

# Unit 22: Onboard Passenger Operations

<b>Unit code:</b>	<b>K/504/2293</b>
<b>QCF Level 3:</b>	<b>BTEC Nationals</b>
<b>Credit value:</b>	<b>9</b>
<b>Guided learning hours:</b>	<b>54</b>

## ● Aim and purpose

The aim of this unit is to give learners knowledge and understanding of how onboard operations are coordinated and how cabin crew teams are led in order to maintain industry safety and service standards.

## ● Unit introduction

When we think of working onboard an aircraft, we tend to think of the cabin crew, their duties and the service they provide to passengers. In this unit learners will have the opportunity to see onboard operations from a bird's eye view; they will explore onboard cabin operations from the viewpoint of the cabin leader and the flight crew and this will give learners an important context for the study of aviation and link to leadership, teamwork and regulatory procedures.

The facilities and services different types of airline provide will be explored in detail and analysed, providing a useful basis for the study of other units across the programme. Procedures and services must be coordinated with precision in the aviation industry to meet safety and service standards and learners will gain an understanding of how this is achieved onboard an aircraft. By investigating the role and responsibilities of the senior cabin crew member, learners will appreciate the importance of this role in upholding service, safety and security standards and in motivating the cabin crew.

The chain of command system is designed to enable communication to flow between flight crew and cabin crew. By investigating this system learners will recognise that effective interaction and communication are crucial in ensuring the safety of the aircraft. Security threats to aviation are real and the impact of onboard incidents can be catastrophic. Learners will understand how security is maintained onboard and this can be related to maintaining security within any aviation job role. Learners will come to recognise that executing well-coordinated onboard operations can be an exciting challenge, and perhaps they will be motivated to further explore cabin crew as a career choice.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Understand how onboard passenger operations are coordinated
- 2 Know the role and responsibilities of the senior cabin crew member
- 3 Understand the chain of command system for routine and emergency situations
- 4 Understand how to maintain security onboard aircraft.

# Unit content

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## 1 Understand how onboard passenger operations are coordinated

Onboard passenger facilities:

- types of airline (low-cost, charter, full-service scheduled)
- different standard cabins
- facilities for children
- facilities for passengers with specific requirements, including communication assistance
- onboard facilities, e.g. seatback entertainment, usb/laptop power
- information, e.g. route, destination
- immigration documentation
- medical facilities and assistance, e.g. oxygen, first-aid kits, use of ground-based medical advisory services
- amenities, e.g. blankets

Level of onboard service for low-cost, charter and scheduled airlines:

- pre-bookable options, e.g. meals
- traditional levels of service provided by scheduled airlines, e.g. full service
- reduced levels of service provided by scheduled airlines, e.g. on shorter flights
- different classes of travel, e.g. economy, business, first
- food and beverage purchasable on board
- in-flight entertainment
- tax-free sales, e.g. variations in product range for different types of airline, pre-ordering options
- ancillary services, e.g. headphones, WiFi, other new technology

Coordination of routine procedures and services during the stages of a flight:

- pre-departure, e.g. safety and security checks, boarding, closing and arming of doors, disinsection, safety demonstration, securing of cabin, passenger announcements (PAs)
- in-flight, e.g. routine safety checks, food, beverage and tax-free service, clearing of cabin, maintaining passenger welfare, ancillary services
- prior to landing, e.g. securing of cabin, meeting entrance requirements of specific countries, passenger announcements (PAs)
- disembarkation, e.g. disarming and opening of doors, procedures for all passengers and those with specific requirements, security checks

Coordination methods:

- different communication methods, e.g. between different cabins, verbal, non-verbal, using equipment
- synchronisation of procedures and services
- correct flow and order of procedures and services, e.g. starting positions
- teamwork (to maintain safety and service standards)

## 2 Know the role and responsibilities of the senior cabin crew member

Role of senior cabin crew:

- leadership, e.g. leading by example, promoting teamwork, generate enthusiasm, demonstrate integrity, role model
- monitoring and motivating, e.g. manager of team performance, service levels, sales targets, maintaining brand identity, upholding company reputation, mentoring
- ensuring compliance with company and regulatory policies and procedures, e.g. reporting procedures, airline policies

