

Specification

Edexcel NVQ/competence-
based qualifications

Edexcel Level 2 Certificate for Cabin Crew (QCF)

For first registration July 2010

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Our specialist suite of qualifications include NVQs, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

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Authorised by Roger Beard
Prepared by Lucy Stewart

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Qualification title covered by this specification

This specification gives you the information you need to offer the Edexcel Level 2 Certificate for Cabin Crew (QCF):

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date
Edexcel Level 2 Certificate for Cabin Crew (QCF)	501/0489/5	01/07/2010

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website. It will also appear on the Learning Aims Database (LAD), where relevant.

You should use the QCF Qualification Accreditation Number (QAN), when you wish to seek public funding for your learners. Each unit within the qualification will also have a unique QCF reference number, which is listed in this specification.

The QCF qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

Key features of the Edexcel Level 2 Certificate for Cabin Crew (QCF)

This qualification:

- is nationally recognised
- is based on the GoSkills National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure(s) are owned GoSkills.

What is the purpose of this qualification?

This qualification aims to qualify individuals who work within the aviation operations industry in the air in the role of cabin crew.

The Edexcel Level 2 Certificate for Cabin Crew (QCF) qualification will allow learners to demonstrate evidence of their technical competency for their specific job role, and the under-pinning knowledge related to the work activities undertaken. The objective of this NVQ replacement qualification is to ensure that the aviation industry has competent personnel who can perform the skills specific to the air cabin crew job role to industry standard.

Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualifications.

What are the benefits of this qualification to the learner and employer?

This qualification allows learners to demonstrate competence against the National Occupational Standards which are based on the needs of the Aviation Operations in the Air Industry as defined by the Sector Skills Council, GoSkills. As such it contributes to the development of skilled employees in the sector.

This qualification may contribute to the competence element of any future Apprenticeship.

What are the potential job roles for those working towards this qualification?

- Air cabin crew.

What progression opportunities are available to learners who achieve this qualification?

This qualification offers various opportunities for progression to further learning, including the Edexcel Level 3 Certificate for Senior Cabin Crew (QCF).

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 2 Certificate for Cabin Crew (QCF)?

To achieve the full Edexcel Level 2 Certificate for Cabin Crew learners must attain a minimum of 34 credits. Learners must complete all mandatory units from Group A (22 credits) plus optional units from Group B (12 credits).

Unit	Mandatory units	Credit	Level
	All three units must be taken. Credit value required: minimum 22, maximum 22.		
1	K/601/5492 - Ensure the health and safety of air passengers	6	2
2	L/601/5498 - Respond to abnormal, dangerous or emergency situations on board aircraft	12	2
3	R/601/5504 - Contribute to the preservation of security on board aircraft	4	2
Unit	Optional units		
	Learners must complete a minimum of 12 optional credits. Credit value required: minimum 12.		
4	Y/601/5505 - Provide and sell products on board aircraft	2	2
5	H/601/5510 - Operate and monitor aircraft cabin equipment and systems and monitor the in-flight environment	6	2
6	T/601/5513 - Deliver quality customer service to airline passengers	4	2
7	A/601/5514 - Provide medical care and advice and administer first aid on board aircraft	3	2
8	L/601/5517 - Provide assistance, advice and information to ensure the comfort of airline passengers	3	2
9	R/601/5518 - Ensure effective communication on board an aircraft	3	2
10	T/601/5592 - Maintain effective working relationships and communications	2	3

Unit	Optional units	Credit	Level
	Learners must complete a minimum of 12 optional credits. Credit value required: minimum 12.		
11	J/600/9313 - Recognise airside hazards and minimise risks	4	2
12	T/601/5639 - Provide a trolley service on board an aircraft	2	2
13	M/601/5641 - Serve drinks on board an aircraft	2	2
14	L/601/0933 - Give customers a positive impression of yourself and your organisation	5	2
15	J/601/1210 - Deliver reliable customer service	5	2

How is the qualification graded and assessed?

The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

This qualification is designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

Assessment requirements/strategy

The assessment requirements/strategy for this qualification has been included in *Annexe D*. This has been developed by GoSkills in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence (to be read in conjunction with the assessment strategy in Annexe D)

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website www.edexcel.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

What resources are required?

This qualification is designed to support learners working in the Aviation sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe D: Assessment requirements/strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
Unit code:					This is the unit owner's reference number for the specified unit.
Unit reference number:					This code is a unique reference number for the unit.
QCF level:					All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Guided learning hours:					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: Ensure the health and safety of air passengers

Unit code:	CC1
Unit reference number:	K/601/5492
QCF level:	Level 2
Credit value:	6
Guided learning hours:	50

Unit summary

The purpose of this unit is for learners to demonstrate occupational competency in ensuring the health and safety of air passengers. This unit is particularly suitable for learners who work as cabin crew.

This unit is directly related to GoSkills National Occupational Standard Unit 1 – Ensure the health and safety of air passengers from the Aviation Operations in the Air – Cabin Crew suite.

Links to EU OPS – Commission Regulation EC No 859/2008

Learning outcomes 2, 4 and 6 in this unit reflect the requirements of the following sections of EU OPS

- Appendix 1 to OPS 1.1005
- Appendix 1 to OPS 1.1010
- Appendix 1 to OPS 1.1015
- Appendix 1 to OPS 1.1020
- OPS 1.995

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation 1 or 2 may be used to assess areas that cover non-routine situations.

Simulation is the setting up or devising of assessment situations (whether performed in the workplace or in a specially constructed environment).

Simulation 1

'Cabin Simulators' or 'aircraft mock-ups' are regularly used for the training of cabin crew. Simulation 1 means that if workplace performance is not possible, assessment may be undertaken on an approved Cabin Simulator/aircraft mock-up or on board a real aircraft that is not in service.

Simulation 2

Simulation 2 means that the devising or setting up of assessment situations may be performed without the use of Cabin Simulators/Aircraft Mock-ups/Real Aircraft. However, the specially constructed simulation should replicate the workplace environment as far as possible.

When either simulation is used they should ensure that:

- learners use materials, tools and equipment found and used in the workplace environment in the given context
- learners are provided with information, advice and guidance in line with that which would be provided in the workplace environment in the given context
- other people with whom the learner interacts in performing the activity
- behave 'in character' for the given situation
- any time pressures that the learner would experience under normal workplace conditions are also applied to the given context.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to provide health and safety information to air passengers and maintain compliance with health and safety requirements</p>	<p>1.1 Provide and demonstrate routine health and safety information and guidance to passengers in line with organisational procedures</p> <p>1.2 Tell individual passengers what they should do in an emergency as necessary</p> <p>1.3 Provide non-routine health and safety information to passengers as necessary</p> <p>1.4 Make sure passengers' luggage and belongings are stowed correctly</p> <p>1.5 Make sure passengers follow health and safety notices and regulations</p> <p>1.6 Ask passengers who are not following health and safety regulations to do so in line with organisational procedures</p> <p>1.7 Report passengers refusing to follow health and safety regulations to the correct person</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to provide health and safety information to air passengers and maintain compliance with health and safety requirements</p>	<p>2.1 Outline routine and non-routine health and safety information and guidance required during different phases of the flight and in different situations, including:</p> <ul style="list-style-type: none"> - pre-flight - taking off - in-flight - during turbulence - abnormal or emergency situations - landing - taxiing. <p>2.2 Describe relevant health and safety regulations and guidelines, including those relating to:</p> <ul style="list-style-type: none"> - alcohol - carrying and using restricted or banned items. <p>2.3 Describe how to assist passengers who have disabilities and special needs whilst ensuring personal health and safety</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.4 Identify the location of, and describe the function of on-board health and safety equipment including</p> <ul style="list-style-type: none"> - emergency exits. <p>2.5 Describe organisational and Civil Aviation Authority's procedures relating to health and safety</p> <p>2.6 Describe how to detect and store dangerous goods</p> <p>2.7 Outline procedures for dealing with non-compliance with health and safety regulations</p> <p>2.8 Describe how to deal with passengers who do not follow health and safety regulations, including personal legal rights and responsibilities in relation to carrying (or not carrying) passengers who are drunk, disruptive or likely to put the aircraft and others onboard at risk</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to maintain a healthy, safe and hygienic working environment</p>	<p>3.1 Carry out pre, in and post flight safety checks and actions in line with organisational procedures</p> <p>3.2 Maintain vigilance to identify breakdowns, faults or abnormalities in the aircraft environment</p> <p>3.3 Identify hazards and potential hazards and take action</p> <p>3.4 Keep working areas clean, clear and hygienic</p> <p>3.5 Make sure that equipment and personal belongings are safely stowed and secured at all times</p> <p>3.6 Make sure that access to emergency exits and equipment is maintained at all times</p> <p>3.7 Record damaged, broken, faulty or missing equipment which may affect health, safety or hygiene and stop using it if appropriate</p> <p>3.8 Follow organisational procedures if banned or restricted items that have not been identified by security checks are discovered</p> <p>3.9 Get rid of all waste safely and hygienically in line with organisational procedures</p> <p>3.10 Respond to local health and safety regulations within the aircraft environment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know how to maintain a healthy, safe and hygienic working environment</p>	<p>4.1 Describe organisational health and safety policies, including reporting procedures</p> <p>4.2 Describe pre, in and post flight health, safety and hygiene checks, inspections and operations relating to:</p> <ul style="list-style-type: none"> - cabin - galley - toilet areas. <p>4.3 Identify possible breakdowns, faults, abnormalities and hazards and describe how to deal with them</p> <p>4.4 Describe organisational procedures for dealing with banned or restricted items</p> <p>4.5 Identify relevant health and safety regulations and guidelines, and describe personal responsibilities under them</p> <p>4.6 Identify where the emergency exits and equipment are</p> <p>4.7 Describe how to monitor doors</p> <p>4.8 Describe organisational procedures for getting rid of waste</p> <p>4.9 Identify fire-protection facilities</p> <p>4.10 Describe how to use cabin crew stowage facilities</p> <p>4.11 Describe organisational procedures for dealing with spillages</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Be able to maintain healthy, safe and hygienic working practices</p>	<p>5.1 Make sure that personal appearance, hygiene and medical condition meet relevant organisational, legal and regulatory health and safety standards</p> <p>5.2 Follow organisational procedures designed to protect staff, equipment, hygiene and the environment at all times</p> <p>5.3 Use equipment in line with the manufacturer's instructions, and relevant organisational and legal requirements</p> <p>5.4 Use correct safe lifting and carrying techniques</p> <p>5.5 Wear protective clothing</p> <p>5.6 Adopt the seated, secured and braced position at appropriate times</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Know how to maintain healthy, safe and hygienic working practices</p>	<p>6.1 Describe organisational procedures for passing food and drinks to the flight crew</p> <p>6.2 Describe standards of personal appearance, hygiene and medical condition</p> <p>6.3 Describe relevant health and safety procedures including regulations relating to sickness</p> <p>6.4 Describe safe lifting and carrying techniques</p> <p>6.5 List appropriate times to be seated, secured and braced</p> <p>6.6 Identify available protective clothing and describe how to use it</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 2: Respond to abnormal, dangerous or emergency situations on board aircraft

