

Pearson BTEC Level 2 Certificate in Introduction to Cabin Crew

Specification

BTEC Specialist qualification

For first teaching January 2011

Issue 3

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 3. Key changes are listed in summary table on next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Edexcel BTEC Level 2 Certificate in Introduction to Cabin Crew (QCF)

The QN remains the same.

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

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Summary of Pearson BTEC Level 2 Certificate in Introduction to Cabin Crew Issue 3 changes

Summary of changes made between previous Issue 2 and this current Issue 3	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	4
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	4
QCF references removed from unit titles and unit levels in all units	15-73
Guided learning definition updated	10

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

BTEC Specialist qualification title covered by this specification

Pearson BTEC Level 2 Certificate in Introduction to Cabin Crew

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

The qualification and unit codes will appear on learners' final certification documentation.

The Qualification Number for the qualification in this publication is:

Pearson BTEC Level 2 Certificate in Introduction to Cabin Crew 600/0104/5

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

This qualification is accredited by Ofqual as being part of an Apprenticeship.

Welcome to the Pearson BTEC Level 2 Certificate in Introduction to Cabin Crew

Focusing on the Pearson BTEC Level 2 Certificate in Introduction to Cabin Crew

In this qualification learners will develop the underpinning skills, knowledge and understanding required to work as cabin crew. This qualification is recognised as a component of the Apprenticeship Framework.

The Pearson BTEC Level 2 Certificate in Introduction to Cabin Crew provides opportunities for learners to progress into employment as cabin crew, or onto specialist competence-based qualifications such as the Level 2 Certificate for Cabin Crew or the Level 3 Certificate for Senior Cabin Crew.

This qualification has been developed in conjunction with employers to ensure that the content reflects the requirements of initial cabin crew training courses.

Straightforward to implement, teach and assess

Implementing BTEC qualifications could not be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — **in this case the SSC GoSkills.**

All you need to get started

To help you off to a flying start, we have developed an enhanced specification that gives you all the information you need to start teaching BTEC qualifications. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Pearson vocational qualifications
- information on rules of combination, structure and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

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What are BTEC Level 2 Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Pearson BTEC Level 2 Certificate

The Pearson BTEC Level 2 Certificate offers an engaging programme for those who are clear about the vocational area they want to learn more about. These learners may wish to extend their programme through the study of a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the Pearson BTEC Level 2 Certificate can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

Key features of the Pearson BTEC Level 2 Certificate in Introduction to Cabin Crew

The Pearson BTEC Level 2 Certificate in Introduction to Cabin Crew has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised, Level 2 vocationally-related qualification
- progress to employment in a particular vocational sector.

National Occupational Standards

Where relevant, Pearson BTEC Level 2 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Pearson BTEC Level 2 qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS in *Annexe C*.

The Pearson BTEC Level 2 Certificate in Introduction to Cabin Crew relates to the GoSkills Cabin Crew NOS.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the have rules of combination.

Rules of combination for the Pearson BTEC Level 2 Certificate in Introduction to Cabin Crew

When combining units for the Pearson BTEC Level 2 Certificate in Introduction to Cabin Crew, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson BTEC Level 2 Certificate in Introduction to Cabin Crew

- 1 Qualification credit value: a minimum of 22 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 22 credits.
- 3 All credits must be achieved from the units listed in this specification.

Structure of the Pearson BTEC Level 2 Certificate in Introduction to Cabin Crew

The Pearson BTEC Level 2 Certificate in Introduction to Cabin Crew is a 22-credit and 153-guided learning hour (GLH) qualification that consists of six mandatory units.

If learners are taking this qualification as part of the Apprenticeship framework, they need to complete the additional 3-credit unit, ERR1.

The Total Qualification Time (TQT) for this qualification is 220.

Pearson BTEC Level 2 Certificate in Introduction to Cabin Crew			
Unit	Mandatory units	Credit	Level
1	Working as Cabin Crew	2	2
2	Airline Health, Safety and Security	6	2
3	Aircraft emergency situations	6	2
4	Dealing with Passengers on board an aircraft	4	2
5	Cabin Service - Selling techniques	3	2
6	Making Passenger Announcements onboard an aircraft	1	2
Unit	Additional unit		
ERR1	Employment Rights and Responsibilities in the Passenger Transport Sector	3	2

Assessment

All units within this qualification are internally assessed. The qualification is criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rules of combination will achieve the qualification at pass grade.

In Pearson BTEC Level 2 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria

- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Pearson BTEC Level 2 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Pearson BTEC Level 2 must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

The Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Pearson BTEC Level 2 qualifications and units
- **compulsory** Pearson-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of the centre verification practice
- centre risk assessment by Pearson of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

For centres using this qualification as a component of an Apprenticeship the Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for the sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for Pearson BTEC Level 2 qualifications are set out in centre guidance which is published on our website (qualifications.pearson.com).

Programme design and delivery

Mode of delivery

Pearson does not normally define the mode of delivery for Pearson BTEC Entry to Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Pearson BTEC Level 2 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Learning resources also need to support the delivery of the programme and the assessment of the learning outcomes using multiple-choice questions. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson BTEC Level 2 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Functional Skills

Pearson Level 2 BTEC Specialist qualifications give learners opportunities to develop and apply Functional Skills. Functional Skills are, however, not required to be achieved as part of the BTEC Specialist qualification(s) rules of combination. Functional Skills are offered as stand-alone qualifications.

Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Pearson BTEC Level 2 Certificate in Introduction to Cabin Crew is accredited for learners aged 16 and above.

Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Pearson NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Pearson website (qualifications.pearson.com). This policy replaces the previous Pearson policy (Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim and purpose

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows how the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1: Working as Cabin Crew	15
Unit 2: Airline Health, Safety and Security	25
Unit 3: Aircraft emergency situations	33
Unit 4: Dealing with Passengers on board an aircraft	43
Unit 5: Cabin Service - Selling techniques	53
Unit 6: Making Passenger Announcements onboard an aircraft	63
Unit ERR1: Employment Rights and Responsibilities in the Passenger Transport Sector	69

Unit 1: Working as Cabin Crew

Unit reference number: L/602/5917

Level: 2

Credit value: 2

Guided learning hours: 13

Unit aim and purpose

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.

Unit introduction

Working as cabin crew is often seen as an exciting and glamorous career without having a full appreciation of the role and responsibilities of the job. Air cabin crew are highly trained and are the main point of contact for passengers whilst in the air. They are responsible for passenger safety and are trained to deal with security and emergency situations. These responsibilities start with ensuring that all emergency equipment is in working order before take off and demonstrating safety procedures and equipment to passengers. Air cabin crew are responsible for ensuring that passengers are comfortable throughout the flight and that the flying experience is a pleasant one. They attend to passenger needs and provide a high level of customer service throughout the flight which will include serving refreshments and selling duty-free/tax-free goods.

This unit enables learners to gain knowledge of the roles and responsibilities of air cabin crew, the chain of command on an aircraft and the ground staff they interact with. Learners will gain a knowledge of the terminology associated with the job such as IATA three letter city/airport and country codes, industry terms associated with international time and terms relating to air cabin crew duty days, rosters and stand-bys. The key part of the role of air cabin crew is carried out on the aircraft but essential duties are also undertaken in the crew room both before and after the flight. Pre- and post-flight briefings are vital to the safety and security of the flight and learners will take part in a pre-flight briefing within a simulated (or real) crew room.

Learners will gain understanding of the importance of maintaining industry standards. They will come to appreciate the need for good timekeeping, perfection in grooming and uniform and the importance of personal presentation both on and off duty. Air cabin crew have a wide range of tasks to perform pre-flight, on the aircraft and post-flight and it is essential that learners gain an understanding of how tasks should be prioritised. Last but by no means least, air cabin crew have to provide excellent customer service and learners will gain an understanding of the importance of customer service to the role, the airline and the industry.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the roles and responsibilities of crew	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 ground staff that cabin crew will interact with
2 Know aviation terminology used by cabin crew	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
3 Know the pre and post flight duties that cabin crew undertake in the crew room	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
4 Be able to take part in a pre-flight briefing	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

Learning outcomes	Assessment criteria
5 Understand the importance of maintaining industry standards	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 content

1 Know the roles and responsibilities of crew

Roles: ensuring cabin safety and security (routine procedures for pre-flight, in-flight and after landing); dealing with on board emergencies (medical, security, aircraft); providing customer service and ensuring passenger welfare; selling on board products; working as part of a team

Responsibilities: equipment checks eg slide pressure gauge, interphone, BCF fire extinguisher, medical and mandatory first aid kit, defibrillator, toilets, in-flight entertainment system, galley, demonstration equipment; action faulty and missing equipment; security checks for individual areas of responsibility eg door security, passenger seats, storage areas; action on finding suspect items; boarding duties eg designated boarding positions to greet and assist passengers, Able Bodied Passengers at rows by exits, head counts; cabin secure checks for departure eg arming doors, carry-on items stowed correctly, exit rows clear, toilets locked; in-flight cabin service eg bar service, duty-free/tax-free service; cabin secure checks for landing eg overhead compartments closed, galley secure, window blinds open, toilets locked; arrival eg disarming doors, hand over paperwork

Chain of command on aircraft: generic chain of command, Captain to junior member of crew on a variety of aircraft eg Boeing 737, Airbus A320, Boeing 757, Airbus A321, Boeing 767, Airbus A330, Boeing 747, Airbus A340, Boeing 777, Airbus A380

Ground staff and cabin crew interaction: ground staff eg crew room (base manager); handling agent (passenger service agent, aircraft dispatcher, catering and bar cart loaders, cleaners, engineers); roles of ground staff eg at the gate, supplying food and beverages

2 Know aviation terminology used by cabin crew

National and internationally used IATA codes: IATA three letter city/airport codes; country codes; airline codes; meal codes; passenger codes eg unaccompanied minors, assistance codes, medical codes

Key industry terms: phonetic alphabet; day and month codes; 24 hour clock; international time eg GMT, Zulu time, elapsed flying time, daylight saving time, time zones; other terminology eg aircraft (a/c), airside, landside, bulkhead, chocks, PA, PAX, pushback, PBE, BCF; job related eg stand-by (home, airport), roster, out of time

Types of duties: cabin crew seat and working position; roster duty eg stand-by duty (home stand-by, airport stand-by)

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

Duties before the pre-flight briefing: check roster and updates; check health, safety and security notices; check flight details (crew names, crew positions, departure gate, aircraft registration, weather, specific passenger needs and requirements eg dietary, wheelchair, health, assistance, passenger and infant numbers, unaccompanied minors); check pigeon holes; ensure floats available

Importance of time keeping prior to a pre-flight briefing: to be prepared; consequences of late arrival eg cabin crew offloaded from other flights, late departure of aircraft, disciplinary action

Elements of a pre-flight briefing: introduction to the crew; operating positions and responsibilities; uniform standards checked; aircraft information (stand number, aircraft registration, flight numbers, departure time, weather en route); health, safety and security memos, updates and notices read and understood; order of bar, meal and duty-free service; motivate the team; Safety and Emergency Procedures (SEP) scenario questions; consequences of unsatisfactory responses to SEP questions (offloading cabin crew member, retraining, disciplinary action)

Elements of post-flight briefing: reconciliation paperwork for bars and monies handed in; flight paperwork completed and filed eg cabin defects reported; flight evaluation (feedback on flight operation and crew, situation and issues on board)

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

Receive and relay safety equipment and procedures (SEP) during a pre-flight briefing: respond to Safety and Emergency Procedures (SEP) scenario questions eg safety, security, in-flight medical care, location of emergency equipment; respond in a timely manner, with composure and professional attitude

Complete documentation relating to a pre-flight briefing in readiness for the flight: flight detail form (crew names and signatures, rest and duty hour, number of crew bags, equipment and security checks completed, safety notices read, understood and signed, correct distribution to all crew); toilet servicing form

5 Understand the importance of maintaining industry standards

Timekeeping: importance; being prepared; consequences of late arrival eg offloading of crew, late departure of aircraft

Personal presentation: on and off duty and during stopovers; uniform standards eg adhering to uniform regulations, positioning in uniform, dress code for training and stopovers, cleanliness of uniform; adhering to grooming standards eg cleanliness and personal hygiene, hair, nails, make-up; professionalism eg behaviour, personal appearance; importance eg creating a positive organisational image, maintaining organisational standards

Importance of task management and prioritisation of tasks: routine and non-routine tasks; prioritise tasks in order of importance; prioritise tasks according to legal and regulatory requirements

Customer relationship management: following company procedures and industry standards; providing excellent customer service; ensuring passenger welfare; importance eg to keep customers, to reward loyal customers, to attract new customers

Essential guidance for tutors

Delivery

This is the first unit in the programme to be delivered and learners will be excited at the prospect of learning about the role of air cabin crew. It is therefore important to engage learners from the start by making learning dynamic and interesting whilst ensuring a realistic look into the important roles and responsibilities of air cabin crew takes place. Whenever possible, it is useful to create a mock aircraft layout in the classroom by arranging the chairs into rows. Similarly, crew briefing rooms can easily be created by placing the chairs in a semi-circle with the 'supervisor' leading the briefings. It is beneficial to learners and tutors to establish clear standards for timekeeping and learner appearance to be maintained throughout the duration of the course, in preparation for working as air cabin crew.