Routine responsibilities during the pre-departure stages of a flight:

- lead pre-flight briefing
- liaise with flight crew, ground staff and cabin crew
- specific equipment checks, e.g. electronic systems, emergency medical kit, defibrillator, crew rest areas
- make passenger announcements (PAs)
- complete and check documentation
- ensure all pre-departure duties carried out by crew
- closing and arming of doors
- final cabin secure check

Routine responsibilities during the flight

- coordination and delivery of service (differences depending on aircraft size)
- monitoring and development of crew, e.g. formal and informal, customer service standards, interpersonal skills, courage and decision making, grooming, teamwork, safety and security
- decision making and providing solutions to problems
- ensuring crew welfare, e.g. allocating rest times, cooking crew food

Routine responsibilities prior to landing

- completion and collation of all documentation
- secure sealing of bars, duty-free carts and monies
- making PAs
- final cabin secure checks

Routine responsibilities after landing:

- liaise with flight crew, ground staff and cabin crew
- disarming and opening of doors
- ensure safe deposit of money
- handover of electronic and/or manual paperwork
- lead post-flight debriefing

Reporting procedures:

- defective equipment
- following required reporting procedures for safety incidents
- medical and security incidents on board, e.g. in-flight accident report, cabin safety report

### **3 Understand the chain of command system for routine and emergency situations**

Chain of command:

- single-aisled aircraft
- twin-aisled aircraft
- double-decked aircraft
- multiple-class flights
- crew to passenger ratios, e.g. legal requirements, complimentary crew in excess of legal requirement

Methods of communication for interaction between cabin crew and flight crew during a routine flight:

- PAs
- verbal
- non-verbal signals
- using equipment

Interaction between cabin crew and flight crew during a routine flight:

- pre-departure communication
- communication with flight crew during critical stages of a flight
- protocol for entrance into the flight deck
- regular checks on flight crew

Chain of command during different types of emergency drill:

- planned emergency situations and drills (ditching, landing, NITS briefings (nature of emergency, intentions of flight crew, time remaining, special instructions))
- unplanned emergency situations, e.g. severe turbulence, decompression, fire, evacuation
- security incident, e.g. disruptive passenger, hijacking
- pilot incapacitation
- cabin crew initiated emergency evacuations, e.g. major fire, sounds of the aircraft breaking up, unusual attitude of the aircraft, dense smoke, ditching
- medical emergencies, e.g. heart attack, stroke, diabetic coma

### **4 Understand how to maintain security on board aircraft**

Preventative security measures:

- training, e.g. conflict management
- control of access
- aircraft security checks

- aircraft searches
- refusal of embarkation
- diffusing of potential incidents onboard
- headcount
- flight deck door security
- use of air marshalls

Actions to be taken for security incidents, for example:

- notify ground staff
- notify flight crew
- use alert signals
- follow search procedures
- use skills to diffuse situations
- enforce legal requirements

Security incidents onboard an aircraft:

- on the ground, e.g. no-show passenger, breach of access onto aircraft, suspicious items
- in the air, e.g. passenger actions, breach of flight deck door, disorderly behaviour, smoking, failure to comply with cabin crew instructions, hijacking

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> Describe onboard facilities provided for passengers by different types of airlines	<b>M1</b> Review the importance of the role and responsibilities of the senior cabin crew member throughout the stages of a flight	<b>D1</b> Discuss the consequences of poor coordination, including non-compliance with company and regulatory policies and procedures
<b>P2</b> Compare levels of onboard services provided by different types of airlines [IE]		
<b>P3</b> Explain how onboard procedures and services are coordinated		
<b>P4</b> Define the role of the senior cabin crew member		
<b>P5</b> Describe the responsibilities of the senior cabin crew member during the stages of a flight		
<b>P6</b> Outline the reporting procedures for ensuring Civil Aviation Authority (CAA) compliance		
<b>P7</b> Illustrate the chain of command onboard aircraft	<b>M2</b> Compare the differences in the chain of command during routine operations and during emergency drills including security incidents	<b>D2</b> Discuss the consequences of poor communication between the flight crew and cabin crew
<b>P8</b> Explain how cabin crew interact with the flight crew during routine flight operations		
<b>P9</b> Explain how the chain of command system is followed during emergency drills		
<b>P10</b> Explain how preventive security measures help to maintain onboard security		
<b>P11</b> Explain how actions taken deal with onboard security incidents		