Unit code:	CC2
Unit reference number:	L/601/5498
QCF level:	Level 2
Credit value:	12
Guided learning hours:	90

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in responding to abnormal, dangerous or emergency situations when working as cabin crew. This unit is particularly suitable for learners who work as cabin crew.

This unit is directly related to GoSkills National Occupational Standard Unit 2 – Respond to abnormal, dangerous or emergency situations from the Aviation Operations in the Air – Cabin Crew suite.

Links to EU OPS – Commission Regulation EC No 859/2008

The requirements of learning outcomes 2, 4, 6 and 8 in this unit reflect the requirements of the following sections of EU OPS

- Appendix 1 to EU OPS 1.1005
- Appendix 1 to EU OPS 1.1010
- Appendix 1 to EU OPS 1.1015
- Appendix 1 to EU OPS 1.1020
- Crew Resource Management

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation 1 may be used to assess areas that cover non routine situations.

Simulation is the setting up or devising of assessment situations (whether performed in the workplace or in a specially constructed environment).

Simulation 1

'Cabin Simulators' or 'aircraft mock-ups' are regularly used for the training of Cabin Crew. Simulation 1 means that if workplace performance is not possible, assessment may be undertaken on an approved Cabin Simulator/aircraft mock-up or on board a real aircraft that is not in service.

When simulation is used it should ensure that:

- learners use materials, tools and equipment found and used in the workplace environment in the given context
- learners are provided with information, advice and guidance in line with that which would be provided in the workplace environment in the given context
- other people with whom the learner interacts in performing the activity behave 'in character' for the given situation
- any time pressures that the learner would experience under normal workplace conditions are also applied to the given context.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to carry out procedures in the event of abnormal, dangerous or emergency situations</p>	<p>1.1 Raise or respond to an alarm immediately, in line with organisational procedures</p> <p>1.2 Take action to deal with the situation in line with organisational drills and procedures</p> <p>1.3 Take direct control of emergency procedures if necessary</p> <p>1.4 Tell the senior member of staff about the situation</p> <p>1.5 Inform, instruct and reassure passengers as necessary to avoid panic</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to carry out procedures in the event of abnormal, dangerous or emergency situations</p>	<p>2.1 List symptoms and causes of abnormal, dangerous or emergency situations and describe organisational procedures for dealing with them, including:</p> <ul style="list-style-type: none"> - fire - smoke - decompression - prepared ditching - unprepared ditching - prepared crash landing - unprepared crash landing - turbulence - vibrations - leaks - door warning - flight crew unable to work - refuelling or defuelling with passengers on board - aborted landing - aborted take off. 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to operate emergency equipment	2.2 Describe circumstances in which direct control of the emergency should be undertaken 2.3 Describe how to prevent fire and other abnormal, dangerous or emergency situations 2.4 Identify types of emergency alarms 2.5 Describe the process of the Nature, Intention, Time and Special Information (NITS) briefing 2.6 Describe oxygen systems, including how to use them by hand 2.7 Describe bracing positions for cabin crew 3.1 Locate emergency equipment 3.2 Operate emergency equipment in line with organisational procedures 3.3 Get or give help in using the emergency equipment 3.4 Take safety precautions when using emergency equipment 3.5 Stow emergency equipment safely and securely after use 3.6 Make sure emergency equipment is maintained in safe working order 3.7 Report used and faulty emergency equipment in line with organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to operate emergency equipment	4.1 Identify where the emergency equipment is, and describe how to check, maintain and use it 4.2 List symptoms and causes of abnormal, dangerous/emergency situations and describe equipment for dealing with them 4.3 Describe how to stow equipment 4.4 Describe how to record used equipment			
5 Be able to deal with passengers during abnormal, dangerous or emergency situations	5.1 Tell passengers about the situation 5.2 Provide instructions for passengers in response to the situation and in line with organisational procedures 5.3 Provide all information and instructions to passengers in a manner that avoids panic 5.4 Take action and control behaviour to reassure passengers 5.5 Get help if passengers will not or cannot follow emergency instructions 5.6 Deal with passengers who are not following emergency instructions in line with organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Know how to deal with passengers during abnormal, dangerous or emergency situations</p>	<p>6.1 Describe organisational procedures and emergency drills in abnormal, dangerous or emergency situations</p> <p>6.2 Describe types of panic and how to deal with them, including passenger crowd control</p> <p>6.3 Describe organisational procedures for dealing with passengers not following instructions</p> <p>6.4 Describe bracing positions for passengers</p> <p>6.5 Describe how to deal with different types of passengers including:</p> <ul style="list-style-type: none"> - English-speaking - non-English speaking - adults - children - passengers who have special needs. 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>7 Be able to assist in the emergency evacuation of aircraft</p>	<p>7.1 Provide information to passengers that is clear, concise and presented in a positive way</p> <p>7.2 Tell passengers about the evacuation procedures at the correct time</p> <p>7.3 Evacuate the aircraft in line with organisational procedures</p> <p>7.4 Operate exits and escape equipment in line with organisational procedures</p> <p>7.5 Help passengers evacuate the aircraft</p> <p>7.6 Get help from, or give help to, other crew members when evacuating the aircraft</p> <p>7.7 Deal with passengers not following evacuation procedures in line with organisational procedures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>8 Know how to assist in the emergency evacuation of aircraft</p>	<p>8.1 Describe how to evacuate the aircraft on the ground and on water</p> <p>8.2 Describe appropriate methods and manner for dealing with different types of passengers including:</p> <ul style="list-style-type: none"> - adults - children - pregnant woman - people with limited mobility - wheelchair users - non-English-speaking passengers. <p>8.3 Describe organisational evacuation procedures for passengers and crew</p> <p>8.4 Describe circumstances under which direct control of the evacuation should be taken</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.5 Describe the location, function and operation of routine and emergency exits and escape equipment including:</p> <ul style="list-style-type: none"> - operation of automatic exits - operation of manual exits. <p>8.6 Describe organisational procedures for dealing with passengers not following evacuation instructions</p> <p>8.7 Describe what to do if equipment and exits do not work properly</p> <p>8.8 Describe organisational procedures following evacuation</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 3: Contribute to the preservation of security on board aircraft

Unit code:	CC3
Unit reference number:	R/601/5504
QCF level:	Level 2
Credit value:	4
Guided learning hours:	30

Unit summary

The purpose of this unit is for learners to demonstrate occupational competency in contributing to the preservation of security on board aircraft. This unit is particularly suitable for learners who work as cabin crew.

This unit is directly related to GoSkills National Occupational Standard Unit 3 – Contribute to the preservation of security on board aircraft from the Aviation Operations in the Air – Cabin Crew suite.

Links to EU OPS – Commission Regulation EC No 859/2008

Learning outcomes 2 and 4 in this unit reflect the requirements of the following sections of EU OPS

- Appendix 1 to EU OPS 1.1005 (e1 and e3)
- Appendix 1 to EU OPS 1.1015 (b7)

Assessment requirements/evidence requirements

When assessing assessment criterion 2.2 the following should be listed by the learner as a minimum:

- unauthorised personnel and passengers
- suspicious passengers
- suspicious items
- unclaimed baggage
- sabotage threat.

When assessing assessment criterion 2.5 the following should be described by the learner as a minimum:

- headcounts
- clearing aircraft
- checking toilets
- sealing aircraft.

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation 1 may be used to assess areas that cover non-routine situations.

Simulation is the setting up or devising of assessment situations (whether performed in the workplace or in a specially constructed environment).

Simulation 1

'Cabin Simulators' or 'aircraft mock-ups' are regularly used for the training of Cabin Crew. Simulation 1 means that if workplace performance is not possible, assessment may be undertaken on an approved Cabin Simulator/aircraft mock-up or on board a real aircraft that is not in service.