It would be useful to start the unit by asking learners to identify and discuss what they consider to be the main role of air cabin crew. Generally, learners will tend to assume that customer service is the main role. To illustrate the dynamic roles of air cabin crew members, tutors could set an activity where learners have to match the number of days spent on cabin crew training courses to the different roles, which will give them a realistic picture of the range of roles involved, in addition to in-flight service. Responsibilities can be delivered as 'a day in the life' of air cabin crew. Learners could work in groups to piece together the different responsibilities throughout the different stages of the flight, from when the crew board the aircraft through to arrival.

Discussing a scenario would be useful for learners to understand why the chain of command exists. This could then be followed by a practical activity to demonstrate the chain of command by setting out the classroom as an aircraft with the flight crew seated at the front followed by the senior and junior air cabin crew.

Whilst on the ground the air cabin crew form part of a wider team that works together to ensure the aircraft is prepared effectively, safely and on time. A useful way to learn the different roles of the ground staff the cabin crew interact with is for learners to produce a storyboard in groups, to show what happens to the aircraft whilst it is on the ground. Pictures can be sourced easily on the internet to show the different services such as catering, refuelling, and cleaning. In order to appreciate the role of passenger service agents, learners could be asked to recall their own experiences of being at an airport.

Learning aviation terminology is essential to effective communication throughout the industry and this is common internationally. If possible, example documentation could be used to place the terminology in context and make learning relevant to the job role, such as passenger manifests and duty rosters. New air cabin crew recruits would be expected to commit the terminology to memory and be tested on it; learners could create quiz questions for each other to make learning more fun.

Air cabin crew duties and responsibilities start from when crew members leave home for the airport. Good timekeeping is critical to the on time departure of aircraft. Learners could be asked to piece together the different duties before the pre-flight briefing. It would be excellent practice to ask learners to arrive in advance of the pre-flight briefing to 'check-in' and gather simulated flight information from a shared access point.

In preparation for the pre-flight briefing learners should be prepared for the types of safety questions and be familiar with the order of the briefing. Where possible, simulated documents should be produced to make the experience realistic.

The purpose of post-flight briefings should not be under emphasised. They are an effective procedure in ensuring the airline meets regulations and also gives opportunities for feedback to be shared amongst crew members, both on their performance and from passenger comments.

Learners need to develop an understanding of why industry standards must be maintained and tutors must ensure that the actual standards used by the industry form the basis for this. Pictures of cabin crew uniforms can be sourced easily from the internet. If possible a speaker from the beauty therapy department or relevant learning area could explain how preparation is key to maintaining good personal presentation.

Groups of learners could be given a range of tasks within a given scenario that need to be prioritised and form a basis for discussion. Tutorial sessions can also be used to develop the skills needed for task management.

Learners should be introduced to the importance of providing excellent customer service and the consequences resulting from good and poor customer relationship management (CRM). At this level the emphasis should be on the idea of customer relationship management rather than the details.

Assessment

Evidence for 1.1 and 1.2 could be in the form of a careers leaflet or an exhibition board for a careers fair. Assignment titles could be inspirational, such as 'So you think you have what it takes!'

To achieve 1.1, learners must outline the different roles cabin crew may have to carry out, covering all items listed in the unit content. At this level the outline should summarise the key aspects of each role rather than be a detailed description. To achieve 1.2, learners must describe the responsibilities associated with the roles outlined in 1.1. For example, a suitable response could be to describe pre-flight equipment checks which are routine procedures that must be undertaken before every flight to ensure cabin safety.

To achieve 1.3, learners must identify the chain of command on an aircraft for at least two different types of aircraft, including one of the larger types of aircraft. An annotated diagram would be an acceptable method of assessment.

To achieve 1.4, learners must describe the roles of ground staff as listed in the unit content and should provide examples of the interaction with air cabin crew rather than isolated descriptions.

For learning outcome 2, learners should demonstrate their knowledge rather than simply produce written work. A scenario could be created by tutors where the learners have to translate codes; this could be carried out either verbally or in a written format but without the use of resources. To achieve 2.1, learners must identify a minimum of six national and six international airport codes, four airline codes and a minimum of four each of meal and passenger codes. To achieve 2.2, learners must define key industry terms covering the full range as listed in the unit content. To achieve 2.3, learners must describe the different types of duty days that air cabin crew are expected to work throughout the working month. An example of a cabin crew roster that is coded by the tutor and then described in full by learners would be an effective assessment method.

For learning outcome 3, learners could produce a noticeboard for a crew room that describes all the relevant duties for 3.1 and the importance of timekeeping for 3.2. To achieve 3.3 and 3.4, the notices can be detailed lists of the required elements of pre- and post-flight briefings covering all items listed in the unit content.

To achieve 4.1, learners must take part in a pre-flight briefing where they will receive and relay Safety Equipment and Procedures (SEP) information in a timely manner, with composure and a professional attitude. The serious nature of the briefing should be emphasised and an observation report must be completed for each learner and signed by the assessor as evidence of performance, including a record of the questions asked and learner responses. Learners should also sign the observation report to confirm their agreement. It is beneficial for the internal verifier to verify one of the role-play activities. To achieve 4.2, the related documentation should be produced and presented as evidence by each learner.

For learning outcome 5, learners could produce a training manual for new recruits. To achieve 5.1, learners must explain the importance of timekeeping, including the consequences of poor timekeeping. To achieve 5.2 and 5.3, learners must first describe personal presentation standards on and off duty and during stopovers (5.3), and then explain the importance of grooming and uniform standards, giving reasons why these should be maintained (5.2). To achieve 5.4 and 5.5, learners must explain the importance of task management and customer relationship management (CRM), focusing on the benefits for the airline rather than explaining the concepts in detail and ensuring that all items listed in the content are covered within the explanations.

Essential resources

Learners will need access to the internet and PCs.

Indicative resource materials

Textbooks

Porter A – *So You Want to be Air Cabin Crew?* (Travelvocation, 2004)
ISBN 9780953623228

Spencer C, King C, Jefferies M, Kerr A, Ingle S, Rock T, Woodhead V – *BTEC Travel and Tourism Level 2* (Edexcel, 2010) ISBN 978-1846907494

Websites

www.airlinecodes.co.uk

www.caa.co.uk

www.careerintravel.co.uk

Unit 2: Airline Health, Safety and Security

Unit reference number: L/602/5920

Level: 2

Credit value: 6

Guided learning hours: 44

Unit aim and purpose

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.

Unit introduction

This unit is designed to enable learners to develop a knowledge and understanding of industry standards relating to airline health, safety and security. Learners will develop their knowledge of industry legislation and regulations and the essential documentation necessary to record health and safety incidents on board an aircraft. The key role of air cabin crew is to ensure the health, safety and security of passengers and crew. Learners will develop an understanding of this essential role and the measures taken and procedures followed pre-flight, during the flight and post-flight to minimise the occurrence of incidents.

Learners will have the opportunity to demonstrate their skills in performing a safety demonstration and undertaking cabin secure checks, both of which are essential duties of air cabin crew. Learners will develop an understanding of how to recognise and deal with a range of medical issues that might occur during a flight.

The knowledge learners develop in this unit can be related to the job role within the aircraft environment and the unit is appropriate for any learner before they undertake activities with onboard aircraft simulators and actual aircraft.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know airline health and safety documentation and legislation	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
2 Understand the role of cabin crew in ensuring the safety and security of passengers and crew	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
3 Be able to maintain passenger compliance	3.1 Perform a safety demonstration 3.2 Carry out cabin secure checks
4 Understand how medical issues are dealt with by cabin crew	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 content

1 Know airline health and safety documentation and legislation

Health and safety legislation and regulations: IATA regulations eg dangerous goods; Health and Safety at Work Act 1974; COSHH Regulations 2002; Manual Handling Operation Regulations 1992; Health, Safety and Welfare Regulations 1992; Department of Transport and the Air Navigation Order; Disability Discrimination Act (DDA) 1995; Food Hygiene Regulations 1996; EU-OPS

Air Navigation Order (ANO): Civil Aviation Authority (CAA), Civil Aviation Publications (CAPs), CAP393, part 18, 19, part 20; CAP783; Safety Regulation Group (SRG), Flight Operations Communication (FODCOM)

Documents relating to health and safety on board an aircraft: eg Cabin Defects Log, Flight Report, Port Health, Disruptive Passenger Report, Witness Forms, Accident and Incident Report

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

Legislation relating to aviation security: Department of Transport (National Aviation Security Programme); The Aviation and Maritime Security Act 1990; The Anti Terrorism Crime and Security Act 2001; The Air Navigation Order eg CAP393

Security measures: pre-flight security checks before passenger boarding (cabin, toilets, crew rest area, stowage areas, seals and locks); check boarding cards, passes and IDs are valid; flight deck door security; in-flight security checks (periodic cabin checks, 20-minute toilet checks, passenger observation); post-flight security checks (cabin, correct procedures followed for suspicious and lost items, all locks secured, all ID visible during aircraft handover)

Restricted articles and dangerous items: eg liquids, sharp objects, gas canisters, flammable materials; up-to-date information eg Department for Transport (DfT) website, the Civil Aviation Authority (CAA) website under Civil Aviation procedures CAP675

Types of threat related to the aviation industry: terrorism at an airport; sabotage of an airport or an aircraft hijacking, bomb threat; threat levels eg severe; incidents eg unattended luggage, hold baggage discrepancy, attempted or actual breach of the flight deck door, bomb warnings eg on the ground, in the air; bomb warning assessment eg red, amber, green; disruptive passenger

Procedures for dealing with on-board security incidents: bomb scare procedure eg PA announcements, cabin secure checks, search using barrier method; suspect item procedure eg flight and cabin crew communication, description of item; suspect item found procedure eg movement and relocation of item to Least Risk Bomb Location (LRBL), building the LRBL area, use of packing materials around item, planned emergency cabin crew briefing, evacuation; hijacking in-flight procedure eg alert flight crew using alarms, signals or code words, follow hijacker instructions, minimise antagonising hijacker/s, observe for recognition; post-incident procedures

3 **Be able to maintain passenger compliance**

Perform a safety demonstration: demonstration positions on aircraft; content of safety demonstration equipment (life jacket, seat belt, oxygen mask, safety card, exit location, floor lighting); safety briefing for passengers with special needs eg Passengers with Reduced Mobility (PRM), blind, deaf

Carry out cabin secure checks: eg pre-departure, pre-landing, in turbulent situations; procedure with passengers (seat belt fastened, seat backs upright, tray tables secure, blinds open, hand luggage stowed correctly, overhead lockers closed); procedures with equipment eg exits and aisles clear, galley secure, toilet secure

4 **Understand how medical issues are dealt with by cabin crew**

Passenger signs and symptoms: minor medical issues eg air sickness, ear and sinus pain, hyperventilation, panic attack, fainting, vomiting, diarrhoea, cuts, scalds, burns, indigestion and heartburn, dehydration; serious medical issues eg shock, wounds and fractures, asthma attack, diabetes attack, deep vein thrombosis (DVT), epileptic fit, sunstroke, hypoxia, heart attack, angina, choking, emergency childbirth, death on board

First aid treatment: DRABC (danger, response, airway, breathing, compressions); CPR (cardiopulmonary resuscitation); recovery position; use of medical equipment (oxygen supplementation, external defibrillation –AED); use of first aid kit (dressings, bandages, slings)

Crew restrictions when giving on-board first aid: space restrictions; passenger proximity or interference; limited equipment; passenger travelling alone – no medical history; aircraft unable to divert for long period of time; no professional medical assistance on board eg doctor of medicine, registered nurse

Emergency on-board equipment and external assistance: basic first aid kit (FAK - one kit for every 100 passenger seats installed); emergency first aid kit (EFAK); emergency medical kit (EMK or Doctor's Box - only to be used by a doctor of medicine, registered nurse or paramedic); Laerdal Resuscitation Mask – for mouth-to-mouth ventilation of a non-breathing adult; oxygen bottle; defibrillator – to be used only by trained air cabin crew; ground to air assistance eg Medlink; professional medical assistance on board with valid ID eg doctor of medicine, registered nurse (RN), paramedic; assistance post situation eg Port Health, ambulance service

Essential guidance for tutors

Delivery

Building on knowledge gained from Unit 1, learners must appreciate the need for the strict regulation of aircraft and airlines. This is a large unit and it could be delivered in conjunction with other units where appropriate links can be made, for example with 1.1 and 1.2 of Unit 1.