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

## Essential guidance for tutors

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### Delivery

This unit aims to develop learner understanding of how in-flight operations are coordinated and led and is therefore different to other Level 2 cabin crew qualifications where learners may already have developed the knowledge and skills to perform the cabin crew role. Delivery should, therefore, be centred on the operations from an elevated viewpoint rather than from working as a cabin crew member. Diagrams of aircraft layouts and configurations would support learners in understanding the different concepts, particularly for the chain of command.

Delivery of learning outcome 1 could open the unit with an investigation into different types of airline and this links well with *Unit 1: The UK Aviation Industry*. Learners could share their own knowledge and experiences of different airlines and conduct research into current provision. The differences between the types of airline have changed over recent years as charter and scheduled airlines are forced to compete with the low-cost models of basic service and charging for extras; it is therefore important that delivery ensures learners do not develop an overly generalised view of each type of airline. It is recommended that scheduled airlines are investigated first and then the different levels of service they provide can be examined. The use of seat maps would help to emphasise the differences and these can be sourced online. It is important to check understanding for this learning outcome and games could include 'Which airline do I work for?' where clues are given and learners identify the type of airline.

The coordination of procedures and services could be delivered practically where the classroom layout simulates a cabin and learners work together to coordinate the procedures and services during pre-departure, in-flight and prior to landing and disembarkation. Tutors will need to give an overview of the relevant procedures and services with the focus remaining on coordination. Not all procedures and services need to be delivered for each stage of the flight, however all methods of coordination should be covered. For example, learners could use radios to communicate between 'cabins' to check that all crew are ready for boarding. The use of 'thumbs up' could be used to signal doors are disarmed and cross-checked at the end of a flight.

Throughout delivery discussions on the consequences of poor coordination should naturally take place; learners' own experiences or customer reviews could also contribute to the discussion. Learners could be given opportunities to lead small teams during classroom activity, which would bring together the topics of leadership, motivation and coordination and support them in the achievement of M1. This unit also links with *Unit 8: Team Leadership*.

The coordination of procedures and services will naturally lead onto exploring the role of the senior cabin crew member and the delivery of learning outcome 2. Learners need to know the role and responsibilities of the senior cabin crew member and therefore the role of the most senior cabin crew member onboard should be investigated. Learners would benefit from a guest speaker to provide an insight into this role and this would build on their understanding of coordination. It is important that delivery identifies that responsibilities in terms of coordination and the delivery of service differ depending on the size of the aircraft and class of travel. For example, on a wide-bodied aircraft, the services will be coordinated within each cabin with the senior crew member overseeing all operations, whereas on a smaller aircraft the senior crew member will be required to participate directly in the service delivery. Learners could be given opportunities to lead small teams during classroom activity, which would bring together the topics of leadership, motivation and coordination.



Learning outcome 3 could be opened by a discussion of the wider team of flight crew and cabin crew onboard the aircraft and the different points of interaction throughout their duty time starting with in the crew room. Vast research has been conducted into the relationships between flight crew and cabin crew particularly centred on previous air incidents, such as the Kegworth disaster where crew failed to challenge the captain's announcement to shut down the wrong engine, and this could provide an interesting context for this learning outcome. Learners should be introduced to the generic concept of the chain of command and then given blank diagrams of seat maps and work in pairs to illustrate the chain of command onboard different aircraft types and configurations.

During cabin crew and flight crew training there is a significant focus on human factors and how communication is passed between the flight deck and cabin where sessions are attended by both cabin crew and flight crew. Learners would benefit from a guest speaker with flight crew experience to provide their viewpoint of interaction with the cabin from the flight deck.