When simulation is used it should ensure that:

- learners use materials, tools and equipment found and used in the workplace environment in the given context
- learners are provided with information, advice and guidance in line with that which would be provided in the workplace environment in the given context
- other people with whom the learner interacts in performing the activity behave 'in character' for the given situation
- any time pressures that the learner would experience under normal workplace conditions are also applied to the given context.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to contribute to the preservation of security of aircraft and air passengers</p>	<p>1.1 Carry out aircraft security checks, inspections and operations before, during and after the flight, in line with organisational procedures</p> <p>1.2 Check the aircraft is secure prior to the flight</p> <p>1.3 Report security concerns relating to other crew members or ground staff to the correct authority</p> <p>1.4 Check toilets regularly in line with organisational procedures</p> <p>1.5 Observe aircraft passengers, identify possible security risks or problems, and report them to the correct authority</p> <p>1.6 Assess passengers' condition and whether they are fit to fly</p> <p>1.7 Ask passengers about security matters if necessary, in line with organisational procedures</p> <p>1.8 Report any possible security risks or problems to the correct authority</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to contribute to the preservation of security of aircraft and air passengers</p>	<p>2.1 Describe routine and emergency security procedures</p> <ul style="list-style-type: none"> - Pre flight - In flight - Post flight. <p>2.2 List security risks or problems and describe organisational procedures for dealing with them</p> <p>2.3 Describe the use of identification cards or systems for crew and staff</p> <p>2.4 Identify the relevant cabin crew sections of the national aviation security programme as appropriate</p> <p>2.5 Describe security checks and operations that are required</p> <p>2.6 Describe conditions that make a passenger unfit to fly</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to carry out procedures in the event of breaches or potential breaches of security	3.1 Carry out searches in line with organisational procedures 3.2 Follow organisational procedures if a suspicious item is discovered 3.3 Respond to security incidents involving passengers in line with organisational procedures 3.4 Communicate effectively with the flight crew			
4 Know how to carry out procedures in the event of breaches or potential breaches of security	4.1 Describe organisational search procedures 4.2 Describe organisational procedures for dealing with passengers in the event of a breach or potential breach in security 4.3 Describe organisational security procedures for actual or potential breaches of security including: <ul style="list-style-type: none"> - hi-jack - sabotage threat - security threat - suspicious items - threatening messages found on board. 4.4 Describe organisational procedures for communicating with the flight crew including through the locked door			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

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Unit 4: Provide and sell products on board aircraft

Unit code:	CC4
Unit reference number:	Y/601/5505
QCF level:	Level 2
Credit value:	2
Guided learning hours:	15

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in providing and selling products on board aircraft. This unit is particularly suitable for learners who work as cabin crew.

This unit is directly related to GoSkills National Occupational Standard Unit 4 – Provide and sell products on board aircraft from the Aviation Operations in the Air – Cabin Crew suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Simulation may not be used to assess this unit.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to provide information about products to passengers</p>	<p>1.1 Deal with passengers in an appropriate manner in line with organisational guidelines at all times</p> <p>1.2 Provide relevant and accurate information relating to products to passengers</p> <p>1.3 Present product information to the passenger</p> <p>1.4 Generate customer interest in a way that meets organisational and relevant legal requirements</p> <p>1.5 Listen and respond to passengers' comments, questions and needs</p> <p>1.6 Give passengers the opportunity to fully investigate products</p> <p>1.7 Suggest alternative products if the initial product is not available or does not interest the passenger</p> <p>1.8 Continue to treat passengers in an appropriate manner in line with organisational procedures whether or not a sale is made</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to provide information about products to passengers	2.1 Describe different approaches to different types of passenger 2.2 Describe product information, price information, product availability and limitations on allowances 2.3 Describe the differences between duty-free and duty-paid products 2.4 Identify customs regulations relevant to location 2.5 Describe organisational procedures for selling goods			
3 Be able to accept payment in exchange for products	3.1 Reach an agreement with the passenger to close the sale 3.2 Agree sales in line with relevant legal and organisational requirements 3.3 Accept and process payments in line with organisational and relevant legal requirements			
4 Know how to accept payment in exchange for products	4.1 Outline price information and describe methods of payment 4.2 Describe organisational procedures for accepting cash payments 4.3 Describe organisational procedures for accepting non-cash payments 4.4 Describe currency regulations			

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Learner signature: _____
Assessor signature: _____
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Unit 5: Operate and monitor aircraft cabin equipment and systems and monitor the in-flight environment

Unit code:	CC5
Unit reference number:	H/601/5510
QCF level:	Level 2
Credit value:	6
Guided learning hours:	40

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in operating and monitoring the aircraft cabin equipment and monitoring the in-flight environment. This unit is particularly suitable for learners who work as cabin crew.

This unit is directly related to GoSkills National Occupational Standard Unit 5 – Operate and monitor aircraft cabin equipment and systems and monitor the in-flight environment from the Aviation Operations in the Air – Cabin Crew suite.

Links to EU OPS – Commission Regulation EC No 859/2008

Learning outcomes 2, 4, 6, and 8 in this unit reflect the requirements of the following sections of EU OPS

- Appendix 1 to EU OPS 1.1005 (e, f, g, h)
- Appendix 1 to EU OPS 1.1010
- Appendix 1 to EU OPS 1.1020

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation 1 may be used to assess areas that cover non routine situations.

Simulation is the setting up or devising of assessment situations (whether performed in the workplace or in a specially constructed environment).

Simulation 1

'Cabin Simulators' or 'aircraft mock-ups' are regularly used for the training of Cabin Crew. Simulation 1 means that if workplace performance is not possible, assessment may be undertaken on an approved Cabin Simulator/aircraft mock-up or on board a real aircraft that is not in service.

When simulation is used it should ensure that:

- learners use materials, tools and equipment found and used in the workplace environment in the given context
- learners are provided with information, advice and guidance in line with that which would be provided in the workplace environment in the given context
- other people with whom the learner interacts in performing the activity behave 'in character' for the given situation
- any time pressures that the learner would experience under normal workplace conditions are also applied to the given context.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to operate aircraft cabin equipment and systems	<p>1.1 Carry out pre-flight checks of in-flight equipment in line with organisational procedures</p> <p>1.2 Operate and maintain in-flight equipment safely, efficiently and in line with organisational procedures</p> <p>1.3 Monitor the effective functioning of in-flight equipment and take action where needed</p>			
2 Know how to operate aircraft cabin equipment and systems	<p>2.1 Describe the pre and in-flight checks required</p> <p>2.2 Describe how to operate and maintain equipment and systems including:</p> <ul style="list-style-type: none"> - water systems and equipment - oxygen systems (automatic and portable) - entertainment systems - galley equipment - cabin communications equipment. <p>2.3 Describe equipment and any adaptations available to support the needs of passengers with disabilities or special needs</p> <p>2.4 Describe organisational procedures for dealing with broken, damaged or malfunctioning equipment</p> <p>2.5 Describe the compensation available for damaged or malfunctioning in-flight equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to operate aircraft doors	3.1 Open, close, arm/disarm and secure all doors in line with organisational procedures 3.2 Carry out door cross checks as appropriate in line with organisational procedures 3.3 Label and/or report malfunctioning doors 3.4 Monitor doors at all appropriate times			
4 Know how to operate aircraft doors	4.1 Identify door modes 4.2 Describe the effect of icy conditions on doors 4.3 Describe organisational procedures for <ul style="list-style-type: none"> - opening, closing and securing doors - cross checking the doors if applicable - malfunctioning doors - monitoring doors. 4.4 Describe what girt bars are 4.5 Identify electrical and mechanical indicators to show the doors are locked			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to operate communication systems	5.1 Find the communication systems immediately when needed 5.2 Operate communication systems in line with organisational procedures 5.3 Communicate with crew in a way that is clear and accurate and uses standard terms 5.4 Make passenger announcements that follow a set format with clear and accurate information 5.5 Find and use the equipment for addressing passengers in an emergency in line with organisational procedures			
6 Know how to operate communication systems	6.1 Describe where the communication handsets and megaphones are 6.2 Describe how to operate communication systems 6.3 Describe standard calling procedures to follow and identify terms to use 6.4 Identify call tones, lights and codes 6.5 Describe emergency communication procedures 6.6 Describe the pre-flight checks to be carried out on the communications systems 6.7 Describe how to report malfunctions to the flight crew 6.8 Describe how to report malfunctions to engineers 6.9 Outline the use of the cabin defects log			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to monitor the aircraft cabin environment on board aircraft	<p>7.1 Carry out pre-flight checks of in-flight environment control systems in line with organisational procedures</p> <p>7.2 Check that the cabin and toilets are ready before passengers board</p> <p>7.3 Operate in-flight environment control systems safely, efficiently and in line with organisational procedures</p> <p>7.4 Make sure in-flight environment control systems work properly and take action where needed</p> <p>7.5 Respond to passenger's comments, questions, complaints or requests relating to the environment and take action</p>			
8 Know how to monitor the aircraft cabin environment on board aircraft	<p>8.1 Identify where the environmental control systems are and describe how to use them</p> <p>8.2 Describe the cabin-light settings for night departure or arrival</p> <p>8.3 Describe the standards for the cabin and toilets</p> <p>8.4 Describe organisational procedures for reporting faults</p>			

Learner name: _____
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Assessor signature: _____
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Unit 6: Deliver quality customer service to airline passengers

Unit code:	CC6
Unit reference number:	T/601/5513
QCF level:	Level 2
Credit value:	4
Guided learning hours:	30

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in delivering quality customer service to airline passengers. This unit is particularly suitable for learners who work as cabin crew.

This unit is directly related to GoSkills National Occupational Standard Unit 6 – Deliver quality customer service to airline passengers from the Aviation Operations in the Air – Cabin Crew suite.

