 Be able to maintain passenger compliance

The learner can:

3.1 Perform a safety demonstration

3.2 Carry out cabin secure checks

The learner will:

4 Understand how medical issues are dealt with by cabin crew

The learner can:

4.1 Describe passenger signs and symptoms of minor and serious medical issues

4.2 Describe passenger treatment of minor and serious medical issues

4.3 Identify restrictions crew face onboard when giving first aid

4.4 Describe the types of onboard first aid kits

4.5 State which external bodies are able to assist crew during and after a first aid situation

Unit 02 - Assessment Guidance

Report / Product

Type of evidence: Candidate report or product eg work sheets, fact file, poster leaflet / handbook.

Assessment criteria: 1.1 -1.3

Additional information: Candidates could write a short report outlining current legislation and regulation relating to airline health and safety and identifying the key points of the Air Navigation Order (1.1 & 1.2).

Candidates could complete airline health and safety documents such as Accident and Incident Report, Cabin Defects Log, Disruptive Passenger Report, Flight Report and Witness Form (1.3).

Report / Product

Type of evidence: Candidate report or product eg work sheets, fact file, poster leaflet/handbook, presentation.

Assessment criteria: 2.1-2.6

Additional information: Candidates could write a report to outline the key legislation in Aviation security pre, in and post flight and describe security measures used in aviation (2.1 & 2.2). A leaflet could be produced identifying restricted and dangerous articles (2.3). A short presentation could be given describing the types of threats to the aviation industry and the procedures for dealing with on board incidents and the importance of checking boarding cards (2.4, 2.5 & 2.6).

Observation

Type of evidence: Assessor observation eg workplace observation, video diary, photographic evidence (If permitted).

Assessment criteria: 3.1 -3.2

Additional information: Workplace observation or role-play can be used where the candidate uses demonstration equipment eg oxygen mask, safety leaflet and life jacket to perform a safety demonstration and carry out cabin checks pre-flight, in-flight, and post flight. The assessment must be

assessed in a group environment.

Assessor observation should include the date the assessor observed the candidate, a record of the assessment criteria observed and the comments on the candidate performance. Several assessment criteria may be observed and recorded on one observation record. Observations should show participation of candidates at the different stages. Performance must be demonstrated consistently with the different examples of practical activity being carried out. Evidence may include a video diary or photographic evidence (if permitted in the chosen working environment).

Report / Product

Type of evidence: Candidate report or product eg work sheets, fact file, and poster leaflet/handbook.

Assessment criteria: 4.1 - 4.5

Additional information: Work sheets could be used for signs and symptoms of minor and serious medical issues, recommended treatment and the restrictions cabin crew face when giving first aid. Candidates should also state which external bodies are able to assist crew with medical issues (4.1, 4.2, 4.3 & 4.5). An annotated poster could be used to describe first aid kits (4.4). A current recognised First Aid at Work Certificate can be used as additional evidence.

The knowledge provided with this unit is fundamental to all activities within the airline environment.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 03 Aircraft emergency situations (D/602/5923)

The learner will:

1 Understand how to respond to aircraft emergencies

The learner can:

1.1 Define the terms planned and unplanned emergencies

1.2 Identify flight crew instructions for a planned emergency landing/ditching

1.3 Explain procedures for preparing and evacuating the cabin for a planned emergency including:

- Landing
- Ditching

1.4 Explain how to deal with an unplanned emergency

1.5 Identify the type of passengers not suitable to be able bodied passengers

1.6 Describe the different types of brace positions and their purpose

1.7 Identify positive commands which should be used during evacuation

1.8 Outline techniques for maintaining crowd control

1.9 Identify factors which can prevent an aircraft exit from being used in an evacuation

1.10 State the occasions when cabin crew must initiate an evacuation without the flight crew's command

1.11 Explain what to do if an aircraft exit is unserviceable and can not be used in an emergency

The learner will:

2 Know on board emergency procedures

The learner can:

2.1 Describe aircraft emergency equipment including location

- 2.2 Describe emergency situations that could occur on board an aircraft
- 2.3 State the elements which must be present to sustain a fire
- 2.4 Identify types of fire extinguishers and the types of fire they are suitable for fighting
- 2.5 Describe the purpose and basic principles of a smoke hood
- 2.6 Describe the role of cabin crew on board in fighting fires
- 2.7 Identify how to recognise the signs of slow decompression
- 2.8 Identify how to recognise the signs of rapid decompression
- 2.9 Describe the crew responsibilities following a decompression
- 2.10 Identify how to recognise light, moderate and severe turbulence
- 2.11 Describe the actions to be taken for different levels of turbulence
- 2.12 Explain the main actions taken by the cabin crew during a flight crew incapacitation drill

The learner will:

- 3 Be able to follow on board emergency procedures

The learner can:

- 3.1 Operate fire extinguishers on board
- 3.2 Operate a smoke hood
- 3.3 Evacuate an aircraft in a planned emergency

The learner will:

- 4 Know the primary principles for survival after an airline emergency

The learner can:

- 4.1 State the main principles of survival
- 4.2 Describe techniques for survival at sea
- 4.3 Describe techniques for survival in:

- Arctic conditions
 - the desert
 - the jungle
-

Unit 03 - Assessment Guidance

Report / Product

Type of evidence: Candidate report or product eg work sheets, fact file, poster leaflet/handbook.

Assessment criteria: 1.1 -1.11

Additional information: Candidates could write a report to show how to respond to aircraft emergencies. The report should include:

- a definition of a planned and unplanned emergency;
- flight crew instructions for planned emergency landing or ditching;
- explanation of procedures for preparing and evacuating cabin for a planned emergency (landing and ditching);
- identification of passengers not suitable to be able bodied passengers (ie passengers not suitable to assist in evacuation)
- description of brace positions;
- identification of positive commands which should be used during an evacuation;
- outline techniques used for maintaining crowd control;
- identification of factors that prevent evacuation
- identification of occasions when cabin crew must intervene
- flow charts for emergency briefing and evacuation drills.

Annotated diagrams can be used for different types of brace positions: crew members, passenger with infant and tall passengers. Candidates could demonstrate the different types of brace position as part of meeting this assessment criteria (1.6). Candidates can prepare a checklist as evidence and explain the procedures for an unserviceable emergency exit (1.11).

Product

Type of evidence: Candidate product.

Assessment criteria: 2.1-2.12

Additional information: Location diagrams can be used for aircraft equipment location and quantities. Work sheets can be used for aircraft emergency equipment, operation, checks and limitations. At least 3 emergency situations should be covered eg Fire, Crash landing, Ditching, Bomb threat, Hijacking etc (2.1 & 2.2). Candidates could complete a work sheet on types of fire and use of suitable extinguishers (2.3 & 2.4).

Candidates could label a smoke hood and write a short report on its basic principles and purpose (2.5).

A leaflet/report/fact file could be produced showing the role of cabin crew in fighting fires, how to identify slow and rapid decompression and the crews responsibilities following decompression. The candidate could identify how to recognise light, medium and severe turbulence. Explanation of main actions taken by cabin crew during a flight crew incapacitation drill (2.6 - 2.12).

Report / Product

Type of evidence: Assessor observation eg workplace observation, video diary, photographic evidence (if permitted).

Assessment criteria: 3.1 -3.3

Additional information: Workplace observation or role-play can be used where the candidate simulates operation of fire extinguishers, smoke hood and evacuation of an aircraft. Assessor Observation should include the date the assessor observed the learner, a record of the assessment criteria observed, the comments on the learner performance. Several assessment criteria may be observed and recorded on one observation record. Observations should show participation of candidates at the different stages. Performance must be demonstrated consistently with the different examples of practical activity being carried out. Evidence may include a video diary or photographic evidence (if permitted in the chosen environment).