The different communication methods should be delivered at the same time as each of the interaction situations listed in the unit content. For example, learners could identify how pre-departure communication is carried out and the reasons for the methods used; this could be delivered practically and supported by an aircraft layout set up in the classroom. The protocol for entrance into the flight deck will vary slightly for different airlines, however the focus on security is standard across the industry.

During planned emergencies the chain of command is initiated by the captain and learners will need to understand the purpose of a NITS briefing. The chain of command during emergency drills is most likely to be initiated by cabin crew as immediate action is required rather than waiting for command. For unplanned emergency situations, tutors could facilitate learning through scenarios where learners have to select the correct course of action. This will help to emphasise the difference between routine and emergency practices. It is important that the focus is centred on the chain of command and how and why information is passed from the cabin to the flight deck rather than detailing the actual procedures. For example, in situations such as a fire, the cabin crew must inform the flight crew of the conditions in the cabin so that the flight crew can make informed decisions as to diverting the aircraft. Similarly, in a security incident with a disruptive passenger, flight crew would need to make a decision on the required course of action such as passenger restraint, diverting the aircraft and alerting authorities at the destination. The delivery could be practical; it is important to note that this learning outcome requires understanding, therefore learners should be supported in discussions of how the chain of command is different from routine situations during specific emergencies and this will naturally lead on to M2. To help learners in achieving D1, extension tasks should require learners to concentrate on the consequences of poor coordination when interacting with flight crew during routine flights and emergency situations, with reference to company and regulatory policies and procedures.

Aviation security is at the forefront of all operational procedures both on the ground and in the air. Tutors should ensure that learners cover the aims of aviation security: to safeguard passengers, crew, ground personnel and the general public internationally and to prevent unlawful interference with civil aviation in flight or on the ground at the start of learning outcome 4. Tutors could open the topic with group work to produce a diagram of all parties affected by aviation security incidents including passengers, crew, ground personnel and the public locally and internationally.

Case studies of key security incidents would help learners to identify how interference with aircraft is prevented on the ground and in the air. This learning outcome links well with *Unit 3: Security in the Aviation Industry* and the preventative measures taken by airlines should be linked clearly with maintaining security onboard. Learners could be assigned different roles within an airline and describe to the class verbally how specific measures taken help to maintain security onboard, for example a 'captain' could describe how the flight deck door procedures prevent unlawful access to the flight deck, a 'senior cabin crew member' could describe the headcount process as a preventative measure.

The actions to be taken in relation to security incidents should include on the ground and in the air and could present an opportunity for practical delivery where learners can respond to scenarios with verbal explanations and demonstrations. Learners would benefit from a guest speaker with security experience, either aviation or general such as a police officer or security agent. Skills to diffuse situations are a key factor in maintaining security onboard and can prevent situations from escalating. Flow diagrams would also be supportive learning resources for this learning outcome. To support learners in achieving M2 the comparison could be completed following the delivery of this final learning outcome.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
<p>Introduction to the unit and discussion of learners' own knowledge and experiences of different types of airline.</p> <p>Research activities to develop up-to-date knowledge of the different types of airline, their facilities and services. Quizzes to confirm learning and support analysis of provision.</p>
<p>Practical activities where learners simulate the coordination of procedures and services using different methods; group work could focus on a specific method of coordination and demonstrate how this works in practice. Task sheets and discussion could focus learners on the consequences of poor coordination throughout the practical activities.</p>
<p><b>Preparation for assignment</b></p> <p><b>Assignment 1: Coordinating Onboard Passenger Operations</b> (P1, P2, P3, partial M1, partial D1)</p> <p><i>Further evidence for M1 and D1 will be generated in Assignment 2.</i></p> <p><b>Feedback on assignment</b></p>
<p>Research into the role of the senior cabin crew member and if possible a guest speaker to define the role (leadership, monitoring and motivating, ensuring compliance with company and regulatory policies and procedures). A class activity could produce a timeline of responsibilities throughout the flight and discussions should focus on the value of the role and responsibilities.</p> <p>Directed study could focus learners on how they would be led, monitored and motivated as cabin crew to confirm their learning.</p>
<p>Sample documentation could be given to learners and scenario-based questions would assist learners in identifying the required reporting procedures. Quizzes would enliven the topic and facilitate discussions of the value of the senior cabin crew role and the consequences of non-compliance.</p>
<p><b>Preparation for assignment</b></p> <p><b>Assignment 2: Leading, Monitoring and Motivating Teams of Cabin Crew</b> (P4, P5 P6, partial M1, partial D1)</p> <p><b>Feedback on assignment</b></p>
<p>Discussions of interactions between flight crew and cabin crew throughout duty time, blank seat maps and diagrams to develop understanding of the chain of command. Practical sessions with simulated 'cabin' and 'flight deck' interactions, this could be video recorded or photographed in order for learners to provide a commentary and achieve P8. Extension tasks should link to the consequences of poor coordination and non-compliance. Directed study could investigate failings in communication during previous air emergencies.</p>
<p>Scenarios and case studies to form discussion of drills initiated by cabin crew.</p>