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation 1 or 2 may be used to assess areas that cover non-routine situations.

Simulation is the setting up or devising of assessment situations (whether performed in the workplace or in a specially constructed environment).

Simulation 1

'Cabin Simulators' or 'aircraft mock-ups' are regularly used for the training of Cabin Crew. Simulation 1 means that if workplace performance is not possible, assessment may be undertaken on an approved Cabin Simulator/aircraft mock-up or on board a real aircraft that is not in service.

Simulation 2

Simulation 2 means that the devising or setting up of assessment situations may be performed without the use of Cabin Simulators/Aircraft Mock-ups/Real Aircraft. However, the specially constructed simulation should replicate the workplace environment as far as possible.

When either simulation is used they should ensure that:

- learners use materials, tools and equipment found and used in the workplace environment in the given context
- learners are provided with information, advice and guidance in line with that which would be provided in the workplace environment in the given context
- other people with whom the learner interacts in performing the activity behave 'in character' for the given situation
- any time pressures that the learner would experience under normal workplace conditions are also applied to the given context.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to maintain quality and customer service</p>	<p>1.1 Demonstrate personal appearance and behaviour are professional and meet organisational image and standards at all times</p> <p>1.2 Communicate with passengers in a way that maintains organisational image and standards of quality and customer service</p> <p>1.3 Identify passengers' needs and do everything possible to meet them</p> <p>1.4 Consider passengers' comfort and wellbeing, when carrying out all activities</p> <p>1.5 Help passengers whenever asked or needed</p> <p>1.6 Promote organisational facilities, services, products and image at all appropriate times</p> <p>1.7 Acknowledge passengers' comments politely and take action/pass them on.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to maintain quality and customer service</p>	<p>2.1 Describe organisational standards of dress (including uniform) and behaviour</p> <p>2.2 Describe organisational quality and customer service standards and how to carry out duties to meet these standards</p> <p>2.3 Describe how to communicate with passengers effectively</p> <p>2.4 Describe how to develop a good relationship with passengers</p> <p>2.5 Describe how to read body language</p> <p>2.6 Identify relevant parts of disability discrimination legislation relating to airline passengers</p> <p>2.7 List conditions that make a passenger unfit to fly</p> <p>2.8 Describe the products offered on board the aircraft</p> <p>2.9 Describe how to deal with different types of passenger feedback</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to deal with passenger complaints and incidents</p>	<p>3.1 Deal with passengers' complaints in line with organisational standards of quality and customer service</p> <p>3.2 Deal with complaints which can be sorted out as soon as possible</p> <p>3.3 Refer complaints which cannot be sorted out to the correct person</p> <p>3.4 Report and/or record complaints in line with organisational procedures</p> <p>3.5 Acknowledge dissatisfied passengers immediately and attend to them appropriately</p> <p>3.6 Deal with dissatisfied passengers in line with organisational guidelines</p> <p>3.7 Deal with incidents involving passengers in line with the standards of quality and customer service and organisational procedures</p> <p>3.8 Deal assertively with unruly passengers</p> <p>3.9 Refer incidents that cannot be sorted out to the correct person</p> <p>3.10 Report and record incidents (including expert witness statements from passengers and crew) following an incident</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know how to deal with passenger complaints and incidents</p>	<p>4.1 Describe organisational procedures for dealing with complaints including those related to;</p> <ul style="list-style-type: none"> - service - products - the environment - passengers. <p>4.2 Describe organisational procedures for dealing with incidents involving passengers, including;</p> <ul style="list-style-type: none"> - spillages - intoxication - disorder - conflict - baggage - air rage. 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.3 Outline basic techniques in managing conflict</p> <p>4.4 Describe signs of aggressive body language</p> <p>4.5 Describe organisational rules concerning compensation for passengers</p> <p>4.6 Describe organisational procedures for:</p> <ul style="list-style-type: none"> - reporting and recording complaints - reporting and recording incidents involving passengers. <p>4.7 Describe how to deal with complaints from people from various cultural and ethical backgrounds</p>			

Learner name: _____ Date: _____

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Internal verifier signature: _____ Date: _____
(if sampled)

Unit 7: Provide medical care and advice and administer first aid on board aircraft

Unit code:	CC7
Unit reference number:	A/601/5514
QCF level:	Level 2
Credit value:	3
Guided learning hours:	20

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in providing medical care and advice and administering first aid to airline passengers and crew. This unit is particularly suitable for learners who work as cabin crew.

This unit is directly related to GoSkills National Occupational Standard Unit 7 – Provide medical care and advice and administer first aid from the Aviation Operations in the Air – Cabin Crew suite.

Links to EU OPS – Commission Regulation EC No 859/2008

Learning outcome 3 in this unit reflects the requirements of the following sections of EU OPS

- Appendix 1 to EU OPS 1.1005 (d)
- Appendix 1 to EU OPS 1.1010 (h)
- Appendix 1 to EU OPS 1.1015 (b5)
- Appendix 3 to EU OPS 1.1005/1.1010/1.1015

Assessment requirements/evidence requirements

When assessing assessment criterion 3.5 the following must be covered as a minimum:

- burns/scalds
- eye contamination
- cuts and bruises
- headache
- earache
- air sickness.

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation 1 or 2 may be used to assess areas that cover non routine situations.

Simulation is the setting up or devising of assessment situations (whether performed in the workplace or in a specially constructed environment).

Simulation 1

'Cabin Simulators' or 'aircraft mock-ups' are regularly used for the training of Cabin Crew. Simulation 1 means that if workplace performance is not possible, assessment may be undertaken on an approved Cabin Simulator/aircraft mock-up or on board a real aircraft that is not in service.

Simulation 2

Simulation 2 means that the devising or setting up of assessment situations may be performed without the use of Cabin Simulators/Aircraft Mock-ups/Real Aircraft. However, the specially constructed simulation should replicate the workplace environment as far as possible.

When either simulation is used they should ensure that:

- learners use materials, tools and equipment found and used in the workplace environment in the given context
- learners are provided with information, advice and guidance in line with that which would be provided in the workplace environment in the given context
- other people with whom the learner interacts in performing the activity behave 'in character' for the given situation
- any time pressures that the learner would experience under normal workplace conditions are also applied to the given context.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to provide care and first aid to passengers and crew</p>	<p>1.1 Identify the passenger/crew member who needs medical attention</p> <p>1.2 Place the passenger/crew member in a position appropriate to his or her condition and make sure they stay in that position</p> <p>1.3 Find out about the passenger's/crew member's condition by questioning them, by finding the relevant medical cards, medication, medicines or questioning companion</p> <p>1.4 Provide equipment and items to make sure the passenger/crew member is comfortable</p> <p>1.5 Follow procedures to make sure that the passenger/crew member is assessed and treatment is arranged</p> <p>1.6 Identify whether qualified medical help is needed and take appropriate action</p> <p>1.7 Monitor the passenger's/crew member's condition regularly and take appropriate action</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to use first aid equipment and materials</p>	<p>1.8 Wear protective clothing appropriate to the situation</p> <p>1.9 Keep senior aircraft personnel informed of all serious medical conditions</p> <p>1.10 Fill in all necessary medical documents accurately, fully and clearly</p> <p>2.1 Find first aid equipment and materials immediately when needed</p> <p>2.2 Use equipment and materials in line with organisational procedures</p> <p>2.3 Get help with the operation of equipment and materials if necessary</p> <p>2.4 Take relevant safety precautions when using equipment and materials</p> <p>2.5 Stow equipment and materials safely and securely after use</p> <p>2.6 Maintain equipment and materials in safe working order</p> <p>2.7 Report faulty equipment and materials if necessary</p> <p>2.8 Dispose of consumable equipment and materials after use and make sure that they are replaced</p> <p>2.9 Complete all documents fully, accurately and clearly and pass them to the appropriate authority</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Know how to provide care and first aid, and use first aid equipment and materials</p>	<p>3.1 Identify the objectives of first aid</p> <p>3.2 Describe procedures for assessing and treating passengers and crew members</p> <p>3.3 Identify and locate the major bones and organs and describe what they do and where they are</p> <p>3.4 Describe the effect altitude has on the human body</p> <p>3.5 Identify minor medical conditions and injuries and describe procedures for dealing with these</p> <p>3.6 Identify serious medical emergencies and describe procedures for dealing with these</p> <p>3.7 Identify conditions that need therapeutic oxygen and describe how to give it</p> <p>3.8 Describe resuscitation techniques</p> <p>3.9 Describe recovery positions</p> <p>3.10 Describe procedures for getting qualified medical help including; using the radio to contact ground-based organisations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.11 Describe how to use medical and first aid equipment 3.12 Describe relevant legal and organisational limits on medical care and first aid 3.13 Identify available protective clothing and describe how to use it 3.14 Describe how to deal with different types of passengers and crew members			

Learner name: _____ Date: _____
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 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 8: Provide assistance, advice and information to ensure the comfort of airline passengers

Unit code:	CC8
Unit reference number:	L/601/5517
QCF level:	Level 2
Credit value:	3
Guided learning hours:	20

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in providing assistance, advice and information to ensure the comfort of airline passengers. This unit is particularly suitable for learners who work as cabin crew.

This unit is directly related to GoSkills National Occupational Standard Unit 8 – Provide assistance, advice and information to ensure the comfort of passengers from the Aviation Operations in the Air – Cabin Crew suite.

Assessment requirements/evidence requirements

When assessing this unit In-flight equipment is defined as follows:

Any equipment used by crew and passengers on board an aircraft, eg communications equipment, air vents, seat controls, call light. Not all aircraft will be fitted with all equipment, eg entertainment systems.