To engage learners with the topic, tutors could start by identifying different health, safety and security situations that can happen on board an aircraft. Tutors could then link this to the relevant legislation. It should be made clear to learners that, because of the nature of the aircraft environment, legislation exists that is specific to aviation. In addition, learners should be made aware of workplace health and safety regulations common to all employment sectors.

Learners will need to appreciate the importance of recording events on board the aircraft, for example if a passenger required hospitalisation after a flight, the report provided by air cabin crew could be crucial in assisting medical staff to ascertain the condition and treat the passenger. Tutors could provide on-board scenarios for learners to determine the relevant documentation that would need to be completed.

Cabin crew are responsible for carrying out security checks before an aircraft departs, monitoring passengers and the cabin for any type of suspicious activity and objects. Following correct security regulations will help to protect the aircraft, passengers and crew from terrorists and terrorism.

Learners could look at case studies of incidents that have happened on board aircraft and how legislation exists to protect airlines, passengers and crew. Security measures taken pre-flight, in-flight and post-flight can be linked to the daily duties of air cabin crew and learners could work together to produce a slide show or storyboard; learners could actually photograph themselves carrying out the procedures to make the learning fun.

Most learners will be familiar with some of the goods prohibited in the cabin, based on their own experiences of flying, and this could form the basis of discussion. The CAA website provides useful information regarding dangerous goods as does the official BAA website. Learners would benefit from researching this information themselves.

Threats to aviation today are continually increasing in severity and air cabin crew are critical to the international safety of passengers, crew and citizens. If possible, learners would benefit from either a visit to an airport or a talk from an aviation employee, who can explain the current threats that exist. The procedures to follow for security incidents would best be learned through a mock security situation in the classroom where learners have to locate a suspicious item and follow the correct procedures.

Safety instructions are presented to passengers by cabin crew performing a demonstration. This is a requirement of the CAA and it is the duty of air cabin crew to ensure passengers pay full attention as lives may be at risk in the event of an emergency, no matter how unlikely this may be. Learners would benefit from a public services employee or tutor to discuss or even practice the skills required to maintain passenger compliance in different situations, for example a passenger may not want to wake a sleeping baby during the flight to fasten an infant seat belt during turbulence.

First aid and medical problems are becoming commonplace with increased passenger numbers. Air cabin crew need to know how to recognise the signs and symptoms of a wide range of medical conditions and how to react with relevant treatment and action. First aid qualifications are a desirable quality airlines look for. However, in-house training is modified to be carried out in the confines of an aircraft. If at all possible, learners could undertake a basic first aid training course or at least have access to a qualified first aider to ensure that the information sourced for assessment criteria 4.1 and 4.2 is current.

The range of conditions in the unit content is comprehensive and therefore it may be helpful to provide learners with a table to complete. Groups could work together to ensure the signs, symptoms and treatments are recorded for all conditions.

Learners should have access to a basic first aid kit and become familiar with the use of items such as latex gloves, bandages and mouth covers. Tutors will need to explain the difference between the contents of basic and emergency first aid kits. When covering onboard first aid kits it should be noted that airlines may use their own codes to refer to these.

It is important that learners appreciate the different levels of first aid training held by supervisory and more junior air cabin crew members and that there are restrictions on the use of certain equipment such as defibrillators to supervisors.

During first aid emergencies, air cabin crew will request assistance from any passengers who are medically trained. However, it is essential that identification is checked and that the nature of the medical training is ascertained and verified in accordance with airline policies before assistance can be accepted. Certain conditions may require assistance on the ground once the aircraft has landed, and this includes both ambulance services and Port Health where there may be a concern over contagious or imported conditions.

Assessment

To support learners in the assessment of this unit collaborative working, where research into legislation can be shared, is advised, although learners must individually meet the assessment criteria.

Tutors will need to guide learners carefully on the key points of legislation as documents available on the internet are complex. Group presentations could be a suitable method of assessment for learning outcome 1.

To achieve 1.1, learners must outline the key health and safety legislation and regulations relevant to airlines. Learners should briefly summarise each of the acts and regulations listed in the unit content and state their relevance to airline health and safety.

To achieve 1.2, learners should identify relevant parts of the ANO that protect crew, passengers and aircraft; a minimum of two examples of each should be identified. A suitable response could be to identify that part 2 exists to ensure that all aircraft have a certificate of air worthiness in order to fly. Learners should be aware that CAPs are CAA publications.

To achieve 1.3, learners must identify all documents listed in the unit content and be able to identify them in relation to common health and safety events on board aircraft.

For learning outcome 2, tutors could be creative in assessment design in order to enthuse learners.

To achieve 2.1, learners are expected to summarise the key points of the legislation relating to aviation security in terms of purpose rather than detail the content.

To achieve 2.2, learners should describe security measures taken pre-flight, in-flight and post-flight. Their descriptions can be supported with photographs, checklists or annotated diagrams. Role play of some checks can be undertaken with observation sheets as evidence.

To achieve 2.3, learners will need to identify restricted articles and dangerous items in relation to hand luggage. They can demonstrate their understanding through practical assessments where they identify actual items as being restricted, dangerous or completely forbidden. To achieve 2.4, learners need to describe each type of threat as listed in the unit content. Evidence could be in the form of a staff newsletter or oral presentation.

To achieve 2.5, learners must explain the on board procedures to follow for bomb threats and the discovery of restricted articles, including the reasons for each procedure.

To achieve 3.1, all learners must perform a safety demonstration. This must be assessed in a group environment, this should be in front of an audience of 'passengers' to make the task authentic. 'Passengers' should be seated in rows as in the aircraft environment and learners should keep in time with the announcement. Assessors must record the demonstration performed by each learner using suitable documentation, this could be supported by photographs and peer feedback.

To achieve 3.2, learners must secure the cabin before takeoff, during the flight and before landing. Securing the cabin during the flight could be due to turbulence where all passengers will need to have their seatbelts checked, regardless of whether they are asleep, and the toilets checked. To achieve 3.2, learners must carry out the checks in a real or simulated cabin.

To achieve 4.1, learners need to describe the signs and symptoms of five minor and five serious medical issues.

To achieve 4.2, learners need to describe the relevant treatments for the issues covered in 4.1. Assessment of 4.1 and 4.2 can be integrated. Evidence can be a written description supported by practical demonstrations.

Achievement of 4.4 can be carried out at the same time as 4.1 and 4.2, in that learners would identify and describe the first aid kits to be used in the treatment of medical issues selected for 4.2.

To achieve 4.3, learners need to show an awareness of the restrictions air cabin crew face when giving first aid. Restrictions could be identified within a first aid manual produced by learners or identified as part of the descriptions for 4.1 and 4.2.

To achieve 4.5, learners must state clearly the different types of assistance that can be accepted from medical professionals on board an aircraft during and after a first aid situation and briefly state how Medlink assistance can support air cabin crew during first aid situations.

Essential resources

It is highly recommended that learners have access to relevant personnel from the medical and security professions.

They will also need access to PCs, the internet and a basic first aid kit.

Indicative resource materials

Textbooks

St Andrews' Ambulance Association, British Red Cross, St John Ambulance – *First Aid Manual: The Step by Step Guide for Everyone* (Penguin, 2009)
ISBN 9781405335379

Websites

www.aviationsecurity.com

www.baa.com

www.britishairways.com/travel/healthmedinfo

www.caa.co.uk

www.dft.gov.uk

www.flying-with-disability.org

www.medaire.com

www.porthhealth.co.uk

www.sja.org.uk

Unit 3: Aircraft emergency situations

Unit reference number: D/602/5923

Level: 2

Credit value: 6

Guided learning hours: 44

Unit aim and purpose

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.

Unit introduction

On-board emergency situations occur rarely and most cabin crew will not experience these types of situation. However, it is of vital importance that every crew member is prepared and ready to act should an emergency situation arise.

This unit is designed to enable learners to develop an understanding of the principles of aircraft emergency situations related to industry standards. Learners will develop an understanding of how to respond to a range of aircraft emergency situations and know the correct and most appropriate procedure to follow. Learners will have the opportunity to demonstrate how to follow procedures using a range of equipment including for fire and evacuation. Learners will also gain a knowledge of the principles and techniques of survival, in a range of situations, following an airline emergency.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand how to respond to aircraft emergencies</p>	<p>1.1 Define the terms planned and unplanned emergencies</p> <p>1.2 Identify flight crew instructions for planned emergency landing/ditching</p> <p>1.3 Explain procedures for preparing and evacuating the cabin for a planned emergency including:</p> <ul style="list-style-type: none"> - Landing - Ditching <p>1.4 Explain how to deal with an unplanned emergency</p> <p>1.5 Identify the type of passengers not suitable to be able bodied passengers</p> <p>1.6 Describe the different types of brace position and their purpose</p> <p>1.7 Identify positive commands which should be used during evacuation</p> <p>1.8 Outline techniques for maintaining crowd control</p> <p>1.9 Identify factors which can prevent an aircraft exit from being used in an evacuation</p> <p>1.10 State the occasions when cabin crew must initiate an evacuation without the flight crew's command</p> <p>1.11 Explain what to do if an aircraft exit is unserviceable and cannot be used in an emergency</p>

Learning outcomes	Assessment criteria
<p>2 Know on board emergency procedures</p>	<p>2.1 Describe aircraft emergency equipment including location</p> <p>2.2 Describe emergency situations that could occur on board an aircraft</p> <p>2.3 State the elements which must be present to sustain a fire</p> <p>2.4 Identify types of fire extinguisher and the types of fire they are suitable for fighting</p> <p>2.5 Describe the purpose and basic principles of a smoke hood</p> <p>2.6 Describe the role of cabin crew on board in fighting fires</p> <p>2.7 Identify how to recognise the signs of slow decompression</p> <p>2.8 Identify how to recognise the signs of rapid decompression</p> <p>2.9 Describe the crew responsibilities following a decompression</p> <p>2.10 Identify how to recognise light, moderate and severe turbulence</p> <p>2.11 Describe the actions to be taken for different levels of turbulence</p> <p>2.12 Explain the main actions taken by the cabin crew during a flight crew incapacitation drill</p>
<p>3 Be able to follow on board emergency procedures</p>	<p>3.1 Operate fire extinguishers on board</p> <p>3.2 Operate a smoke hood</p> <p>3.3 Evacuate an aircraft in a planned emergency</p>
<p>4 Know the primary principles for survival after an airline emergency</p>	<p>4.1 State the main principles of survival</p> <p>4.2 Describe techniques for survival at sea</p> <p>4.3 Describe techniques for survival in:</p> <ul style="list-style-type: none"> - arctic conditions - the desert - the jungle

Unit content

1 Understand how to respond to aircraft emergencies

Response: planned (captain has time to inform crew) and unplanned (no prior warning, no time to prepare)

Crew instructions: for planned emergency landing/ditching (NITS briefing – nature of emergency, intentions of captain, time remaining, special instructions); definitions given by flight crew eg dense smoke, major fire, aircraft breaking up

Procedures for planned emergency (landing and ditching) - preparation: disengage from duties; communication eg alert call, interphone, hi-low chimes, passenger briefing; secure the passengers eg passengers to remove shoes, false teeth, glasses and any sharp objects, fit extra clothing and life jackets, distribute baby survival cots and child life jackets (ditching only); secure cabin eg secure galleys, secure exits; prepare yourself; passenger announcements and crowd control; prepare drinking water/food/ blankets/first aid kit/emergency equipment to be removed from aircraft; select and instruct ABPs (able bodied passengers) eg briefing, reseating; passengers not suitable for ABP selection eg PINCODEs (pregnant, intoxicated, nervous, children, obese, disabled, elderly); brace position and commands (passenger, pregnant woman, parent and child, child, tall passenger, crew forward facing, crew aft facing); purpose of brace positioning eg prevent injury from flying debris, keep arms from flailing, avoid jack-knifing, minimise head trauma and loss of consciousness