## Topic and suggested assignments/activities and/assessment

### Preparation for assignment

#### **Assignment 3: The Chain of Command** (P7, P8, P9, partial M2, partial D2)

*Further evidence for M2 and D2 will be generated in Assignment 4.*

### Feedback on assignment

Classroom activity to identify the aims of aviation security, including international responsibilities. Scenarios to initiate discussion of preventative measures to maintain security onboard.

Guest speaker to share experience of dealing with security incidents. Complete flow charts with actions taken in response to security incidents. Feed back knowledge of actions into comparisons for M2. Extension activities to identify the consequences of poor coordination of actions taken for security incidents including meeting company and regulatory policies and practices.

### Preparation for assignment

#### **Assignment 4: Maintaining Security Onboard** (P10, P11, partial M2, partial D2)

### Feedback on assignment

## Assessment

A variety of assessment methods could be used including presentations, written work, discussions, practical activities and displays where learners can develop and practise skills required by aviation industry employees. Scenarios could place learners in cabin crew training settings, such as initial and recurrent courses, as well as preparing for promotion. The merit and distinction criteria expand of the pass criteria and learners should demonstrate progression in their knowledge and understanding. Additional tasks should not be set for the assessment of merit and distinction grades and it is expected that learners will be encouraged to develop their work for the pass level. Where several criteria are assessed simultaneously, assessors must highlight clearly the relevant evidence for achievement of each criterion.

### P1 – P2 – P3

A presentation would be a suitable method of assessment as visual aids would support descriptions of facilities, comparison of services and an explanation of how procedures and services are coordinated. Learners could share research on different airlines but must individually address each criterion verbally and this must be evidenced through detailed observation records and other supporting materials such as learner notes.

For P1, learners must provide a description that demonstrates their knowledge of all of the onboard facilities provided by low-cost, charter and full service scheduled airlines. Learners should support their work with current examples.

For P2, learners are required to compare the different levels of service provided by the different types of airline. The comparison should address the similarities and differences between traditional and reduced levels of service provided by scheduled airlines and not be generalised as the differences are significant. Similarly, learners could include how low-cost airlines are providing services for business travellers in their comparison.

For P3, learners must explain how different procedures and services are coordinated and this could be presented in a table. Learners must include explanations of coordination for all stages of the flight as listed in the unit content and must include the different methods used.

### P4 – P5 – P6

An article or report would serve as an appropriate method of assessment to assist cabin crew in preparing for promotion to a more senior role.

For P4, learners should provide a definition of the role of the senior cabin crew member onboard; this does not need to be overly detailed, however it should include leadership, motivating and monitoring and ensuring compliance. Definitions must be learners' own work and not researched, downloaded job descriptions.

For P5, each of the responsibilities during the different stages of the flight as listed in the unit content must be described.

P6 requires learners to outline each of the reporting procedures stated in the unit content and learners could give examples of reporting documents completed by cabin crew.