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Simulation may not be used to assess this unit.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to board, disembark, direct and escort passengers</p>	<p>1.1 Board passengers in line with organisational procedures</p> <p>1.2 Carry out pre-boarding liaison with passengers and make special arrangements where necessary</p> <p>1.3 Greet passengers and deal with them in a polite, welcoming and reassuring way at all times</p> <p>1.4 Direct and escort passengers to and from their seats or areas of aircraft according to their needs, bookings and requirements</p> <p>1.5 Help passengers with luggage or belongings where necessary</p> <p>1.6 Collect, check and process documents relating to passengers in line with organisational procedures</p> <p>1.7 Carry out headcounts of passengers</p> <p>1.8 Help passengers disembark the aircraft, in line with organisational procedures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to board, disembark, direct and escort passengers</p>	<p>2.1 Describe appropriate methods for assisting different types of passenger including:</p> <ul style="list-style-type: none"> - adults - children - English-speaking passengers - non-English speaking passengers - passengers who have special needs. <p>2.2 Describe organisational procedures regarding pre-boarding liaison with passengers</p> <p>2.3 Describe how to identify passengers who have special needs</p> <p>2.4 Describe seating arrangements on board aircraft</p> <p>2.5 Describe techniques and relevant regulations relating to fitting child seats and belts</p> <p>2.6 Describe equipment and techniques to make sure passengers with disabilities are comfortable</p> <p>2.7 Outline health and safety requirements in relation to seating</p> <p>2.8 Describe documents relating to passengers, including; children who are not accompanied by an adult</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to provide advice and information to passengers</p>	<p>3.1 Communicate with passengers in line with organisational guidelines</p> <p>3.2 Provide accurate and helpful advice based on facts to passengers</p> <p>3.3 Get help if passengers want information or advice that you cannot give them</p> <p>3.4 Operate passenger address systems</p> <p>3.5 Provide passenger announcements that follow organisational procedures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know how to provide advice and information to passengers</p>	<p>4.1 Describe appropriate methods for communicating with different types of passenger, including;</p> <ul style="list-style-type: none"> - adults - children - English-speaking passengers - non-English speaking passengers - passengers who have special needs. <p>4.2 Identify the types of advice and information that passengers may ask for</p> <p>4.3 Describe how to use the passenger address systems</p> <p>4.4 Describe the types and sources of information you may need to help passengers</p> <p>4.5 Identify customs and immigration documents as relevant to the airline</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to ensure the comfort of passengers	<p>5.1 Provide passengers with all available items to make sure they are comfortable</p> <p>5.2 Help passengers use all in-flight equipment and systems available to make them comfortable</p> <p>5.3 Ask passengers if they need help before providing it</p> <p>5.4 Respond to passenger call lights and chimes immediately</p> <p>5.5 Identify passengers who have special needs and tell other flight crew discreetly, where necessary, to make sure all crew monitor and meet their needs</p>			
6 Know how to ensure the comfort of passengers	<p>6.1 Outline items available to passengers on board</p> <p>6.2 Describe the available in-flight equipment, materials and systems including:</p> <ul style="list-style-type: none"> - where they are - what they do - how they operate. <p>6.3 Describe passenger call lights and chimes including:</p> <ul style="list-style-type: none"> - where they are - how to use them - how to cancel them. 			

Learner name: _____
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Assessor signature: _____
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Unit 9: Ensure effective communication on board an aircraft

Unit code:	CC9
Unit reference number:	R/601/5518
QCF level:	Level 2
Credit value:	3
Guided learning hours:	20

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in communicating on board an aircraft. This unit is particularly suitable for learners who work as cabin crew.

This unit is directly related to GoSkills National Occupational Standard Unit 9 – Ensure effective communication on board an aircraft from the Aviation Operations in the Air – Cabin Crew suite.

Links to EU OPS – Commission Regulation EC No 859/2008

Learning outcome 3 in this unit reflects the requirements of the following sections of EU OPS

- Appendix 1 to EU OPS 1.1005 (e, f)
- Appendix 1 to EU OPS 1.1010 (f, i)
- Appendix 1 to EU OPS 1.1015 (b)
- Appendix 1 to EU OPS 1.1020 (1, 2)

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation 1 or 2 may be used to assess areas that cover non routine situations.

Simulation is the setting up or devising of assessment situations (whether performed in the workplace or in a specially constructed environment).

Simulation 1

'Cabin Simulators' or 'aircraft mock-ups' are regularly used for the training of Cabin Crew. Simulation 1 means that if workplace performance is not possible, assessment may be undertaken on an approved Cabin Simulator/aircraft mock-up or on board a real aircraft that is not in service.

Simulation 2

Simulation 2 means that the devising or setting up of assessment situations may be performed without the use of Cabin Simulators/Aircraft Mock-ups/Real Aircraft. However, the specially constructed simulation should replicate the workplace environment as far as possible.

When either simulation is used they should ensure that:

- learners use materials, tools and equipment found and used in the workplace environment in the given context
- learners are provided with information, advice and guidance in line with that which would be provided in the workplace environment in the given context
- other people with whom the learner interacts in performing the activity behave 'in character' for the given situation
- any time pressures that the learner would experience under normal workplace conditions are also applied to the given context.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to communicate effectively with the flight deck crew and other members of the cabin crew</p>	<p>1.1 Choose and use suitable equipment for the purpose of communicating</p> <p>1.2 Use appropriate pace and tone for the purpose of the communication with the flight deck crew and other members of the cabin crew</p> <p>1.3 Communicate relevant and accurate information to members of the flight crew and cabin crew</p> <p>1.4 Operate communications equipment in line with organisational procedures</p> <p>1.5 Report any faulty or broken equipment used to communicate with the crew in line with organisational procedures</p> <p>1.6 Use appropriate codes, procedures and guidelines when communicating</p> <p>1.7 Communicate with the flight crew/other members of the cabin crew in an emergency situation in line with organisational procedures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to communicate effectively with passengers	2.1 Communicate relevant and accurate information to passengers, including; making passenger announcements that follow a set format 2.2 Use the correct equipment to communicate with passengers 2.3 Use appropriate pace and tone for the purpose of the communication with passengers 2.4 Communicate with passengers in an emergency situation in line with organisational procedures 2.5 Report any faulty or broken equipment used to communicate with passengers in line with organisational procedures			
3 Know how to communicate effectively with the flight deck crew, other members of the cabin crew and passengers	3.1 Describe how to operate communication equipment 3.2 Outline aviation industry guidelines, procedures and standard phrases 3.3 Identify commonly used aviation codes relevant to the cabin crew job role 3.4 Describe how to use call tones, lights and codes 3.5 Describe organisational procedures for operating communication equipment in an emergency situation 3.6 Describe organisational reporting procedures for faulty/broken equipment			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 10: Maintain effective working relationships and communications

Unit code:	CC11
Unit reference number:	T/601/5592
QCF level:	Level 3
Credit value:	2
Guided learning hours:	15

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in maintaining effective working relationships and communications. This unit is particularly suitable for learners who work as cabin crew.

This unit is directly related to GoSkills National Occupational Standard Unit 11 – Maintain effective working relationships and communications from the Aviation Operations in the Air – Cabin Crew suite.

Links to EU OPS – Commission Regulation EC No 859/2008

Learning outcomes 2 and 4 in this unit reflect the requirements of EU OPS (subpart o relating to duties)

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as, witness testimony, questioning and professional discussion.

Realistic workplace simulation 1 or 2 may be used to assess areas that cover non routine situations.

Simulation is the setting up or devising of assessment situations (whether performed in the workplace or in a specially constructed environment).

Simulation 1

'Cabin Simulators' or 'aircraft mock-ups' are regularly used for the training of Cabin Crew. Simulation 1 means that if workplace performance is not possible, assessment may be undertaken on an approved Cabin Simulator/aircraft mock-up or on board a real aircraft that is not in service.

Simulation 2

Simulation 2 means that the devising or setting up of assessment situations may be performed without the use of Cabin Simulators/Aircraft Mock-ups/Real Aircraft. However, the specially constructed simulation should replicate the workplace environment as far as possible.

When either simulation is used they should ensure that:

- learners use materials, tools and equipment found and used in the workplace environment in the given context
- learners are provided with information, advice and guidance in line with that which would be provided in the workplace environment in the given context
- other people with whom the learner interacts in performing the activity behave 'in character' for the given situation
- any time pressures that the learner would experience under normal workplace conditions are also applied to the given context.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to contribute to effective teamworking and communications</p>	<p>1.1 Obtain and provide all necessary information from/to flight crew, cabin crew and ground crew</p> <p>1.2 Make requests to team members in a way that maintains effective teamworking</p> <p>1.3 Support team members to achieve the team's aims</p> <p>1.4 Manage personal differences, or differences of opinion, in a way that avoids conflict and maintains mutual respect and achieves aims</p> <p>1.5 Carry out duties efficiently to achieve aims</p> <p>1.6 Provide all written and verbal communication in a way that is clear and accurate and promotes understanding</p> <p>1.7 Introduce the flight team members</p> <p>1.8 Allocate the cabin crew's roles and responsibilities both on the ground and on board</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to contribute to effective teamworking and communications	2.1 Describe the ground crew's key roles and responsibilities 2.2 Describe the flight crew's key roles and responsibilities 2.3 Describe the cabin crews roles and responsibilities on board and on the ground			
3 Be able to maintain working practices	3.1 Carry out all duties allocated in line with organisational practices and procedures 3.2 Report breakdowns in working practices to the correct authority 3.3 Ensure all equipment and materials are used in line with organisational practices and procedures 3.4 Report damaged, broken or malfunctioning systems, fittings or equipment in line with organisational procedures 3.5 Follow all administration systems and complete work accordingly 3.6 Fill in all documents and record information promptly, accurately, and clearly and in line with organisational procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to maintain working practices	4.1 Describe organisational and relevant legal practices and procedures relating to maintaining working practices 4.2 Describe organisational administration systems 4.3 Describe organisational documents and procedures for recording information 4.4 Describe organisational rules and regulations concerning stopovers and off-duty time			

Learner name: _____ Date: _____
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 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 11: Recognise airside hazards and minimise risks

Unit code:	AOG1
Unit reference number:	J/600/9313
QCF level:	Level 2
Credit value:	4
Guided learning hours:	26

Unit summary

The purpose of this unit is for learners to demonstrate that they can recognise hazards and minimise risks in an airside environment.