Procedures for planned emergency (landing and ditching) – evacuation: evacuation decision and initiation; exits and door operation; crowd control techniques eg use ABPs, be forceful, use authority; positive commands (shouting and loud hailer) eg 'unfasten your seat belt', 'get your life jacket from under your seat – do not inflate', 'stay on your feet', 'jump, jump, keep moving'; collect emergency equipment; check for remaining passengers; crew evacuate; use ditching equipment (life rafts, slide rafts, life jackets, flotation cots); non use of aircraft exits eg engine danger, blocked, jammed, failure of slide, fire outside; evacuation without flight crew's command in catastrophic situations

Procedures for an unplanned emergency: no time to prepare; occurrence eg take off, landing, precautionary landing; use of PA system or shouting brace commands eg brace for impact; ABP selection and instruction; assess outside hazards eg unusable exits; shout commands for evacuation given; crew individual drills undertaken

2 Know on board emergency procedures

Emergency procedures: on-board emergency situations eg decompression (slow, rapid), fire, smoke, severe turbulence, flight crew incapacitation, hijack, medical; aircraft emergency equipment and location (fire extinguishers, smoke hood, fire gloves, emergency torch, drop down and portable oxygen, axe, jemmy); other equipment and location eg loud hailer, emergency location transmitter, escape rope; cabin crew locational knowledge and diagrams

Procedures in relation to fire and smoke: elements present to sustain a fire (oxygen, fuel, ignition); types of fire extinguisher and use (BCF - suitable for all types of fires, water - suitable for fires involving solids, foam, CO², dry powder - suitable for fires involving liquids, dry powder - suitable for fires involving metals); smoke hood operation; smoke hood purpose eg to provide oxygen, protection; role of cabin crew (firefighter - first person on the scene, communicator - with flight deck, coordinator - crew, passengers and equipment, protect passengers)

Procedures in relation to decompression: signs of slow decompression eg gradual loss of cabin pressure, ears popping, feeling dizzy or faint, progressively tired, nausea, hypoxia, warning on flight deck; signs of rapid decompression eg loss of cabin pressure in 1-10 seconds, loud explosive noise, mist formation in cabin, drop down masks appear, hot liquids boil, carbonated liquid containers burst, need to breathe rapidly, pain in ears and sinuses, fainting and nausea, severe vibration of aircraft; crew responsibilities following decompression eg obtain oxygen, transfer to portable oxygen, check other crew and flight deck, post decompression PA announcements, administer first aid, switch off electrics, respond to NITS briefing

Procedures in relation to turbulence: types (light, moderate, severe); signs of light turbulence eg liquids shaking but not spilling, slight rhythmic bumpiness; signs of moderate turbulence eg liquids splashing out of cups, difficulty in walking, unsecured items dislodged, rapid bumps and jolts, difficulty in working; signs of severe turbulence eg services impossible to deliver, items falling, walking impossible, violent shaking and tossing around of aircraft; actions to be taken for light turbulence (passenger seat belts to be fastened and visually checked, secure galley items, inform passengers using PA system); actions to be taken for moderate turbulence (stop cabin service, ensure galley and carts are secure, check passenger seat belts are fastened, crew to seats, passenger announcements over PA); actions to be taken for severe turbulence (hot liquid containers on floor, brakes on carts and wedge between seats, all passengers to sit down and fasten seat belts, crew to take nearest seats, announcements over PA, report to flight deck via interphone)

Flight crew incapacitation drill: crew members remain on flight deck; if pilot is in control - NITS briefing; pilot incapacitated - ensure pilot cannot touch aircraft controls with hands or feet eg fasten harness and secure pilot's arms, lock inertia harness, move seat back; administer first aid/oxygen and obtain Jeppesen manual; assist remaining flight crew members; use flight deck/pilot checklist if required

3 **Be able to follow on board emergency procedures**

Operate fire extinguishers on board: operate different types according to operating instructions eg BCF, water extinguishers, foam/CO²/dry powder; fire situations eg electrical fires, liquids, solids, metals

Operate a smoke hood: operate according to operating instructions; smoke situations eg localised smoke, cabin dense smoke

Evacuate an aircraft in a planned emergency: undertake an aircraft evacuation in a planned emergency as an air cabin crew member; follow evacuation procedures using appropriate equipment; communicate with passengers and crew eg PA announcements and instructions, crowd control, shouting positive commands

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

Survival after an airline emergency: survival principles (protection, location, water, food); survival techniques in any situation eg crew team effort, administer first aid, locate or build shelter, ensure protection, maintain body temperature, locate supplies of water and food, ration water and food, keep watch for search and rescue, attract attention (mirrors, markers, flares) at sea eg using slide rafts, wearing life jackets, retrieval of passengers into life rafts

Techniques for survival at sea: use slide rafts; wear life jackets; water survival drills; tread water; retrieve passengers and crew from water into life rafts; use life-saving techniques; tie rafts together; use sea anchor; erect canopy; secure equipment inside raft; activate radio beacons; use flares and sea dye marker; maintain 24-hour watch and use signalling mirrors; stay dry, maintain body heat, avoid sunburn, ration drinking water and food; collect rainwater and use desalination kits; keep dry

Techniques for survival on land: in arctic conditions eg build shelter (use aircraft wreckage or snow), source water and food, light fire for heat and to melt snow for water, maintain body heat; in desert conditions eg build shelter (use aircraft wreckage or sand dunes to protect from sun and night cold), prevent sun blindness and heat stroke, source water (collect morning dew), source food; in jungle conditions eg build shelter (use aircraft wreckage or foliage), elevate sleeping areas, source water (springs, streams, collect rain water), source food (berries, fruits, nuts, insects); in all conditions maintain 24-hour watch and use signalling mirrors and flares and use markers eg dye on snow, markings in sand, smoke in jungle

Essential guidance for tutors

Delivery

Delivery of this unit should be practical. It should engage learners through simulated emergencies, whenever possible, in order for them to experience the important procedures and recognise the critical role that crew members play during emergency situations. Video tapes or case studies of real situations would be beneficial and help learners to understand the importance of following procedures correctly. Classrooms should be set up to reflect the on board environment where possible during delivery to set the context. Learning outcome 3 must be assessed in an aircraft simulator, a visit to a cabin crew training centre with access to a simulated cabin, or industry links could provide this opportunity. An assignment brief for assessment of the practical elements of this unit, and those from other units could be combined in one visit to make full use of this opportunity.

To open the unit and understand the terms 'planned' and 'unplanned' emergencies, learners could discuss the terms in groups. To explain how the flight crew give instructions (NITs) a tutor demonstration would be an effective method of delivery where the classroom chairs are set up as on board an aircraft.

The correct action to be taken in an emergency depends on the nature of the emergency and the time available.

The procedures for preparing and evacuating an aircraft are numerous and are all critical to the safety of passengers and crew on board. Delivery for 1.3 – 1.11 will need to be in clear stages as set out in the following sections. It is recommended that these criteria are delivered through learners acting as passengers and crew, directed by tutors.

Stages from service duties being stopped through to the cabin being secured can be delivered together as this is the first stage.

Selecting suitable able bodied passengers is an important procedure as the ABPs need to be able to act quickly and be assertive in assisting crew. Learners could be given the acronym PINCODEs to identify passengers that they would not select as ABPs.

Learners could research brace positions by sourcing images on the internet and tutors will need to explain the aim of the different positions and how they differ for different passengers and crew.

In an ideal scenario the flight crew will initiate the evacuation with a command. However, it may be up to the individual air cabin crew member to act on their own instincts and initiative to evacuate the aircraft, and tutors should facilitate a discussion of situations in which they may do so.

Before the evacuation of the aircraft learners should be asked to identify the conditions when they would not use an emergency exit and tutors should explain how to redirect passengers with the help of ABPs. The evacuation of the aircraft in a planned emergency would best be delivered through an actual classroom evacuation and all learners should have the opportunity to practise being crew members; this will ensure they fully appreciate the manner in which commands should be given and how to manage the flow of passengers off the aircraft.

Different types of onboard emergency situation should be presented to learners as serious incidents even though many situations, such as mild turbulence, may at first seem minor. The action taken by the crew is critical in ensuring that passengers remain safe in the cabin whilst situations are controlled.

The classroom layout for learning outcome 2 should, where possible, replicate the various environments necessary to demonstrate the different situations to learners.

When describing aircraft emergency equipment learners should cover location, number of board, basic operation and checks and limitations where applicable. Learners should have access to emergency equipment such as fire extinguishers and a smoke hood, and would benefit from a speaker or a visit to/from a local fire department to learn the nature of fire emergencies and appreciate how the crew need to interact with each other and the relevant equipment. The elements of fire should be linked to relevant aircraft situations such as how cigarettes can cause fires if not extinguished properly. Real air cabin crew trainees would be expected to commit emergency procedures to memory and therefore quizzes and games would enliven delivery of emergency procedures and test learner knowledge.

The delivery of learning outcome 3 needs to prepare learners for the practical assessment of their ability to follow procedures. Classroom practice is essential before the assessment as outlined for learning outcomes 1 and 2.

Delivery of learning outcome 4 can provide a fascinating conclusion to the unit and tutors have many opportunities to create fun learning scenarios and challenges for learners. Use of real case studies is also recommended.

Tutors could open this topic by providing a survival scenario for learners and challenge them to prioritise their actions; this task could then form the basis of a discussion of the principles of survival. It is important that tutors emphasise the priority order of the principles, for example the need for water is more urgent than for food. Once learners have learned the principles of survival they can practise their knowledge by applying the principles to scenarios at sea, in the arctic, in the jungle and in the desert. Tutors could give learners lists of available equipment and ask them to discuss appropriate techniques for survival.

Learners could be encouraged to practise their life-saving skills in water at a local leisure centre. Short courses in life saving are available across the UK and would greatly enhance learners as job applicants during the recruitment stages.

The delivery of this unit should also be linked back to the job roles as identified in Unit 1 and the health and safety procedures within Unit 2 for learners to appreciate how the duties and responsibilities of air cabin crew link together.

Assessment

For learning outcome 1, learners are required to demonstrate an understanding of how air cabin crew are expected to respond in planned and unplanned emergencies. Learners could produce a training manual for trainees that includes clear sections relevant to the different stages of preparation and evacuation and could contain actual images of learners carrying out the procedures.

To achieve 1.1, learners need to define the terms planned and unplanned emergencies.

To achieve 1.2, learners must identify the different elements of the NITS briefing given by the flight crew. Special instructions could relate to specific areas of the aircraft that may be damaged or exits that should not be used. Learners should demonstrate an awareness of the definitions that the captain could use to brief crew on what to expect. Evidence can be written or oral.

To achieve 1.3, learners must explain all the procedures for the preparation and evacuation of the aircraft both on land and in water. In completing this explanation it is logical to combine other relevant criteria as follows: 1.5 could be evidenced during the explanation for 1.3, as selecting suitable ABPs is an important part of the preparation, and 1.6 could be evidenced alongside the learner explanation of the brace position and annotated diagrams would be acceptable evidence. To achieve 1.7, learners should identify examples of positive commands used when evacuating the aircraft, and learners should outline the techniques to control passengers in order to achieve 1.8. Assessment criteria 1.9 and 1.11 naturally fit together, as once an exit is deemed unusable the crew need to know how to redirect passengers. The final section of learner work should relate to dealing with unplanned emergencies and initiating an evacuation without command. To achieve 1.4, learners must explain how to deal with an unplanned emergency and refer to the full range of the unit content, this could be evidenced through an annotated flow chart that explains clearly the procedures to be followed. To achieve 1.10, learners need to state the occasions when air cabin crew may need to initiate an emergency and are not expected explain the details.

Due to the practical nature of learning outcome 2, tutors will need to prepare effective observation records and ensure that, together with supporting evidence, all assessment criteria and content are covered and recorded.

Learning outcome 2 could be assessed verbally as the knowledge learners need to gain is practical. Learners could support the verbal assessment with visual aids such as equipment and pictures.

To achieve 2.1, learners must describe the full range of emergency equipment and state where on the aircraft the equipment can be located. Aircraft location diagrams could be used but must be accompanied by either verbal or written descriptions.

To achieve 2.2, learners must describe at least three different emergency situations and should demonstrate a basic knowledge of the causes and alerts of the emergency situations. Assessment criteria 2.3–2.6 could be assessed together through a presentation on fire. Tutors need to prepare effective observation records and ensure that, together with supporting evidence, all assessment criteria and content are covered and recorded.