### **M1 – D1**

M1 is an expansion of P1, P2, P3, P4, P5 and P6 and should show progression in understanding of the role of the senior cabin crew member; this can be achieved by reviewing the importance of the role and of meeting the responsibilities during the different stages of a flight including coordination. Learners could support their work with examples from case study material.

Learners could be given case studies or scenarios to base their responses on, providing that all of the prescribed unit content is covered.

Learners should not need to be set additional tasks for the achievement of M1, but rather the evidence at pass level will be well developed, with thorough coverage across the range; assessors must signpost clearly where each criterion has been awarded when assessed together. It may be that learners will present partial evidence for M1 across two assignments mapped to linked pass criteria, i.e. P1–P3, and P4–P6. Tutors must ensure that the partial achievement of M1 is well recorded across these different assignments with full achievement being recorded clearly on the feedback/grade sheets.

Learner work for P1 to P6 and M1 should naturally lead into a discussion of the consequences of poor coordination for the achievement of D1 and learners should give examples relating to specific procedures and services not being well coordinated. For example, a cabin not ready for boarding on time could mean that the aircraft will miss the take-off slot and therefore result in a delay. Learners could then go on to discuss the impact of this on passengers and the airline. For D1, learners must discuss the consequences of non-compliance with company policies such as service standards and with regulatory procedures such as failing to report incidents. This does not necessarily have to be a separate piece of work as learners should be encouraged to develop their work whilst addressing the pass and merit level criteria. Tutors must ensure that the partial achievement of D1 is well recorded across different assignments with full achievement being recorded clearly on the feedback/grade sheets. Alternatively, tutors can assess D1 through a formal interview/questioning session (panel or one to one) to establish the higher level of understanding of coordination and compliance.

### **P7 – P8 – P9 – P10 – P11**

To achieve learning outcome 3, learners could produce training material for a flight crew and cabin crew training day. Assessment methods could include a manual for P7 and P9 and a video or storyboard for P8.

An acceptable method of assessment for P7 would be annotated diagrams of aircraft seat maps for each of the different aircraft types and learners must cover multiple class flights and crew to passenger ratios across the evidence.

For P8, learners must explain fully the methods of communication during all interactions between the flight crew and cabin crew. A storyboard would be a suitable method of assessment where learners explain each situation including the communication methods used; images of each interaction could either be staged by learners themselves or sourced from the internet. If access to recording equipment and software is possible, learners could produce a video to be watched by cabin crew and flight crew during training and individually provide a recorded commentary to serve as evidence for P8.

For P9, learners are required to explain the chain of command system during emergency drills rather than illustrate it as for P7. Learners must explain the chain of command system for one of each type of emergency drill, i.e. a planned emergency where a NITS briefing would be given, an unplanned emergency situation such as fire, a security incident, pilot incapacitation and one example of when cabin crew would initiate an evacuation without the command of flight crew.

To achieve learning outcome 4, learners could produce a crew notice for the briefing room on how security is maintained onboard aircraft.

For P10, learners must explain how each of the preventative security measures help to maintain security onboard the aircraft as per the learning outcome, rather than detailing the actual security procedures.

For P11, learners are required to explain the actions taken to deal with onboard security incidents; this should include a minimum of two incidents on the ground and two in the air. Learners should focus on how the actions taken have been effective in dealing with the incidents.

## M2 – D2

For M2, learners must compare the differences in the chain of command on a routine flight and during two different emergency drills including a security incident. The emergency drills selected must require crew to initiate the drills and therefore should not include a planned emergency. Flight scenarios could be provided detailing the type of aircraft, route etc. It is recommended that the same aircraft and route are used for each comparison so that the key differences in the chain of command are prominent. This is an expansion of the P7 to P11 criteria and learners should be encouraged to extend their work whilst addressing these criteria rather than being set additional tasks. Tutors must ensure that if M2 is achieved across two or more assignments then this is well recorded with full achievement being recorded clearly on the feedback/grade sheets.