This unit is directly related to GoSkills National Occupational Standard Unit 1 – Recognise airside hazards and minimise risks from the Aviation Operations on the Ground suite.

Assessment requirements/evidence requirements

This unit should be assessed in the workplace using professional discussion.

An airside visit needs to be completed by the learner to ensure they have experience of the airside environment.

The following is a list of items that must be assessed in specific assessment criteria.

In assessment criterion 2.10 the following surface markings should be assessed:

- service roads
- equipment parking areas
- no parking areas
- stand layout markings
- inter stand clearways
- demarcation between aircraft parking stands
- live taxiways
- helicopter landing hotspots
- areas where people are allowed and are not allowed to walk including pedestrian walkway.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how to recognise airside hazards and associated risks</p>	<p>1.1 Recognise airside hazards and associated risks</p> <p>1.2 Identify organisational procedures covering health and safety</p> <p>1.3 Identify the consequences of not operating safely in an airport environment</p> <p>1.4 Identify the main causes of accidents in an airport</p> <p>1.5 Describe the possible costs of not following airport and ramp safety procedures</p> <p>1.6 Report incidents in line with organisational procedures</p> <p>1.7 Describe organisational procedures to ensure health and safety</p> <p>1.8 Outline the benefits of safe working practices to include:</p> <ul style="list-style-type: none"> - themselves - passengers and colleagues - equipment - the airport - other companies. 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.9 Identify hazardous materials</p> <p>1.10 Outline procedures for using hazardous materials and give examples of dealing with incidents involving them</p> <p>1.11 Describe procedures for reporting incidents airside</p> <p>1.12 Explain the importance of staying alert and following safety procedures</p> <p>1.13 Describe the type of legislation covering the aviation working environment which means that their employer has the duty to provide a safe working environment and they have a duty to follow their employers safety rules</p> <p>1.14 Describe the effects of adverse weather airside and the precautions to take for the following:</p> <ul style="list-style-type: none"> - wind - snow - heat - sun - ice. 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Understand how to work safely on the ramp area ensuring their own safety and that of others</p>	<p>2.1 Identify the hazards associated with the ramp</p> <p>2.2 Identify how to deal with these hazards</p> <p>2.3 Explain how to work safely to ensure their own and others safety</p> <p>2.4 Explain how hazards can be avoided</p> <p>2.5 Identify what to do to deal with any hazards that occur</p> <p>2.6 Describe where the ramp area is</p> <p>2.7 Identify dangers from aircraft</p> <p>2.8 Describe how to approach aircraft safely</p> <p>2.9 Identify dangers from vehicles on the ramp area other than aircraft</p> <p>2.10 Identify airport surface markings within the ramp area</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.11 Identify operating areas for aircraft, vehicles and pedestrians on the ramp area</p> <p>2.12 Identify personal protective equipment and describe when to wear it including:</p> <ul style="list-style-type: none"> - hearing protection - high visibility clothing - other personal protective equipment. <p>2.13 Describe dangers from foreign object debris (FOD) and the importance of keeping areas clean and tidy at all times</p> <p>2.14 Describe dangers from birds and other wildlife and the importance of making sure that the area does not attract them</p> <p>2.15 Identify emergency areas in the ramp area</p> <p>2.16 Describe how to use equipment and vehicles on the ramp area</p>			

Learner name: _____ Date: _____

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(if sampled)

Unit 12: Provide a trolley service on board an aircraft

Unit code:	CC20
Unit reference number:	T/601/5639
QCF level:	Level 2
Credit value:	2
Guided learning hours:	15

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in providing a trolley service on board an aircraft. This unit is particularly suitable for learners who work as cabin crew.

This unit is directly related to GoSkills National Occupational Standard Unit 20 – Provide a trolley service on board an aircraft from the Aviation Operations in the Air – Cabin Crew suite.

Links to EU OPS – Commission Regulation EC No 859/2008

Learning outcomes 2 and 4 in this unit reflect the requirements of the following sections of EU OPS

- Appendix 1 to EU OPS 1.1005 (e5)
- Appendix 1 to EU OPS 1.1015 (b6)

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation 1 or 2 may be used to assess areas that cover non-routine situations.

Simulation is the setting up or devising of assessment situations (whether performed in the workplace or in a specially constructed environment).

Simulation 1

'Cabin Simulators' or 'aircraft mock-ups' are regularly used for the training of Cabin Crew. Simulation 1 means that if workplace performance is not possible, assessment may be undertaken on an approved Cabin Simulator/aircraft mock-up or on board a real aircraft that is not in service.

Simulation 2

Simulation 2 means that the devising or setting up of assessment situations may be performed without the use of Cabin Simulators/Aircraft Mock-ups/Real Aircraft. However, the specially constructed simulation should replicate the workplace environment as far as possible.

When either simulation is used they should ensure that:

- learners use materials, tools and equipment found and used in the workplace environment in the given context
- learners are provided with information, advice and guidance in line with that which would be provided in the workplace environment in the given context
- other people with whom the learner interacts in performing the activity behave 'in character' for the given situation
- any time pressures that the learner would experience under normal workplace conditions are also applied to the given context.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to prepare a trolley for service on board an aircraft</p>	<p>1.1 Check that the trolley is clean, undamaged and serviceable</p> <p>1.2 Check products conform to quality standards</p> <p>1.3 Record stock levels prior to service, in line with organisational requirements</p> <p>1.4 Display food and drink products for service</p> <p>1.5 Collect refuse and waste in line with organisational procedures</p>			
<p>2 Know how to prepare a trolley for service on board an aircraft</p>	<p>2.1 Describe safe and hygienic working practices when preparing a catering trolley for service and why these are important</p> <p>2.2 Describe cleaning specifications for the trolley and related areas</p> <p>2.3 Explain why waste must be handled and disposed of correctly</p> <p>2.4 Explain why the trolley must be kept clean and free from damage</p> <p>2.5 Explain why a constant stock of food and drink products should be maintained</p> <p>2.6 Identify the types of situations that may occur when preparing the trolley in the air and describe how to deal with these</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to serve products from a trolley on board an aircraft</p>	<p>3.1 Greet and deal with customers promptly</p> <p>3.2 Give customers accurate information that meets their needs, and promotes complementary products</p> <p>3.3 Serve stock with correct, clean, undamaged service equipment</p> <p>3.4 Work out how much stock has been used, and record this in line with organisational procedures</p> <p>3.5 Clean the trolley thoroughly after service so that it meets legal and organisational requirements</p> <p>3.6 Stow the trolley safely after service</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know how to serve products from a trolley on board an aircraft</p>	<p>4.1 Describe safe and hygienic working practices when serving products from the catering trolley and explain why these are important</p> <p>4.2 Describe organisational standards for customer service and why these need to be followed</p> <p>4.3 Explain why the trolley must be handled safely and what the safety procedures for the trolley are</p> <p>4.4 Identify which aspects of current health and safety legislation are relevant to the service of products from the catering trolley</p> <p>4.5 Describe how to operate the catering trolley</p> <p>4.6 Outline prices and availability of products if relevant</p> <p>4.7 Describe how to calculate and record the stock sold after service</p> <p>4.8 Identify the types of situations that may occur when serving from the trolley and clearing away in the air and describe how to deal with these</p>			

Learner name: _____ Date: _____

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Internal verifier signature: _____ Date: _____
(if sampled)

Unit 13: Serve drinks on board an aircraft

Unit code:	CC21
Unit reference number:	M/601/5641
QCF level:	Level 2
Credit value:	2
Guided learning hours:	15

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in serving drinks on board an aircraft. This unit is particularly suitable for learners who work as cabin crew.

This unit is directly related to GoSkills National Occupational Standard Unit 21 – Serve drinks on board an aircraft from the Aviation Operations in the Air – Cabin Crew suite.

Links to EU OPS – Commission Regulation EC No 859/2008

Learning outcomes 2 and 4 in this unit reflect the requirements of the following sections of EU OPS

- Appendix 1 to EU OPS 1.1005 (e5)
- Appendix 1 to EU OPS 1.1015 (b6)

Assessment requirements/evidence requirements

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence such as witness testimony, questioning and professional discussion.

Realistic workplace simulation 1 or 2 may be used to assess areas that cover non-routine situations.

Simulation is the setting up or devising of assessment situations (whether performed in the workplace or in a specially constructed environment).

Simulation 1

'Cabin Simulators' or 'aircraft mock-ups' are regularly used for the training of Cabin Crew. Simulation 1 means that if workplace performance is not possible, assessment may be undertaken on an approved Cabin Simulator/aircraft mock-up or on board a real aircraft that is not in service.