To achieve 2.7-2.12, learners could work in groups to act out decompression and turbulence procedures. It is important to ensure that learners meet the criteria individually, and this can be carried out by questioning each learner and recording their responses.

For learning outcome 3, learners will need access to an aircraft simulator. To achieve 3.1 and 3.2, learners must use at least one on board fire extinguisher and a smoke hood. Tutors need to complete observation records and supporting evidence, such as video footage or photographs of individual learners, should also be presented. To achieve 3.3, learners should act as crew when evacuating the aircraft and follow all procedures as detailed in the unit content.

Learning outcome 4 requires tutors to assess learners' survival knowledge. Following on from practical lessons learners could be asked to produce survival guides for the range of situations as specified in the unit content. To achieve 4.1, learners must state the principles of survival in the relevant order rather than just identify them. To achieve 4.2 and 4.3, learners must describe the techniques for survival for each given situation as specified, covering all the items listed in the unit content. Learners can role-play 4.2 and 4.3 but evidence must be presented individually.

Essential resources

Learners will need access to fire extinguishers, smoke hoods and other available emergency equipment, for example loudhailers, torches etc.

They will also need access to PCs and the internet.

For the assessment of learning outcome 3, learners must have access to an aircraft simulator.

Indicative resource materials

Textbooks

Wiseman J – *SAS Survival Handbook: The Ultimate Guide to Surviving Anywhere* (Collins, 2009) ISBN 9780007274932

Websites

www.fireservice.co.uk

www.wilderness-survival.net/

Unit 4: Dealing with Passengers on board an aircraft

Unit reference number: K/602/5925

Level: 2

Credit value: 4

Guided learning hours: 25

Unit aim and purpose

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.

Unit introduction

Customer service is at the heart of every airline's operations and air cabin crew must work together to provide customer service of the highest standard, in line with airline policies and in relation to health, safety and security. Customer service is a team effort and everyone needs to appreciate their role in dealing with a range of passenger problems and complaints, and passengers with special requirements. Incidents and conflict situations can occur on aircraft and good teamwork and cooperation are vital in handling and resolving these types of situations. Effective customer service will diffuse the majority of incidents.

This unit is designed to enable learners to develop their knowledge and understanding of the principles of customer service and teamwork. Learners will gain knowledge of different types of airline passengers, including those with special requirements. Learners will develop their knowledge and understanding of how to deal with passengers with special requirements, those who experience problems and those who have complaints.

The unit gives learners opportunities to develop an understanding of the importance of good teamwork in handling and defusing incidents and conflict situations. Learners will have the opportunity to demonstrate their skills in dealing with passengers in role-play situations.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Know how to deal with passengers who have special requirements</p>	<p>1.1 Identify different types of airline passengers</p> <p>1.2 Identify the range of passenger needs</p> <p>1.3 Explain how to brief a blind passenger</p> <p>1.4 Identify onboard requirements for guide dogs</p> <p>1.5 Explain how to brief a deaf passenger</p> <p>1.6 Identify the requirements for the carriage of pregnant passengers</p> <p>1.7 Identify onboard considerations for unaccompanied minors</p> <p>1.8 Identify the requirements for Passengers with Reduced Mobility (PRMs)</p> <p>1.9 Identify relevant passenger codes</p>
<p>2 Understand how to provide effective customer service</p>	<p>2.1 Identify the purpose of customer service</p> <p>2.2 Describe the range of interpersonal skills required for effective customer service</p> <p>2.3 Explain how customer service affects the success of the airline</p>
<p>3 Know how to deal with passenger problems and complaints</p>	<p>3.1 Identify common causes of passenger problems and complaints</p> <p>3.2 Outline ways of dealing with passenger problems and complaints</p> <p>3.3 Identify different methods of communication when dealing with passenger problems and complaints</p> <p>3.4 Describe how personal presentation, approach and attitude will influence the behaviour of the passenger</p>

Learning outcomes	Assessment criteria
4 Know how to work as part of a team	4.1 Identify the skills required for effective team working 4.2 Describe how to maintain effective working relationships within a team
5 Know how to handle incidents and conflict situations	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
6 Be able to deal with passengers	6.1 Deal with conflict situations with passengers 6.2 Adapt methods of communication and behaviour to meet the individual needs of passengers

Unit content

1 Know how to deal with passengers who have special requirements

Airline passenger types: eg leisure, business, charter, scheduled, age groups (elderly, young, children); ethnicity; passengers with special requirements (blind or visually impaired, expectant mothers, deaf or impaired hearing, reduced mobility, unaccompanied minors); others eg non-English speaking, nervous passengers, elderly, obese, medical, stretchered, dietary

Passenger needs: access to aircraft eg reduced mobility, medical, stretchered; seating and welfare eg expectant mothers, families, unaccompanied minors, reduced mobility, medical, stretchered, deaf and impaired hearing, blind and visually impaired; special equipment eg for expectant mothers (extension seatbelt), for medical (oxygen, stretcher), for guide dog (safety harness), for infants (seatbelts); communication of information eg deaf and impaired hearing (written and visual), with non-English speaking (visual), blind and visually impaired (spoken and touch); special meals eg diabetic, kosher, for passengers with allergies

Briefing for a blind or visually impaired passenger: Braille safety card; distance and location of exits eg count rows by touch; familiarisation with exit area and door structure by touch eg height and width; location and use of call button, oxygen mask and life jacket; location of passenger's escort during evacuation; how to use slide; how to use slide with guide dog; treat with understanding; onboard requirements for guide dogs (location of passenger, location of guide dog, harness and safety harness for takeoff and landing, passenger allergies, guide dog welfare ie feeding, toilet facilities, petting)

Briefing for a deaf or hearing impaired passenger: communication eg lip-reading, sign or written language, level of voice; PA where relevant; show safety card information; visual demonstration of equipment and location of exits; observation of crew and other passengers during an emergency; treat with empathy and understanding

Requirements for the carriage of pregnant passengers: airline-specific requirements; carriage up to 36 weeks if straightforward pregnancy; IATA guidelines for travel in weeks 36-38 for flights under four hours; medical certificate eg required by some airlines; considerations eg extension seatbelt, seat allocation, seat position, dehydration

Unaccompanied minors: airline-specific regulations; considerations eg cabin crew allocated responsibility, seated near to crew working position, minor's specific needs provided for; procedures for acceptance of minor from and to designated airline personnel; unaccompanied minor documentation

Requirements for passengers with reduced mobility (PRMs): boarded first, disembarked last eg using stairs, via Ambi-lift; seat allocation; considerations eg point out nearest exits, crew member or assigned passenger to help in emergency; stowage location of movement aids eg crutches, sticks, prosthesis; ratio of PRMs to ABPs on board; passenger-assist harness

Passenger codes: passenger (PAX); person with reduced mobility (PRM); able-bodied person (ABP); blind or vision impaired with guide dog requires no assistance (BDGP); deaf passenger (DEAF); passenger requires on-board in-flight assistance (WCOB); child (CHD); infant (INF); passenger has medical condition (SMED); vegetarian meal (AVML); infant meal (BBML); diabetic meal (DBML); kosher meal (KSML); Muslim meal (MOML)

2 Understand how to provide effective customer service

Purpose of customer service: provide an appropriate image for the airline; provide for a range of passenger needs and wants; meet passenger specific and special requirements; reflect the class of service booked; meet and exceed customer expectations; create enjoyable experience; maintain customer loyalty; keep existing customers satisfied; ensure repeat business; attract new customers

Interpersonal skills required for effective customer service: professional image of crew eg uniform, grooming; rapport with passengers eg communication, willingness, facial expression, body language, eye contact, listening; enthusiasm for job and for organisation; knowledge and advice on airline products and services; teamwork skills; problem solving skills; ability to deal effectively with complaints, incidents and conflicts eg empathise, stay calm, be assertive; recognise the needs and wants of customers

Customer service and airline success: the benefits of good customer service for the airline eg creates and maintains an appropriate image for the airline, gains competitive advantage, increases sales and profits, becomes the airline of choice, retains customers, attracts new customers; the consequences of poor customer service for the airline eg creates a poor public image, loses out to competition, lack of loyal customers, becomes unattractive to new customers, decrease in sales, low profits and fewer benefits to customers and staff

3 Know how to deal with passenger problems and complaints

Passenger problems and complaints: delays; restrictive environment eg own personal space, leg room, seat recline; seating eg passenger separation; on-board service eg delay, cold food/drinks, unavailability of products; equipment faults eg in-flight entertainment system, temperature of cabin, toilets; disruptive passenger behaviour eg intoxicated, loud; cabin crew attitude eg rude, unhelpful, unprofessional

Dealing with passenger problems and complaints: follow airline procedures (take appropriate action, record and report complaints, follow up); resolution eg service recovery, complementary drinks; be professional; minimise causes of complaints eg seating passengers appropriately, limiting alcohol, providing accurate information, reporting equipment faults; establishing a rapport with passengers on boarding

Communication methods: verbal (appropriate tone and language, apology, discussion, compromise); listening; non-verbal (body language, empathy, understanding, recording incidents and complaints)

Influencing passenger behaviour: personal presentation (uniform, grooming, body language); crew approach and attitude eg non-confrontational, positive, assertive

4 **Know how to work as part of a team**

Effective teamwork skills: communication (listening, speaking, non-verbal); giving and receiving instructions; using initiative; seeking and providing support; assertiveness; sharing information; changing roles (eg acting-up)

Maintaining effective working relationships within a team: having a shared vision; setting objectives; team responsibilities, coordination and leadership; active participant; communicating and keeping others informed; mutual trust and respect; self-assessment; team review and evaluation; focus on solutions; constructive questioning; justified criticism

5 **Know how to handle incidents and conflict situations**

Handling incidents and conflict situations: types eg spillages, intoxication, arguments between passengers, disagreements with crew members, smoking on board, consuming drugs, consuming own alcohol, failure to comply with instructions, air rage; chain of command when managing passenger conflicts (general crew, senior crew eg cabin manager, supervisor, flight deck eg captain); coordination and cooperation between the crew eg to restrain passengers, to use medical equipment, to deal with a death on board, follow airline procedures when resolving problems and conflicts; importance of crew working together eg to ensure the safety, security and welfare of all passengers and crew, to minimise disruption to other passengers

Personality types and conflict situations: strong types eg confident, assertive, courageous, impatient; weaker types eg nervous, unsure, lacking confidence, cowardly, non-aggressive; facing conflict eg willingly, bravely, confrontationally, non-confrontationally, nervously, scared, hesitant, with confidence, unsurely

6 **Be able to deal with passengers**

Deal with conflict situations with passengers: in a range of conflict situations eg intoxication, arguments between passengers, smoking on board, air rage; following procedures eg chain of command, coordination; using skills effectively eg team work, communication

Meet individual needs of passengers: range of passengers with individual needs eg family groups, children, elderly, nervous flyer, blind passenger, non-English speaking; adapt methods of communication and behaviour eg discreet, non patronising

Essential guidance for tutors

Delivery

This unit needs to be delivered so that it ensures that learners develop their knowledge and understanding of how to deal with passengers on board. This unit links with *Unit 1: Working as Cabin Crew* where learners are introduced to different types of passenger. For learners to understand how to provide effective customer service, it is recommended that they regularly assume the role of passenger and air cabin crew throughout the unit so they can appreciate service provision from both viewpoints.

Learning outcome 1 should build on this knowledge and focus on how passengers are cared for by the airline and crew. A good starting point is for learners to assume the identity of different types of traveller and research, using different airline websites, the type of provision available to them and how this would meet their needs. For example, a learner assuming the identity of a deaf passenger would find useful information on the British Airways website regarding the facilities and assistance available to them.

Following on from this research, learners could identify the information and support required from the cabin crew once the passengers are on board the aircraft. Tutors should refer back to Units 2 and 3, where routine and non-routine safety procedures were covered, and emphasise how instructions need to be adapted according to different customer needs. Where possible, learners should have the opportunity to give individual briefings to passengers with specific needs and also act as those passengers (for example blindfolded) to appreciate their viewpoint.

The first stage of delivery for learning outcome 2 should start by emphasising the basic purpose of customer service on board an aircraft. Learners could conduct surveys to find out what other learners and staff consider to be the purpose. Tutors must cover the full range of content and learners could be asked to assume different customer identities to appreciate the need for customer service to reflect the different classes of travel and diverse types of customer. To identify the interpersonal skills required by air cabin crew, tutors could provide on-board scenarios and learners could match the skills required to deal with the situations; this will help to build an overall picture of the full range of skills needed and show how they link together during different stages of the flight. Assessment criterion 2.3 requires a deeper understanding of how the success of an airline is directly linked to the standards of customer service provided, and this links back to Unit 1 where learners were introduced to the concepts of customer relationship management. Delivery methods could include group work where learners produce a short presentation on the consequences of either good or poor customer service, supported by specific examples, to develop their understanding.