Report / Product

Type of evidence: Candidate report or product eg work sheets, fact file, and poster leaflet/handbook.

Assessment criteria : 4.1 - 4.3

Additional information: A short presentation on survival techniques in all regions (arctic conditions, the desert, the jungle). Candidates should include the main principles of survival and a description of techniques used for survival at sea.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 04 Dealing with passengers on board an aircraft (K/602/5925)

The learner will:

- 1 Know how to deal with passengers who have special requirements

The learner can:

- 1.1 Identify different types of airline passengers
- 1.2 Identify the range of passenger needs
- 1.3 Explain how to brief a blind passenger
- 1.4 Identify onboard requirements for guide dogs
- 1.5 Explain how to brief a deaf passenger
- 1.6 Identify the requirements for the carriage of pregnant passengers
- 1.7 Identify onboard considerations for unaccompanied minors
- 1.8 Identify the requirements for Passengers with Reduced Mobility (PRMs)
- 1.9 Identify relevant passenger codes

The learner will:

- 2 Understand how to provide effective customer service

The learner can:

- 2.1 Identify the purpose of customer service
- 2.2 Describe the range of interpersonal skills required for effective customer service
- 2.3 Explain how customer service affects the success of the airline

The learner will:

3 Know how to deal with passenger problems and complaints

The learner can:

3.1 Identify common causes of passenger problems and complaints

3.2 Outline ways of dealing with passenger problems and complaints

3.3 Identify different methods of communication when dealing with passenger problems and complaints

3.4 Describe how personal presentation, approach and attitude will influence the behaviour of the passenger

The learners will:

4 Know how to work as part of a team

The learner can:

4.1 Identify the skills required for effective team working

4.2 Describe how to maintain effective working relationships within a team

The learner will:

5 Know how to handle incidents and conflict situations

The learner can:

5.1 Identify the chain of command when managing passenger conflicts

5.2 Describe the importance of coordination and cooperation between the crew

5.3 Identify types of incidents and conflict situations that could occur on board an aircraft

5.4 Describe how different personality types face conflict situations

The learner will:

6 Be able to deal with passengers

The learner can:

6.1 Deal with conflict situations with passengers

6.2 Adapt methods of communication and behaviour to meet the individual needs of passengers

Unit 04 - Assessment Guidance

Report / Product

Type of evidence: Candidate report or product eg work sheets, fact file, poster leaflet/handbook

Assessment criteria: 1.1 -1.9

Additional information: Candidates could write a report or leaflet/manual to provide guidance for staff members on the range of special passenger requirements (1.1 - 1.8).

Worksheets could be used to identify passenger codes.

Candidates could respond to oral questioning covering requirements of special passenger's requirements and codes (1.9).

Observation

Type of evidence: Assessor observation

Assessment criteria: 2.1-2.3

Additional information: Candidates could prepare a presentation on how to provide effective customer service, including the purpose of customer service, a description of the range of interpersonal skills required for effective customer service and an explanation of how effective customer service affects the success of the airline. Include examples of interpersonal skills required and the purpose of and how customer service affects the airlines success. This could also be assessed through oral or written questioning.

Assessor Observation should include the date the assessor observed the candidate, a record of the assessment criteria observed and the comments on the candidate performance. Several assessment criteria may be observed and recorded on one observation record. Observations should show participation of candidates at the different stages.

Performance must be demonstrated consistently with the different examples of practical activity being carried out.

Evidence may include a video diary or photographic evidence (if permitted in the chosen working environment).

Observation

Type of evidence: Assessor observation eg workplace observation, role play, video diary, photographic evidence (if permitted).

Assessment criteria: 3.1, 3.2, 3.3, 4.1, 5.1, 5.3, 6.1, 6.2

Additional information: Workplace observation or role-play can be used where candidates use the Chain of Command whilst dealing with conflict passenger situations on board an aircraft. Candidates must be able to identify the personal qualities required when dealing with passenger problems and complaints and adapt methods of communication and behaviour to meet passenger needs.