Simulation 2

Simulation 2 means that the devising or setting up of assessment situations may be performed without the use of Cabin Simulators/Aircraft Mock-ups/Real Aircraft. However, the specially constructed simulation should replicate the workplace environment as far as possible.

When either simulation is used they should ensure that:

- learners use materials, tools and equipment found and used in the workplace environment in the given context
- learners are provided with information, advice and guidance in line with that which would be provided in the workplace environment in the given context
- other people with whom the learner interacts in performing the activity behave 'in character' for the given situation
- any time pressures that the learner would experience under normal workplace conditions are also applied to the given context.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare and serve drinks and accompaniments	<p>1.1 Greet and deal with passengers promptly</p> <p>1.2 Provide passengers with accurate information about drinks and identify their requirements</p> <p>1.3 Dispense and serve drinks in correct measures</p> <p>1.4 Promote complementary products as appropriate</p> <p>1.5 Serve drinks in line with the appropriate service style, safety and legal requirements</p>			
2 Know how to prepare and serve drinks and accompaniments	<p>2.1 Identify safe and hygienic working practices when preparing and serving drinks and describe why these are important</p> <p>2.2 Explain why correct storage and rotation procedures must be followed for stocks of drinks and additional products</p> <p>2.3 Explain why waste must be handled and disposed of correctly</p> <p>2.4 Explain why spillages and breakages must be reported to the appropriate person</p> <p>2.5 Explain why drinks should be served at the correct temperature</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to maintain passenger and service areas during drinks service	2.6 Explain why it is important to specify to passengers the brand names of products on offer where relevant			
	2.7 Describe the types of unexpected situations that may occur when preparing and serving drinks in the air			
	2.8 Describe organisational standards for customer service and why these should be followed			
	2.9 Describe organisational service style			
	3.1 Store drinks and additional products for service correctly and maintain them at the required level			
	3.2 Keep service equipment clean, hygienic, tidy and ready to use			
	3.3 Keep passenger and service areas clean, tidy and free from rubbish			
	3.4 Deal with/collect refuse and waste			
	3.5 Secure service areas against unauthorised access			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Know how to maintain passenger and service areas during drinks service</p>	<p>4.1 Identify safe and hygienic working practices when maintaining service areas and describe why these are important</p> <p>4.2 Explain why service areas should be kept hygienic and tidy at all times</p> <p>4.3 Explain why service areas must be secured from unauthorised access at all times</p> <p>4.4 Explain why and to whom passenger incidents should be reported</p> <p>4.5 Explain why a constant stock of drinks and additional products must be maintained</p> <p>4.6 Describe the types of unexpected situations that may occur when maintaining service areas in the air</p>			

Learner name: _____ Date: _____

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(if sampled)

Unit 14: Give customers a positive impression of yourself and your organisation

Unit code: ICS A4 2010

Unit reference number: L/601/0933

QCF level: Level 2

Credit value: 5

Guided learning hours: 33

Unit summary

Excellent customer service is provided by people who are good with people. The learner's behaviour affects the impression that customers have of the service they are receiving. This unit is about communicating with the customers and giving a positive impression whenever dealing with a customer. By doing this the learner can create a positive impression of the organisation and the customer service it provides. All of us enjoy the experience of good customer service if we feel that the person serving us really wants to create the right impression, responds to us and gives us good information. Every detail of the learners' behaviour counts when dealing with a customer.

The unit belongs to the Institute of Customer Service.

This unit directly relates to Unit A4 of the Customer Service NOS 2010.

Assessment requirements/evidence requirements

Specified in the Customer Service Assessment Strategy 2010 (www.instituteofcustomerservice.com).

The assessment and quality assurance requirement for this unit provides evidence towards A and V units.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Establish rapport with customers	1.1 meet their organisation's standards of appearance and behaviour 1.2 greet their customer respectfully and in a friendly manner 1.3 communicate with their customer in a way that makes them feel valued and respected 1.4 identify and confirm their customer's expectations 1.5 treat their customer courteously and helpfully at all times 1.6 keep their customer informed and reassured 1.7 adapt their behaviour to respond to different customer behaviour			
2 Respond appropriately to customers	2.1 respond promptly to a customer seeking help 2.2 choose the most appropriate way to communicate with their customer 2.3 check with their customer that they have fully understood their expectations 2.4 respond promptly and positively to their customer's questions and comments 2.5 allow their customer time to consider their response and give further explanation when appropriate			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Communicate information to customers	3.1 quickly find information that will help their customer 3.2 give their customer information they need about the services or products offered by their organisation 3.3 recognise information that their customer might find complicated and check whether they fully understand 3.4 explain clearly to their customers any reasons why their expectations cannot be met			
4 Understand how to give customers a positive impression of themselves and the organisation	4.1 describe their organisation's standards for appearance and behaviour 4.2 explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately 4.3 identify their organisation's rules and procedures regarding the methods of communication they use 4.4 explain how to recognise when a customer is angry or confused 4.5 identify their organisation's standards for timeliness in responding to customer questions and requests for information			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
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Date: _____

Unit 15: Deliver reliable customer service

Unit code: ICS B2 2010-2014

Unit reference number: J/601/1210

QCF level: Level 2

Credit value: 5

Guided learning hours: 33

Unit summary

This unit is about how the learner delivers consistent and reliable service to customers. As well as being good with people, the learner needs to work with their organisation's service systems to meet or exceed customer expectations. In the learner's job there will be many examples of how they combine their approach and behaviour with their organisation's systems. The learner will need to prepare for each transaction with a customer, deal with different types of customers in different circumstances and check that what they have done has met customer expectations. To meet this standard they have to deliver excellent customer service over and over again.

The unit belongs to the Institute of Customer Service.

This unit directly relates to Unit B2 of the Customer Service NOS 2010.

Assessment requirements/evidence requirements

Specified in the Customer Service Assessment Strategy 2010 (www.instituteofcustomerservice.com).

The assessment and quality assurance requirement for this unit provides evidence towards A and V units.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to deal with customers	<p>1.1 keep their knowledge of their organisation's services or products up to date</p> <p>1.2 ensure that the area they work in is tidy, safe and organised efficiently</p> <p>1.3 prepare and arrange everything they need to deal with customers before their shift or period of work commences</p>			
2 Give consistent service to customers	<p>2.1 make realistic customer service promises to customers</p> <p>2.2 ensure that their promises balance the needs of their customers and their organisation</p> <p>2.3 keep their promises to customers</p> <p>2.4 inform their customers if they cannot keep their promises due to unforeseen circumstances</p> <p>2.5 recognise when their customers' needs or expectations have changed and adapt their service to meet the new requirements</p> <p>2.6 keep their customers informed if delivery of the service needs to involve passing them on to another person or organisation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Check customer service delivery	3.1 check that the service they have given meets their customers' needs and expectations 3.2 identify when they could have given better service to customers and how their service could have been improved 3.3 share information with colleagues and service partners to maintain and improve their standards of service delivery			
4 Know how to deliver reliable customer service	4.1 describe their organisation's services or products 4.2 explain their organisation's procedures and systems for delivering customer service 4.3 describe methods or systems for measuring an organisation's effectiveness in delivering customer service 4.4 explain their organisation's procedures and systems for checking service delivery 4.5 explain their organisation's requirements for health and safety in their area of work			

Learner name: _____
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Assessor signature: _____
Internal verifier signature: _____
(if sampled)

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Date: _____
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Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications published annually
- Functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Contact:

GoSkills
Concorde House
Trinity Park
Solihull
West Midlands
B37 7UQ

Telephone: 0121 635 5520

Fax: 0121 635 5521

General e-mail enquiries to: info@goskills.org

Professional development and training

Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

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

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Progression pathways

The Edexcel 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			Higher National Diploma in Travel and Tourism Management		
4			Higher National Certificate in Travel and Tourism Management		
3		Level 3 Principal Learning in Travel and Tourism	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Travel and Tourism (QCF) Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Aviation Operations (QCF) – available 01/01/11	Edexcel BTEC Level 3 Certificate in Aviation Operations on the Ground (Knowledge) (QCF) – available 01/11/10 (title to be confirmed)	Level 3 Certificate for Senior Cabin Crew (QCF) Level 3 S/NVQ in Tourism Services Level 3 S/NVQ in Travel Services Level 3 Diploma in Aviation Operations on the Ground (QCF) – available 01/08/10

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/ competence
2	GCSE in Leisure and Tourism (Single and Double Award)	Level 2 Principal Learning in Travel and Tourism	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Travel and Tourism (QCF)	Edexcel BTEC Level 2 Certificate for Cabin Crew (Knowledge) – available 01/01/11 (title to be confirmed) Edexcel BTEC Level 2 Certificate in Aviation Operations on the Ground (Knowledge) (QCF)	Level 2 Certificate for Cabin Crew (QCF) Level 2 S/NVQ in Tourism Services Level 2 S/NVQ in Travel Services Level 2 Diploma in Aviation Operations on the Ground (QCF) – available 01/08/10
1		Level 1 Principal Learning in Travel and Tourism	Level 1 Certificate, Extended Certificate and Diploma in Travel and Tourism		
Entry			Entry Level 3 Award in Travel and Tourism		

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.
- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.
- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore, the specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for 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.

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

Annexe C: Centre certification and registration

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made 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 Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel 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. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. www.edexcel.com.



Assessment Strategy for the
Level 2 Certificate for
Cabin Crew based on

GoSkills

National Occupational Standards

1 Introduction

GoSkills, as the Sector Skills Council for the Passenger Transport Sector, is responsible for developing an assessment strategy for the qualifications based on its national occupational standards.