Learning outcome 3 requires learners to gain knowledge of the causes of passenger problems and complaints and how air cabin crew should deal with them in order to resolve situations to the best of their ability. To start the topic learners could assume the identity of a passenger, from arrival at the airport through to landing, and identify possible causes of complaint such as a delayed departure, seating problems, unavailable food and drink and so on. The idea of service recovery is widely used by airlines to try and resolve situations immediately with the aim of maintaining customer satisfaction. Tutors could give learners a range of solutions for them to match up with the relevant complaints. Learners will then need to learn

the different methods of communication, and this is best demonstrated in a simulated aircraft environment where learners assume the roles of both passengers and crew to understand both viewpoints. Learners would benefit from a visit from a customer service employee to learn more about successful techniques and how to influence the behaviour of passengers. There are also numerous short customer service training films available on YouTube which are helpful aids and can be paused for discussion.

The service on board aircraft should be delivered efficiently to the same standard for all passengers, and crew must work together as a team to support each other and ensure that this happens. Tutors could provide a range of team challenges so that learners can experience working as a team member and then reflect on their experience to identify the skills required for effective team working. This unit could also be linked back to Unit 3 where learners worked together during the survival challenges. When working as a crew member it is important to know how to get along with different people you may not be familiar with. Tutors should emphasise how crew must remain professional and focused at all times. Tutors could initiate a discussion on possible sources of conflict between crew members and ask learners to discuss how to maintain effective working relationships.

Increased passenger numbers inevitably means that on-board incidents and conflicts occur, albeit infrequently. Crew members must have the knowledge and skills to handle situations confidently and effectively in order to protect all passengers and crew on board. At this stage of the unit a speaker from a relevant security organisation would support delivery. Learners could research news articles to produce a news board of the different types of incidents that can occur. The chain of command should always be followed during incidents to ensure that both the supervisor and flight crew are kept informed. Tutors should emphasise that flight crew must never become physically involved in conflict situations and it is the responsibility of the air cabin crew to deal with the situation. When a conflict situation arises, the crew will need to ensure that disruption to service is kept to a minimum and passenger welfare standards are maintained; cooperation and coordination are vital. For example, crew members may need to change locations or even roles to continue with the service. Different personality types respond to conflict in different ways and learners should develop an awareness and knowledge of how they and others are likely to face conflict. Learners should be given the opportunity to deal with conflict situations without prior knowledge of the situation, which will give them a valuable insight into dealing with conflict and also prepare them for learning outcome 6.

At this stage of the unit learners should have a good understanding of how to deal with passengers and it would be useful for learners to be involved in the design of scenarios for learning outcome 6. The scenarios used should be realistic and in line with the content range covered for the previous learning outcomes. Learners should be given the opportunity to practise dealing with passengers in order to become confident in their approach.

Assessment

The learning outcomes for this unit are primarily knowledge and understanding based and, therefore, assessment processes need to be robust in checking this for all learners. Whilst delivery can be practical, learners must individually meet all the learning outcomes and therefore a range of assessment methods should be used that suit the nature of the assessment criteria.

To achieve learning outcome 1, learners could produce information booklets based on each type of passenger and how crew should care for them on board. To achieve 1.1 and 1.2, learners need only to identify the types of passenger and range of needs; this could be carried out as an introduction to the topic. Assessors will need to ensure that learners cover the full unit content for each passenger with special requirements (blind, deaf, pregnant, UNMINs and PRMs). To achieve 1.3, 1.4 and 1.5, learners must explain how to brief passengers and this should reflect an understanding of the manner in which such briefings should be given. Evidence for 1.6 will be a list of requirements and evidence for 1.7 a list of considerations. Evidence for 1.8 will be a list of requirements for PRMs and for 1.9 will be a list of passenger codes and their meanings. Evidence for all of learning outcome 1 can be supported with illustrations and photographs in an information book, leaflet or poster.

Learning outcome 2 could be assessed through learner presentations. This will give learners the opportunity to provide examples and therefore demonstrate their understanding of how to provide effective customer service. This would also enable tutors to question and extend learners. If this method of assessment is used, tutors must ensure that observation records clearly record evidence of all the unit content being covered and how each learner has met 2.1, 2.2 and 2.3, as these each have different levels of understanding. Learner handouts should also be submitted as evidence.

Learning outcome 3 could be assessed through written work where learners produce a range of resources to remind crew of best practice. It would be logical to group 3.1 and 3.2 together; a manual that outlines how to deal with different complaints and problems would be a suitable method of assessment. Based on their experiences of classroom complaint handling, learners could for 3.3 produce a poster for the crew room that identifies the different methods of communication, followed by a pocket guide that describes how to influence passenger behaviour, in order to achieve 3.4.

To achieve 4.1, learners should identify a minimum of six skills required for effective team working and these should be relevant to an air cabin crew team. Tutors could support learners by giving them appropriate scenarios and learners could identify relevant skills for the given situations. To achieve 4.2, learners must describe how to maintain effective working relationships, and not merely describe the terms in the unit content.

For learning outcome 5, learners must demonstrate their knowledge of how to handle incidents and conflicts. A presentation would be a suitable assessment method or learners could produce their evidence in written format. To achieve 5.3, learners must identify a minimum of four types of incidents and conflicts. To achieve 5.2, learners must describe the importance of crew coordination and cooperation rather than describing how this is carried out. Assessment of learning outcome 5 will give tutors the opportunity to ensure learners are ready for the assessment of learning outcome 6 where they will need to demonstrate that they can deal with passengers in conflict situations.

Learning outcome 6 must be assessed in a group environment dealing with other people as passengers in a role play. Therefore, tutors must prepare effective observation records and ensure that the role play takes place in a cabin setting that is realistic and where 'other passengers' are present. Separate observation records should be completed for 6.1 and 6.2. To achieve 6.1, learners must deal with a minimum of two different conflict situations, for example a passenger who has been smoking and a passenger who refuses to fasten their seatbelt. Learners must follow acceptable procedures including the chain of command and use skills effectively

when dealing with the passengers. Tutors should also comment on how the learner faced the conflict.

To achieve 6.2, learners should act as crew members and deal with two different passengers with specific needs. Tutors should provide learners with suitable scenarios. Learners will need to demonstrate their ability to adapt to the situation, use appropriate communication methods and adopt suitable behaviour according to the needs of the passengers. For both 6.1 and 6.2, it would be beneficial for a sample of the role play activities to be internally verified to ensure they are being carried out accurately by learners and that suitable evidence is being generated.

Essential resources

The following resources would support learning during role play, but are not essential: service trolley, wheelchair, walking stick, restraint kit, handcuffs.

Indicative resource materials

Textbooks

Employers' Forum on Disability – *Welcoming Disabled Customers* (EFD Publications, 2005)

Websites

www.britishairways.com

www.efd.org.uk/publications/welcoming-disabled-customers

www.flying-with-disability.org

www.heathrowairport.com

www.virginatlantic.co.uk

Unit 5: Cabin Service - Selling techniques

Unit reference number: A/602/5928

Level: 2

Credit value: 3

Guided learning hours: 21

Unit aim and purpose

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

Unit introduction

This unit will enable learners to develop their understanding of how to establish a rapport with passengers from when they first board the aircraft and how, during the flight, they can identify passengers' wants and needs. Building a relationship with passengers is part of the role. It helps learners to provide the best possible in-flight customer service, including the provision of drinks, snacks, meals and other ancillary services such as in-flight entertainment products. Having built good relationships with passengers, air cabin crew will find it easier to sell duty-free/tax-free goods and in doing so help to generate income for the airline and also to meet sales targets where required. This unit gives learners the opportunity to provide a refreshment service and a tax-free shopping experience to passengers in a simulated cabin role play, or in a real situation if learners are already in the workplace. During the cabin service, learners will have the opportunity to use selling techniques and carry out currency calculations.

The knowledge provided within this unit can be related to the job role within the aircraft environment and the unit is appropriate for any learner prior to them undertaking activities on board aircraft simulators and actual aircraft.

Providing an efficient and effective cabin service is a key role for air cabin crew and in a competitive market, airlines take this part of the job very seriously. New entrants who can demonstrate excellent customer service skills will have an advantage both at the recruitment stage and in the job.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to establish a rapport with passengers on board the aircraft	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
2 Understand how to establish passengers' wants and needs	2.1 Describe the difference between a customer's 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
3 Know on board products and services	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
4 Understand selling techniques	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

Learning outcomes	Assessment criteria
5 Be able to carry out currency calculations	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
6 Be able to provide a cabin service	6.1 Provide a refreshment service 6.2 Provide a tax free service

Unit content

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

Create a positive image: eg adhere to company code of conduct and standards of personal appearance, display positive body language, communicate in a courteous and appropriate manner, respond appropriately in a timely manner; adopt a proactive approach eg recognising needs; display positive qualities eg trust, sincerity, warmth, listen, make eye contact, be enthusiastic, be confident, compliment, be willing, be accurate, respond to questions, provide answers; importance eg promoting the image of the company, building a positive rapport with passengers, ensuring a pleasant flight experience, promoting repeat business

Meet and greet: passengers' first impressions; be professional (dress code, appearance and grooming, stance, welcome, show interest, direct with open hand, make the passenger feel important); recognising passengers who require assistance eg nervous passengers, family groups with young children, reduced mobility and special needs; importance of first impressions eg sets the tone, creates the right image for the airline; consequence of poor first impressions eg creates negativity in passengers, subsequent delays accepted with less tolerance

Body language: positive body language eg upright posture, eye contact, professional, giving personal space; negative body language eg defensive posture, slouching

Benefits of good body language: promotes positive relationships with passengers eg creates a positive image for the airline, promotes passenger confidence in cabin crew competence, expectations are high

Consequences of poor body language: results in negative relationships with passengers eg creates a negative image of the airline, displays a lack of interest in passenger welfare, passengers lack confidence in cabin crew competence, expectations are low

2 **Understand how to establish passengers' wants and needs**

Wants and needs: definition of needs eg to be safe and secure, to have trained, competent and professional crew, to be seated in a clean, maintained and air-conditioned environment, to have access to toilets, to have access to food and drink; definition of wants eg to be provided with a range of drinks, meals and snacks, to have access to reading material and in-flight entertainment, to be comfortable

Establishing wants and needs: using open and closed questions; open questioning eg questions that require a response; benefits of open questions eg provides opportunities for probing needs and wants; closed questioning eg yes or no answers; benefits of closed questions eg confirms needs and wants; using active listening eg demonstrates interest, provides two-way communication, helps to establish wants and needs; non-verbal communication signals eg body language, posture, eye contact, handshake, touching, gestures; using positive

non-verbal communication eg promotes empathy and understanding, helps to establish wants and needs

Summarising passenger requirements: two-way confirmation of requirements; importance eg mistakes minimised, correct service offered, correct products provided

3 Know on board products and services

Procedures for a bar and snack service: information on products and services (drinks, snacks, prices, promotions, age restrictions) eg PA announcement, on the menu card; service eg trolley at the front, trolley at the rear, timing, frequency, courtesy and communication; preparation for hot drinks eg water boiler; dispensing eg tea/coffee, ice, cups/glasses, snacks; payment eg currency calculations, change; hygiene eg crew, galley, trolley; stock control and security eg stock check, computer reconciliation, broken seals; paperwork eg bar control form, bar banking forms

Procedures for a meal service: information on meals eg choice, special diet, pre-booked; galley eg oven preparation and operation, cooking guidelines; hygiene regulations eg crew, trolley, galley, seals; service eg timing, efficiency; paperwork

Procedures for a tax-free/duty-free service: information to passengers (products, promotions, prices, age restrictions, allowances, customs restrictions) eg PA announcements, flight magazine; service eg trolley, merchandising, sales techniques, product knowledge, offering alternatives; stock control and security eg stock check, merchandising, breakages, broken seals, seal serial numbers; paperwork eg customs forms; taking payments eg credit/debit cards, currency conversions, giving change; banking eg sealing moneybags, banking forms

Procedures for ancillary services: ancillary services eg in-flight entertainment, headphones, blankets/pillow, newspapers, children's packs; information to passengers (products and services) eg PA announcement, responding to wants and needs, in-flight entertainment magazine; payments and paperwork eg stock check, banking