Candidates should respond to oral questioning and fill out short answer questions covering all passenger situations.

Assessor observation should include the date the assessor observed the candidate, a record of the assessment criteria observed, and the comments on the candidate performance. Several assessments criteria may be observed and recorded on one observation record. Observations should show participation of candidates at the different stages. Performance must be demonstrated consistently with the different examples of practical activity being carried out. Evidence may include a video diary or photographic evidence (if permitted in the chosen working environment).

Leaflet / Manual

Type of evidence: Leaflet/Manual

Assessment criteria: 3.4, 4.2, 5.2, 5.4

Additional information: The leaflet/manual to provide guidance for staff members with guidance on team working, cooperation and how conflict is dealt with by different personalities.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance

team at NCFE.

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Unit 05 Cabin Service – selling techniques (A/602/5928)

The learner will:

1 Understand how to establish a rapport with passengers on board the aircraft

The learner can:

1.1 Explain the importance of creating a positive image of the organisation to passengers

1.2 Explain how to meet and greet the passengers in a professional manner

1.3 Explain the importance of first impressions

1.4 Describe how body language can influence the relationships with passengers

The learner will:

2 Understand how to establish passengers' wants and needs

The learner can:

2.1 Describe the difference between a customers' wants and needs

2.2 Describe the difference between open and closed questions and the benefits of both

2.3 Explain what is meant by active listening

2.4 Identify different types of non-verbal communication signals

2.5 Explain the importance of summarising the passengers requirements

The learner will:

3 Know on board products and services

The learner can:

3.1 Describe the procedures for a bar service

3.2 Describe the procedures for a meal/snack service

3.3 Describe the procedures for a tax free/duty free service

3.4 Describe the procedures for ancillary services

The learner will:

4 Understand selling techniques

The learner can:

4.1 Describe selling techniques

4.2 Describe the difference between features and benefits of products and services

4.3 Describe the importance of merchandising

The learner will

5 Be able to carry out currency calculations

The learner can:

5.1 Identify a range of currencies used in popular destinations

5.2 Convert amounts from GBP to a range of currencies

5.3 Convert amounts from a range of currencies to GBP

5.4 Calculate change for passengers

The learner will:

6 Be able to provide a cabin service

The learner can:

6.1 Provide a refreshment service

6.2 Provide a tax free service

Unit 05 - Assessment Guidance

Report / Product

Type of evidence: Candidate report or product eg work sheets, fact file, poster leaflet/handbook

Assessment criteria: 1.1 -1.4

Additional information: Candidates could produce a fact file/leaflet on positive image, greeting passengers, first impressions and body language.

Report / Product

Type of evidence: Candidate report or product eg work sheets, fact file, poster leaflet/handbook/manual

Assessment criteria: 2.1-2.5

Additional information: Evidence of learning can be attained from well planned practical tasks that provide the opportunity to demonstrate the range of knowledge and skills in the unit content.

Practical tasks may be used to establish passenger wants and needs, open and closed questions and non verbal communication.

Practical tasks can be supported with oral or written questioning as the given assessment criteria are knowledge based.

Report / Product

Type of evidence: Candidate report or product eg work sheets, fact file, poster leaflet/handbook/manual

Assessment criteria: 3.1-3.4

Additional information: Candidates could cover the procedures for preparing a trolley for drinks/meals/duty free and ancillary services. Activities should enable candidates to carry out trolley services.

Report / Product **Type of evidence:** Candidate report or product eg work sheets, fact file, and poster leaflet/handbook.

Assessment criteria: 4.1 - 4.3

Additional information: Candidates could produce a short presentation or report describing merchandising, features and benefits for at least three selling techniques.

Observation **Type of evidence:** Assessor observation eg workplace observation, role play, video diary, photographic evidence (if permitted).

Assessment criteria: 5.1-5.4, 6.1, 6.2

Additional information: Workplace observation or role-play can be used where learners provide trolley services, calculate prices and passengers change in various currencies from popular destinations.