For D2, learners do not need to be set additional tasks and should discuss the consequences of poor communication between the flight crew and cabin crew throughout their work for P7 to P11 and M2. For example, a learner could extend their response to P8 and M2 as follows: The consequences of contacting the flight crew during take-off could interrupt critical flight procedures and be in breach of company policy and safety regulations. This would result in a crew member being disciplined and the airline would have to report the incident to the CAA. Poor communication to the flight crew during a medical incident could impact on the captain's decision to divert the aircraft and lead to a delay in the passenger receiving hospital treatment. Learners could extend their work for P10 to P11 and M2 by discussing the consequences of not following the correct chain of command for security incidents which could breach the security of the flight deck door and endanger the flight crew. Any partial achievement across assignments must be well recorded with full achievement being recorded clearly on the feedback/grade sheets.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, partial M1, partial D1	Assignment 1: Coordinating Onboard Passenger Operations	Induction training for cabin crew.	Presentation on different types of airlines and levels of service
P4, P5, P6, partial M1, partial D1	Assignment 2: Leading, Monitoring and Motivating Teams of Cabin Crew	Preparing for a professional development interview.	A 'day in the life of a senior crew member' as a written report

Criteria covered	Assignment title	Scenario	Assessment method
P7, P8, P9, partial M2, partial D2	Assignment 3: The Chain of Command	Training materials for a flight deck and cabin crew training day.	Manual Video/storyboard
P10, P11, partial M2, partial D2	Assignment 4: Maintaining Security Onboard	Task for recurrent security training.	Crew notice

## Links to other BTEC units

This unit forms part of the BTEC aviation sector suite. This unit has particular links with the following unit titles in the aviation suite.

### Key

\* indicates unit from the *Edexcel BTEC Level 2 Certificate in Aviation Operations on the Ground (Knowledge) (QCF)* qualification

\*\* indicates unit from the *Edexcel Level 2 Certificate in Introduction to Cabin Crew (QCF)* qualification.

Level 2	Level 3	Level 4
Unit 1: Health and Safety within Aviation* Unit 2: Aviation Security* Unit 2: Airline Health, Safety and Security** Unit 3: Aircraft Emergency Situations**	Unit 1: The UK Aviation Industry Unit 3: Security in the Aviation Industry Unit 8: Team Leadership	n/a

## Essential resources

For this unit, learners require access to the internet and this is particularly important at the start of the unit for them to explore the provision offered by different types of airline. Learners would benefit from examples of airline resources including menus, sample documentation and communication equipment such as radios and microphones. Tutors should be prepared to alter the classroom layout to simulate an aircraft cabin as this would provide a useful context for appreciating coordination and communication across all the learning outcomes. Access to travel trade journals would also be useful.

## Employer engagement and vocational contexts

It is highly recommended that learners have access to a guest speaker who can share experiences as a senior cabin crew member. A speaker with flight crew experience would also support delivery, particularly in relation to the chain of command and dealing with security incidents.

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	examining the current levels of service provided by different types of airline.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	exploring the aims of aviation security and how to maintain security onboard
Team workers	working in groups to coordinate procedures and services
Self-managers	managing their assessment
Effective participators	taking part in practical learning activities and proposing practical ways of maintaining security onboard aircraft.

## ● Functional Skills — Level 2

Skill	When learners are ...
<b>ICT — Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching different types of airline and their levels of provision and using the information to perform and present an analysis
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning for the assignments and selecting appropriate systems to meet requirements of assessment
Manage information storage to enable efficient retrieval	storing research on different types of airline in order to retrieve and conduct analysis
Follow and understand the need for safety and security practices	ongoing
Troubleshoot	ongoing.
<b>ICT — Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	searching for information on different types of airline
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	searching and selecting information to aid analysis of different levels of service provided by airlines.
<b>ICT — Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	producing a presentation; inserting appropriate images and text relating to different types of airline and their provision
Bring together information to suit content and purpose	presenting information about different types of airline
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	when finalising assignments
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	using the internet to source information and images.



Skill	When learners are ...
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	verbally presenting information about different types of airline
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading, comparing and selecting relevant information to conduct an analysis of service levels
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing about the role and responsibilities of the senior cabin crew member.