4 Understand selling techniques

Selling techniques: rapport with passengers eg conversation, open and closed questioning, different approaches; promoting eg product pricing, promotional offers, passenger announcements, product knowledge eg linking products to passenger profile, giving advice, offering alternatives

Features and benefits of products and services: features eg price, size, colour, what it does, product specification, design, appearance, smell, value); benefits eg fit into a small handbag, concentrated so lasts a long time, make-up foundation that lasts all day, lipstick that tastes good, cigarettes that are cheaper than in the UK, gold that holds its value, teddy that is unique

Importance of merchandising: on-board merchandising eg image and display of goods within the in-flight magazine, description of goods over the PA, promotion of goods by the crew, display and visibility on the trolley; inclusion of designer brands; importance eg selling tool, maximising sales, meeting passenger expectations

5 Be able to carry out currency calculations

Currencies used in popular destinations: eg American dollars, Canadian dollars, Australian dollars, euro, pounds sterling, krona, dinar

Conversion techniques: using formula; rates of exchange (buying rates, selling rates); manual calculation; using a personal calculator; using an online calculator; calculating commission; calculate change in currencies; accuracy

6 Be able to provide a cabin service

Provide a refreshment service: know products; follow procedures for drinks service; follow procedures for meals/snacks service; provide ancillary services where required and appropriate eg headphones, blankets/pillows; use selling techniques eg details of service over the PA, rapport with passengers during the service

Provide a tax-free service: know products; follow procedures for the sale of tax-free goods; use selling techniques eg details of products and promotions over the PA, rapport with passengers during the service

Essential guidance for tutors

Delivery

It is intended that this unit will give learners an understanding of how services should be provided to passengers and how to sell effectively. Crucially, learners will practise their service and selling skills and become competent in using a range of techniques to build a rapport, carry out services and sell products effectively. Whenever possible, classrooms should be simulated as aircraft environments and activities should be designed with the aim of giving learners a 'taster' of real life as an air cabin crew member.

The image of the air cabin crew and the airline are established when customers first board their flight. Customers want to be welcomed on board and receive a positive image from the air cabin crew. This positive image will help to create an excellent rapport between the air cabin crew and passengers, which provides an ideal opportunity not only to sell on-board services, but also to secure the help and full cooperation of customers in the event of an emergency.

To open the unit, learners could recall their own experiences of being a customer and identify which organisations have successfully created a positive image. Following on from this, tutors could lead into the importance of this image to the organisation in terms of creating positive customer experiences and how it can lead to increased sales. A useful exercise during the delivery of learning outcome 1 could be for learners to undertake mystery shopping trips to local businesses and evaluate organisations on first impressions, meeting and greeting customers and body language. There are a number of travel-related customer service clips available on YouTube that show both good and bad customer experiences.

On a busy flight, crew often have a relatively short time period to maximise the sales opportunities on board and therefore it is important that learners develop an understanding of how to establish needs and wants effectively within a short space of time. Tutors will need to break down delivery of this content into clear steps and emphasise the merits of each technique used. Tutors need to demonstrate the different techniques and it is important for learners to practise themselves to confirm their understanding of how the techniques work. Peer review would be a useful exercise to form a basis of discussion of non-verbal signals as learners need to be aware of how small gestures and actions can send signals to passengers.

So that learners develop a knowledge of on-board products and procedures, a good starting point would be to research the different types of products and services offered by different airlines. Some learners will have experienced recent flights and this information could be shared. Alternatively, airlines such as Virgin Atlantic display their on-board product range on their website. Tutors should emphasise the importance of ancillary services as these are often a contributing factor in passenger choice of airline and the way in which they are presented is equally important as other services. An effective way to learn the procedures for food, drink and sales service is for learners to experience the services in the classroom. Chairs can be set up as passenger rows and learners can bring their own drink, food and products or it could be simulated. Enrichment training that would support this learning outcome include food hygiene and preparation training and cash handling. If training is not possible, speakers from in-house catering and finance departments would give useful information.

Selling on board is commonly rewarded by commission and when targets are met this can attract other rewards. Selling techniques should be delivered with energy and enthusiasm and learners should practise applying their knowledge to a range of different products sold on board. Tutors should introduce the different techniques and follow this with a number of challenges where learners have to identify the features and benefits of numerous products. Selling competitions judged by another cohort would be a fun method of delivery. Building learner confidence in selling situations at this stage of the programme is essential and many air cabin crew job interviews task candidates with selling a product.

After securing a sale, air cabin crew must be competent in processing the exchange, therefore delivery of learning outcome 5 must emphasise the importance of accuracy. A good starting point is for learners to study the on-board product range of an airline and select a variety of products to practise currency conversions. Tutors will need to explain the different ways in which passengers commonly want to pay for their products, for example using up any remaining currency and part-payment using traveller's cheques and credit cards. Tutors should create opportunities for learners to practise currency conversions and calculating change prior to assessment.

Learners should be given the opportunity to practise delivering services before assessment and different cohorts would help to build their confidence in performing in front of different 'passengers'. Tutors should revise the earlier learning outcomes with learners before assessment to ensure that the relevant techniques and procedures are evident in their role play.

Assessment

The assessment of learning outcome 1 must cover learners' understanding of rapport building and each assessment criterion must be targeted accurately using appropriate methods of assessment. To achieve 1.1 and 1.3, learners must explain the importance of first impressions and creating a positive image of the organisation to passengers, they must give reasons and can include examples. To achieve 1.2, learners must explain how to meet and greet passengers in a professional manner and this should include the methods and techniques used. To achieve 1.4, learners must describe negative and positive body language and how this can influence relationships with passengers. An effective assessment method would be for learners to produce a training manual entitled 'How to build rapport with your passengers'. Learners could include photos of themselves meeting and greeting passengers, creating a positive image and a good first impression. The explanations and descriptions for all the assessment criteria (1.1, 1.2, 1.3 and 1.4) could be covered within the manual. More-confident learners may enjoy making their own training video covering all aspects of building a rapport.

For learning outcome 2, learners could produce pocket guides for air cabin crew. The guides would need to have clear sections and meet the relevant criteria. To achieve 2.1, learners need to describe how needs differ from wants. To achieve 2.2, learners must describe the difference between open and closed questioning and also describe the benefits of both techniques; learners should provide relevant on-board examples to support their work. To achieve 2.3, learners should explain what is meant by active listening and provide examples to support their explanation. To achieve 2.4, learners should identify at least six examples of non-verbal communication signals. To achieve 2.5, learners must explain the importance of summarising passenger requirements in terms of confirming their requirements to offer suitable products and services.

For learning outcome 3, learners could produce written work as evidence. To achieve 3.1, 3.2, 3.3 and 3.4, learners must describe all the procedures for bar and meal/snack service, tax-free/duty-free service and ancillary services. Real air cabin crew would be tested on their knowledge to ensure standards are maintained and therefore it is recommended that learners attempt to meet these criteria from memory, in order to emphasise the importance of attention to detail.

The assessment of learning outcome 4 could take place through learner presentations, giving learners the opportunity to practise their communication skills at the same time. Learners could provide evidence in written format such as a guide entitled 'How to achieve sales'. To achieve 4.1, learners must describe the different selling techniques that are used in cabin service, and to achieve 4.2, learners must describe the difference between features and benefits. Learners should support their evidence with examples of cabin service sales. To achieve 4.3, learners must describe the importance of merchandising. An acceptable response could be 'It is important to display products on the trolley to catch the attention of customers and show the quality of the products'. Tutors will need to prepare suitable observation records that record clearly how each learner meets the individual assessment criteria. Reference should also be made to coverage of the required unit content. It would be good practice for a sample of the presentations to be internally verified to ensure accurate assessment takes place.

Learning outcome 5 should be a practical assessment. To achieve 5.1, learners must identify at least 10 currencies used in popular destinations. This could be in the form of a test. To achieve 5.2–5.4, learners must perform calculations for three different transactions that each require a different currency to be converted. Tutors could provide realistic sales information that includes the products to be sold, the prices and rates of exchange for commonly used currencies. Learners should be able to convert amounts from GBP to other currencies (5.2), convert prices in other currencies to GBP (5.3) and to calculate change accurately (5.4). It is expected that learners will use a calculator to convert currencies rather than online converters. Learners should complete sales records to show their workings. These criteria can be assessed in role-play situations and integrated with 6.1 and 6.2. Detailed observation records that state clearly how the relevant criteria have been achieved should be presented as evidence. Alternatively, learners can undertake their conversions and calculations in the format of a test.

Before the assessment of learning outcome 6 tutors must prepare adequate observation records to ensure feedback is clearly linked to 6.1 (provide a refreshment service) and 6.2 (provide a tax-free service) and the relevant unit content is clearly identified. It is expected that separate observation documents are used for each type of role play.

Essential resources

Learners will need access to:

- on-board product catalogue/information
- PCs and the internet
- calculators
- paper cups, teapots, trays etc.

Indicative resource materials

Textbooks

Ovenden et al – *BTEC First Hospitality* (Heinemann, 2008) ISBN 9780435465285

Spencer C, King C, Jefferies M, Kerr A, Ingle S, Rock T, Woodhead, V – *BTEC Travel and Tourism Level 2* (Edexcel, 2010) ISBN 9781846907494

Websites

www.bized.ac.uk

www.travelex.co.uk

www.virginatlantic.co.uk

www.xe.com

www.youtube.com

Unit 6: Making Passenger Announcements on board an aircraft

Unit reference number: T/602/5930

Level: 2

Credit value: 1

Guided learning hours: 6

Unit aim and purpose

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

Unit introduction

This unit enables learners to develop the knowledge and skills to be able to communicate both safety and service information to passengers during normal flights and in emergency situations.

Learners will gain an appreciation of how air cabin crew communicate with passengers at set times during a flight with scripted information, usually over the public address system (PA). They will also learn about the announcements given by air cabin crew in non-routine situations such as turbulence and severe weather. It is important for all announcements to be understood clearly and learners will develop and demonstrate this skill. Learners will come to appreciate the different types of announcements and methods used in emergency situations and will demonstrate their skills in shouting commands and instructions and using the loudhailer.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how to use passenger announcements during a flight	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
2 Be able to make passenger announcements	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 content

1 Know how to use passenger announcements during a flight

Communication techniques: eg breathing correctly, reading correctly so doesn't sound like from a script, pause, pace, pitch, volume, diction, pronunciation, stress key words, sound confident, tone

Methods of communication: using equipment (PA system, interphone system, loudhailer); voice eg shouting commands, giving one-to-one information; different methods used in normal and emergency situations eg shouting commands in an emergency situation

Passenger announcements during a normal flight: passenger boarding; after-boarding welcome; passenger safety briefing (demonstration with video, manual); information (no smoking, in-flight entertainment systems, use of electrical equipment, mobile phones); turbulence announcements; service information (drinks, snacks, meals, on-board shopping); descent safety information; arrival and landing announcements eg local time, temperature, customs

Passenger announcements during emergency situations: situations eg post decompression, rapid deplane, bomb scare, unaccountable object on board, planned emergency landing, planned emergency ditching, severe turbulence, rejected landing/go around, rejected take off, request for medical doctor, nurse, paramedic on board; method used for announcement (over the PA, shouted, interphone, loud hailer); announcements eg commands, instructions, orders, information

2 Be able to make passenger announcements

Announcements during a normal flight: carry out a range of announcements using PA and voice; use communication techniques effectively

Announcements during emergency situations: carry out a range of announcements that would be used in emergency situations using PA, voice and loudhailer; use communication techniques effectively

Essential guidance for tutors

Delivery

This unit is intended to give learners the knowledge and confidence to make announcements on board an aircraft in both routine and emergency situations. To open the unit learners could work in pairs to identify the routine announcements made during the different stages of a flight. Each announcement has a specific aim and therefore the techniques used to make the announcement must be effective in delivering the correct message to passengers.

Tutors could pre-record good and poor passenger announcements and learners could then identify the relevant techniques required to make effective announcements. Learners should identify the different methods of communication as dictated by emergency situations. This could be delivered through quizzes and tasks linked to appropriate scenarios.

Tutors should provide a range of different announcements given by crew members in both routine and emergency situations. The scripts could be 'gapped' and learners could complete them in order to become familiar with the announcements. This would also create an awareness of how the complete announcement must be heard by passengers in order for the information to be understood correctly.