Assessor Observation should include the date the assessor observed the candidate, a record of the assessment criteria observed and the comments on the candidate performance. Several assessment criteria may be observed and recorded on one observation record. Observations should show participation of candidates at the different stages. Performance must be demonstrated consistently with the different examples of practical activity being carried out. Evidence may include a video diary or photographic evidence (if permitted in the chosen working environment).

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 06 Making passenger announcements on board an aircraft (T/602/5930)

The learner will:

1 Know how to use passenger announcements during a flight

The learner can:

1.1 Describe communication techniques for passenger announcements

1.2 Identify the methods to communicate passenger announcements effectively in different situations

1.3 Describe passenger announcements that are used during a normal flight

1.4 Describe passenger announcements that are required for emergency situations

The learner will:

2 Be able to make passenger announcements

The learner can:

2.1 Carry out passenger announcements that are used during a normal flight

2.2 Carry out passenger announcements that are used for emergency situations

Unit 06 - Assessment Guidance

Report / Product

Type of evidence: Candidate report or product eg work sheets, fact file, leaflet/handbook

Assessment criteria: 1.1 - 1.4

Additional information: Candidates could write a short report/leaflet or handbook to be used as guidelines. Producing passenger announcements for on board presentation identifying communication methods used for all onboard announcements, welcome and hand luggage, doors closed and safety demo lights dimmed, turbulence, In flight entertainment, flight services, EU, non-EU, before landing, after landing, pre-recorded announcements, split load, refuelling etc, abnormal and dangerous emergency situations.

Candidates must cover correct reading, speaking, breathing, pauses, confidence and smiling.

Observation

Type of evidence: Assessor observation

Assessment criteria: 2.1 - 2.2

Additional information: Assessor observation should include the date the assessor observed the candidate, a record of the assessment criteria observed and the comments on the candidate performance. Several assessment criteria may be observed and recorded on one observation record.

Observations should show participation of candidates at the different stages. Performance must be demonstrated consistently with the different examples of practical activity being carried out. Evidence may include a video diary or photographic evidence (if permitted in the chosen working environment).

Simulated or realistic working environment with an audience (i.e. candidate group). Observation or role play where candidates receive and relay appropriate and accurate information to appropriate persons during normal flight and emergency situations using the P.A during boarding,

welcoming, stowing luggage, safety demonstration, dimming cabin lights, turbulence, in-flight entertainment, trolley services, customs and immigration requirements, adhoc and standard announcements for premeditated and unpremeditated emergency situations eg fire, bomb threats, engine failure etc.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 07 Employment rights and responsibilities in the passenger transport sector (L/602/5934)

The learner will:

1 Know employment rights and responsibilities of the employee and employer

The learner can:

1.1 Identify the main points of legislation affecting employers and employees and their purpose relevant to own role, organisation and within own industry

1.2 Identify where to find information and advice on employment rights and responsibilities both internally in own organisation and externally

1.3 Identify sources of information and advice on own industry, occupation, training and own career pathway

1.4 Identify sources of information on the different types of representative bodies related to own industry and their main roles and responsibilities

1.5 Identify any issues of public concern that may affect own organisation and own industry

The learner will:

2 Understand employment rights and responsibilities and how these affect organisations

The learner can:

2.1 Describe organisational procedures, policies and codes of practice used by own organisation on employment rights and responsibilities

2.2 Explain the purpose of following health, safety and other procedures and the affect on own organisation if they are not followed

2.3 Describe employer and employee responsibilities for equality and diversity within own organisation

2.4 Explain the benefits of making sure equality and diversity procedures are followed

2.5 Describe the career pathways available within own organisation and own industry

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Unit 07 - Assessment Guidance

Worksheets

Types of Evidence: Worksheets/Checklist

Assessment Criteria: 1.1, 2.1

Additional information: Candidates could complete specific worksheets on legislation relating to employment including: contracts of employment anti-discrimination provisions (age, disability, gender, race, religion or belief, sexual orientation) working hours and holiday entitlements, sickness absence and sick pay, Data Protection and Health and Safety

Candidates could produce a checklist of key elements of organisational procedures, policies and codes of practice used by own organisation (for example TUI) on employment rights and responsibilities. A list of the correct answers with an explanation can be produced to reinforce this learning.