New cabin crew are often nervous when required to make PA announcements to passengers, as it takes time and practice to perfect this. Reading and speaking from a PA book needs to sound natural by breathing correctly, talking at a steady speed, taking pauses where necessary and letting the eyes read along to the next word. It also helps to smile while performing a PA as this makes the speaker sound friendly, natural and professional. It will take time and practice to develop reading and speaking skills to the level required by an airline. Emergency PAs will need to be as confident and calm as possible. Learners can easily record announcements using a headset and play them back to reflect on and improve their performance. To practise using the different communication methods, learners will need access to microphones and a loudhailer.

Assessment

Learning outcome 1 requires learners to develop knowledge of how to use passenger announcements during a flight. To achieve 1.1, learners could produce a written guide describing the communication techniques used to make announcements. To achieve 1.2, learners should identify the methods used to communicate passenger announcements effectively in at least five different situations. To achieve 1.3, learners should describe at least six passenger announcements used during a normal flight. To achieve 1.4, learners should describe three different passenger announcements required in emergency situations covering the following types: giving commands, giving instructions, giving information. Evidence can be presented verbally or in written format.

Assessment of 1.3 and 1.4 can be integrated with the announcements made in 2.1 and 2.2. Learning outcome 2 must be assessed in front of an audience, in a realistic working environment, this can be simulated in a class room with other learners acting as passengers. Tutors need to prepare adequate observation records for the assessment of 2.1 and 2.2 that state clearly how learners achieved the criteria and state which techniques were evident and the method of communication used. Learners should make at least three routine announcements (2.1) and three

emergency announcements (2.2). Learners should use the PA system (or microphone), a loudhailer and shout commands throughout the assessment.

Essential resources

Learners will need access to a PA system or microphone and a loudhailer.

Indicative resource materials

Textbooks

Porter A – *So You Want to be Air Cabin Crew?* (Travelvocation, 2004)
ISBN 9780953623228

Unit ERR1: Employment Rights and Responsibilities in the Passenger Transport Sector

Unit reference number: L/602/5934

Level: 2

Credit value: 3

Guided learning hours: 18

Unit aim and purpose

The purpose of this unit is for learners to demonstrate understanding of employer and employee statutory rights and responsibilities within own organisation and industry under Employment Law.

Unit introduction

This is an additional unit which can be taken in addition to the mandatory cabin crew units.

Learners should be aware of, and be conversant with, the rules, principles and regulations governing employment rights and responsibilities to ensure they understand the conditions under which they work. This understanding protects both the employee and the employer, ensuring that work practice is undertaken in a mutually respectful and safe environment.

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.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know employment rights and responsibilities of the employee and employer	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
2 Understand employment rights and responsibilities and how these affect organisations	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 effect 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

Unit content

1 Know employment rights and responsibilities of the employee and employer

Employee rights and responsibilities: difference between rights and responsibilities; current employment legislation; current anti-discrimination legislation eg gender, race, religion, disability, age; working hours and holiday entitlement; data protection; other relevant examples

Employer rights and responsibilities: duty of care to employees eg safe and healthy workplace, public liability insurance; appropriate training and development; adhere to terms of contract

Sources and types of information on employment issues: HR department; line manager; trade union representative; professional body; Citizens Advice Bureau; Community Legal Advice; internet; trade magazines and journals

Sources of information: line manager, Sector Skills Councils, Jobcentre, relevant websites

Main roles and responsibilities of representative bodies: trade unions, professional bodies, Health and Safety Executive

Issue of public concern: the effect of recent high profile events on the industry eg Hatfield rail disaster, BP oil spillage, Kings Cross Underground fire

Effects of public concern: legislation and good practice eg Criminal Record Bureau Checks, risk assessment; health and safety legislation, disabilities and effects on access to transport

2 Understand employment rights and responsibilities and how these affect organisations

Contract of employment: terms and conditions; hours; pay rate; holiday entitlement; format of contract

Interpret information on payslip: gross wages; deductions; net pay; personal information eg national insurance number, employee number

Grievance procedure: grounds for grievance; informal approach; formal procedure within own workplace

Types of information held on personnel records: personal data eg name, address, telephone number(s), qualifications, National Insurance number, tax code, bank details, disabilities, employment history, absence details, training

Updating information held on personnel records: personal responsibility; data protection considerations

Ways of working with employer: workplace procedures for leave entitlement eg holiday, maternity, paternity, compassionate; procedures to deal with bullying or discrimination; procedures for self-certification

Own role in the workplace: own job description, organisation's aim

Role of the sector: aims and objectives of the employment sector

Career pathways: progression routes within own sector; progression routes within related sectors; importance of continuing professional development

Developing own career path: create a development plan; consult related websites

Essential guidance for tutors

Delivery

This unit includes topics which apply generally and others which apply specifically to the learner's workplace. Input should be as varied as possible, making good use of internet resources and websites, together with group work, individual study and team activities as well as more traditional written tasks. Learners should be encouraged to read around the subject to gain more understanding of the content of the relevant legislation.

Visiting speakers, who work in various parts of the organisation or for associated organisations, would enliven the programme.

All study should be related to the workplace.

Assessment

This unit should be assessed as part of the learner's work towards the Apprenticeship.

It should be assessed predominately in the workplace. Observation, witness testimony, questioning, professional discussion and written and product evidence are all sources of evidence which can be used.

Naturally occurring evidence should be used where possible. It is likely that learners will undertake an induction process for any work role or work placement. Learners could build a portfolio of evidence or workbook that, as well as showing evidence of achievement, could be used as a point of reference for future work.

Indicative resource materials

Textbooks

Mitchell Sack S – *The Employee Rights Handbook* (Warner Books, 2000)
ISBN 9780446673266

Mitchell Sack S – *The Employee Rights Handbook: Effective Legal Strategies to Protect Your Job from Interview to Pink Slip* (Legal Strategies Inc, 2010)
ISBN 9780963630674

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

How to obtain National Occupational Standards

GoSkills
Concorde House
Trinity Park
Solihull
West Midlands
B37 7UQ

Telephone: 0121 635 5520

Fax: 0121 635 5521

General email enquiries to: info@goskills.org

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

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Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

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To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

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- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

The Pearson qualification framework for the Aviation and Travel and Tourism sector

Level	General qualifications	Diplomas	BTEC vocationally related qualifications	BTEC specialist qualification/professional	NVQ/competence
5			Pearson BTEC Higher National Diploma in Travel and Tourism Management		
4			Pearson BTEC Higher National Certificate in Travel and Tourism Management		
3		Pearson BTEC Level 3 Principal Learning in Travel and Tourism	<p>Pearson BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Travel and Tourism</p> <p>Pearson BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Aviation Operations – available 01/09/11</p>	Pearson BTEC Level 3 Certificate in Aviation Operations on the Ground (Knowledge)	<p>Pearson Edexcel Level 3 Certificate for Senior Cabin Crew</p> <p>Pearson Edexcel Level 3 S/NVQ in Tourism Services</p> <p>Pearson Edexcel Level 3 S/NVQ in Travel Services</p> <p>Pearson Edexcel Level 3 Diploma in Aviation Operations on the Ground</p>

Level	General qualifications		Diplomas	BTEC vocationally related qualifications	BTEC specialist qualification/professional	NVQ/competence
2		Pearson GCSE in Leisure and Tourism (Single and Double Award)	Pearson BTEC Level 2 Principal Learning in Travel and Tourism	Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Travel and Tourism	Pearson BTEC Level 2 Certificate in Aviation Operations on the Ground (Knowledge) Pearson BTEC Level 2 Certificate in Introduction to Cabin Crew	Pearson Edexcel Level 2 Certificate for Cabin Crew Pearson Edexcel Level 2 S/NVQ in Tourism Services Pearson Edexcel Level 2 S/NVQ in Travel Services Pearson Edexcel Level 2 Diploma in Aviation Operations on the Ground
1			Pearson BTEC Level 1 Principal Learning in Travel and Tourism	Pearson BTEC Level 1 Certificate, Extended Certificate and Diploma in Travel and Tourism		
Entry				Pearson BTEC Entry Level 3 Award in Travel and Tourism		

Annexe B

Wider curriculum mapping

Study of Pearson BTEC Level 2 qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of this qualification learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking this qualification will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of this qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

National Occupational Standards

The grid below maps the knowledge covered in the Pearson BTEC Level 2 Certificate in Introduction to Cabin Crew against the underpinning knowledge of the Level 2 National Occupational Standards (NOS) in Aviation Operations in the Air – Cabin Crew

KEY

indicates partial coverage of the NOS unit

a blank space indicates no coverage of the underpinning knowledge

NOS units for Aviation Operations in the Air – Cabin Crew	BTEC units					
	1	2	3	4	5	6
Unit 1: Ensure the health and safety of air passengers	#	#	#			#
Unit 2: Respond to abnormal, dangerous or emergency situations			#			#
Unit 4: Provide and sell products on board aircraft					#	
Unit 6: Deliver quality customer service to airline passengers				#		
Unit 7: Provide medical care and advice and administer first aid		#				
Unit 9: Ensure effective communication on board an aircraft						#

Annexe D

Mapping to Level 1 Functional Skills

Level 1	Unit number					
English – speaking, listening and communication	1	2	3	4	5	6
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	3	3	3	3	3	3
English – reading						
Read and understand a range of straightforward texts	3	3	3	3	3	3
English – writing						
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience	3	3	3	3	3	

Level 1	Unit number					
Mathematics – representing:	1	2	3	4	5	6
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine		3	3		3	
Identify and obtain necessary information to tackle the problem		3	3		3	
Select mathematics in an organised way to find solutions		3	3		3	
Mathematics – analysing						
Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes			3		3	
Use appropriate checking procedures at each stage			3		3	
Mathematics – interpreting						
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations			3		3	

Level 1	Unit number					
ICT – using ICT	1	2	3	4	5	6
Identify the ICT requirements of a straightforward task						
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context						
Manage information storage						
Follow and demonstrate understanding of the need for safety and security practices						
ICT – finding and selecting information						
Use search techniques to locate and select relevant information	3	3	3	3	3	3
Select information from a variety of ICT sources for a straightforward task	3	3	3	3	3	3
ICT – developing, presenting and communicating information						
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks						
Use appropriate software to meet requirements of straightforward data-handling task						
Use communications software to meet requirements of a straightforward task						
Combine information within a publication for a familiar audience and purpose						
Evaluate own use of ICT tools						

Annexe E

Unit mapping overview

BTEC Level 2 short course in Preparation for Air Cabin Crew Service (specification end date 31/12/2010)/new Level 2 BTEC Certificate in Introduction to Cabin Crew.

Old units New units	Unit 1	Unit 2	Unit 3	Unit 4
Unit 1	P	P		
Unit 2				P
Unit 3				
Unit 4		P	P	
Unit 5			P	
Unit 6			P	

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

Annexe F

Glossary of Accreditation Terminology

The following information about this qualification can also be found on the Pearson website – see: 'Accreditation Information'.

Accreditation start/end date	The first/last dates that Pearson can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Pearson.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
Performance tables	This qualification is listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
Qualifications Number (QN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.
Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.

Section 97	Section 97 is a section of the Learning and Skills Act 2000. This shows whether the qualification is publicly funded for learners aged 19 and over.
Title	The accredited title of the qualification.
UCAS points	This qualification is listed on the Universities and Colleges Admissions Service (UCAS) tariff for those wishing to progress to higher education.

Annexe G

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications	BTEC qualification suites
BTEC Level 7 Advanced Professional qualifications BTEC Advanced Professional Award, Certificate and Diploma	7	BTEC Level 7 Professional qualifications BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional qualifications BTEC Professional Award, Certificate and Diploma	6	BTEC Level 6 Professional qualifications BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional qualifications BTEC Professional Award, Certificate and Diploma	5	BTEC Level 5 Professional qualifications BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	BTEC Level 5 Higher Nationals BTEC Level 5 HND Diploma
BTEC Level 4 Professional qualifications BTEC Professional Award, Certificate and Diploma	4	BTEC Level 4 Professional qualifications BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	BTEC Level 4 Higher Nationals BTEC Level 4 HNC Diploma
BTEC Level 3 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3	BTEC Level 3 Specialist qualifications BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	BTEC Level 3 Nationals BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications	BTEC qualification suites
BTEC Level 2 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	2	BTEC Level 2 Specialist qualifications BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	BTEC Level 2 Firsts BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	1	BTEC Level 1 Specialist qualifications BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	BTEC Level 1 qualifications BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	BTEC Entry Level Specialist qualifications BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	BTEC Entry Level qualifications (E3) BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

Qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

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