Project

Types of Evidence: Project

Assessment Criteria: 1.2, 1.3, 1.4

Additional information: Candidates could be given specific guidance about basic employee rights, expectations and duties to others, many of which are legal requirements.

Project work investigating job opportunities and progression both locally and nationally; salary potential of job roles could be completed using Travel Weekly.

Case study

Types of Evidence: Case study; notes questioning.

Assessment Criteria: 1.5, 2.3, 2.4

Additional information: Candidates could be given specific guidance about an organisation where issues of public concern have taken place. The Public Interest Disclosure Act 1998 ("PIDA") could also be included. The organisation could present its policy for Equality & Diversity. The case study could analyse problems with relevant Q & A.

Presentation

Types of Evidence: Presentation

Assessment Criteria: 2.2, 2.5

Additional information : Candidates could design a flow chart to describe the career pathways available within own organisation and own industry. The flow chart could also show procedures for health & safety. Other procedures could include occupational health & safety. Employers can be prosecuted by the Health & Safety Executive for failure to follow the Health & Safety at Work Act

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Section 4:

Links to National Skills Standards

Links to National Skills Standards

We've highlighted where learning opportunities for the Basic Skills/Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Basic Skills or Functional Skills assessments.

We've also highlighted which of the Wider Key Skills and personal learning and thinking skills (PLTS) link into the units of the qualifications.

The mapping is only at the level of the unit eg Level 2.

For further information please contact a member of the Research and Product Development team.

Literacy/English	All units
Numeracy / Mathematics	Units 1 and 5
ICT	Units 1, 2, 3, 4 and 7
Working With Others	All units
Improving own Learning and Performance	All units
Problem solving	Units 2, 3, 4, 5 and 7
PLTS Independent enquirers	All units
PLTS Creative	All units

thinkers

PLTS Reflective learners All units

PLTS Team workers All units

PLTS Self-managers All units

PLTS Effective participators All units

Section 5:

Links to National Occupational Standards

Links to National Occupational Standards

We've mapped this qualification against National Occupational Standards (NOS) in Aviation Operations in the Air - Cabin Crew. As they complete this qualification, learners may be able to gather evidence that can be used towards the knowledge requirements of a relevant N/SVQ or other qualification as appropriate.

NB Centres may accredit prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of the N/SVQ. Where Accreditation of Prior Learning (APL) is to be used extensively (for a whole unit or more) advice must be given by a qualified APL Advisor.

GoSkills National Occupational Standards (NOS) for Aviation Operations in the Air - Cabin Crew

Unit 01 Working as cabin crew

This unit is related to GoSkills NOS Unit 1 - Ensure the health and safety of air passengers

Unit 02 Airline health, safety and security

This unit is related to the following GoSkills NOS:

Unit 1 - Ensure the health and safety of air passengers

Unit 7 - Provide medical care and advice and administer first aid

Unit 03 Aircraft emergency situations

This unit is related to the following GoSkills NOS:

Unit 1 - Ensure the health and safety of air passengers

Unit 2 - Respond to abnormal, dangerous or emergency situations

Unit 04 Dealing with passengers on board an aircraft

This unit is related to GoSkills NOS Unit 6 - Deliver Quality Customer Service to Airline Passengers

Unit 05 Cabin service – selling techniques

This unit is related to GoSkills NOS Unit 4 - Provide and sell products on board aircraft

Unit 06 Making passenger announcements onboard an aircraft

This unit is related to the following GoSkills NOS:

Unit 1 - Ensure the health and safety of air passengers

Unit 2 - Respond to abnormal, dangerous or emergency situations

Unit 9 - Ensure effective communication on board an aircraft