This responsibility means that *GoSkills* must:

- a Recommend how external quality control of assessment will be achieved;
- b Define which aspects of the national standards must always be assessed through performance in the workplace;
- a Recommend how external quality control of assessment will be achieved;
- b Define which aspects of the national standards must always be assessed through performance in the workplace;
- c Define the extent to which simulated working conditions may be used to assess competence and any characteristics that simulations should have, including definitions (where appropriate) of what would constitute a 'realistic working environment' (RWE) for the qualifications concerned;
- d Define the occupational expertise requirements for assessors and verifiers in consultation with industry and in agreement with awarding bodies.

This Assessment Strategy for the Level 2 Certificate for Cabin Crew addresses the four areas indicated above.

2 Review and Evaluation of this Strategy

GoSkills and awarding organisations will continually monitor the effectiveness of this strategy. It will be reviewed annually and revised where necessary every two years. *GoSkills* will therefore establish arrangements for awarding bodies to provide feedback that will assist in the evaluation and review of this strategy. This feedback will also be used to evaluate assessment and verification practices, identify and promulgate good practice and inform any improvements to be made to this strategy.

Awarding organisations and their approved centres will be encouraged to submit comments and suggestions for improvements. This will be through formal dialogue between *GoSkills* and the awarding organisations.

3 External Quality Control of Assessment

The quality of the assessment process is the responsibility of the awarding organisations. The following information is provided by *GoSkills* as guidance to awarding organisations. *GoSkills* encourages flexibility and innovation of approach alongside robust systems to support quality control.

Awarding organisations must detail their approach to each of the following.

3.1 External Verification

External Verifiers (EVs) should verify assessments at approved centres. The normal frequency of external verification visits is two per year (a total of two days per year). However, the exact frequency should be determined by the risk assessment.

The verification should include inspection of the records of evidence and assessment. Awarding organisations should consider rotating their external verifiers in order to encourage standardisation, independence of assessment and the sharing of good practice.

3.2 Risk Assessment

In order to promote appropriate levels of monitoring of centres, *GoSkills* requires awarding organisations to adopt a risk management system. This approach is consistent with the approach taken by the regulatory authorities. Where there is a risk to the quality and consistency of assessment (eg as a result of commercial interests or as a result of relationships between learners and assessors), awarding organisations should ensure that appropriate mechanisms are in place to ensure the reliability of the assessment. Awarding organisations should show that a risk assessment has been carried out for each approved centre and that a strategy to minimise the risk has been implemented.

3.3 Awarding Organisation Forum

GoSkills will arrange regular awarding organisation meetings. The aim of the meetings will be to promote consistency in the assessment process. All awarding organisations offering the Level 2 Certificate for Cabin Crew will be required to attend the awarding organisation forum at least once per year.

4 Evidence

4.1 Evidence

Wherever possible, evidence of occupational competence should be generated and collected through performance under workplace conditions (see section 4.2 below). There may, however, be situations where the actual workplace may not be appropriate, or where waiting for naturally occurring evidence is impractical and therefore simulation may be necessary. Guidance on simulation is provided in section 4.3.

In all cases, the evidence provided should demonstrate that learners:

- have achieved all the stated performance outcomes;
- possess and are capable of applying all the required items of knowledge and understanding.

Additional guidance on evidence requirements will be specified at unit level; this guidance will be developed by *GoSkills* in partnership with awarding organisations.

4.2 Evidence from Workplace Performance

It is accepted that not all employees have identical work place conditions and therefore there cannot be assessment conditions that are identical for all learners. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works. The evidence collected under these conditions should also be as naturally occurring as possible.

Evidence from the workplace includes observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony etc.

4.3 Use of Simulation in Assessments

As stated above, it is intended that learners should be assessed under normal workplace conditions. However, the setting up or devising of assessment situations will be allowed, when it can be demonstrated that circumstances require it in areas related to:

- safety
- legislation/regulation
- security
- infrequent occurrences
- cost
- significant interruption to learner's or employer's business.

It is recognised that there may be other assessment situations where simulation may have to be used. In such instances, awarding organisations should give consideration to the reliability and validity of the likely evidence before agreeing to simulation.

Where simulation is used, it should be designed to ensure that:

- the learner is required to use materials, tools and equipment found and used within the workplace environment
- the learner is provided with information, advice and guidance in line with that which would be provided in the workplace environment in the given context
- the learner is required to carry out actions and responsibilities which would normally be delegated to someone competent in the occupational area within the workplace environment
- the physical environment and situation replicates the workplace environment
- other people with whom the learner interacts in performing the activity behave "in character" for the given situation.

In all cases, the centre should agree its plans for simulation with the Awarding Organisation to ensure that it is satisfactory.

5 Competence of Assessment Personnel

GoSkills acknowledges the very important role and responsibility that assessment personnel have in maintaining the quality and integrity of the Level 2 Certificate for Cabin Crew. Awarding organisations and other stakeholders therefore have to have confidence in the actions and decisions of assessment personnel.

Awarding Organisation Responsibility

A primary responsibility of the Awarding Organisation is to assure quality and consistency across the centres which deliver the Level 2 Certificate for Cabin Crew and to ensure that centres are assessing in line with the requirements of the National Occupational Standards for Cabin Crew. It is therefore the responsibility of the Awarding Organisation to have an auditable method of ensuring consistency across organisations. It is expected that external verification staff assuring quality and consistency across centres need to have a thorough understanding of quality assurance and assessment practices as well as technical awareness related to the qualifications that they are externally verifying.

It will be the responsibility of the awarding organisation to select and appoint external verifiers

Potential external verifiers should:

- hold (or be working towards) an appropriate qualification as specified by the regulatory authorities, confirming their competence to externally verify assessments
- have experience of working within the aviation industry gained through current or prior employment
- have an up to date technical awareness relevant to the S/NVQs they are seeking to externally verify. Technical awareness is defined as a general overview of the subject area sufficient to ensure that assessment and portfolio evidence are reliable and that relevant health and safety requirements have been complied with
- have a sound and in-depth knowledge of the occupational standards
- demonstrate their commitment to maintaining their industry knowledge by ongoing professional development eg through undertaking training courses and/or membership of industry organisations.

Internal verification and standardisation across assessment personnel

It will be the responsibility of the approved centre to select and appoint people to ensure consistency of assessment across a centre’s assessment personnel.

Standard Model	Employer Model
<p>The person responsible for internal verification must:</p> <ul style="list-style-type: none"> • hold (or be working towards) an appropriate qualification, as specified by the regulatory authorities, confirming their competence to ensure the internal standardisation of assessments • hold (or be working towards) an appropriate qualification confirming their competence to assess learners. • have a sound and in-depth knowledge of the national occupational standards. • have credible up to date technical understanding, developed through: <ul style="list-style-type: none"> – experience as a practitioner in the roles covered by the Level 2 Certificate for Cabin Crew AND/OR – achievement of professional qualifications attesting to their competence in the roles covered by the Level 2 Certificate for Cabin Crew AND/OR – experience in the supervision of people who perform the roles covered by the Level 2 Certificate for Cabin Crew AND/OR – providing training in a workplace context for those who perform the roles covered by the Level 2 Certificate for Cabin Crew 	<p>Designated staff, approved by the awarding organisation, who take on the role of The person responsible for internal standardisation must:</p> <ul style="list-style-type: none"> • Have completed the company’s in-house training scheme which must have been confirmed and mapped by the awarding organisation as providing the equivalent level of rigour and robustness of the regulatory body approved qualifications for ensuring the internal standardisation of assessments • have a sound and in-depth knowledge of the national occupational standards. • have credible up to date technical understanding, developed through: <ul style="list-style-type: none"> – experience as a practitioner in the roles covered by the Level 2 Certificate for Cabin Crew AND/OR – achievement of professional qualifications attesting to their competence in the roles covered by the Level 2 Certificate for Cabin Crew AND/OR – experience in the supervision of people who perform the roles covered by the Level 2 Certificate for Cabin Crew AND/OR – providing training in a workplace context for those who perform the roles covered by the Level 2 Certificate for Cabin Crew

Competence of Assessors

The primary responsibility of the assessor is to assess learners to the required quality and consistency, against the national occupational standard. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in depth technical competence related to the qualifications for which they are assessing learners.

It will be the responsibility of the approved centre to select and appoint assessors.

Standard Model	Employer Model
<p>Assessors must:</p> <ul style="list-style-type: none"> • hold (or be working towards) an appropriate qualification, as specified by the regulatory authorities, confirming their competence to assess the Level 2 Certificate for Cabin Crew. • have credible up to date technical competence, developed through: <ul style="list-style-type: none"> – Expertise gained in recent actual experience of working in the occupational area AND/OR – Achievement of qualifications which attest to their competence in the roles covered by the Level 2 Certificate for Cabin Crew AND/OR – Experience in supervising people who perform the roles covered by the Level 2 Certificate for Cabin Crew AND/OR – Experience gained in providing training in a workplace context for those who perform the roles covered by the Level 2 Certificate for Cabin Crew 	<p>Designated staff, approved by the awarding body, who take on the role of assessors must:</p> <ul style="list-style-type: none"> • Have completed the company's in- house training scheme which has been confirmed and mapped by the awarding organisation as providing the equivalent level of rigour and robustness of the regulatory body approved qualifications for assessment • have credible up to date technical competence, developed through: <ul style="list-style-type: none"> – Expertise gained in recent actual experience of working in the occupational area AND/OR – Achievement of qualifications which attest to their competence in the roles covered by the Level 2 Certificate for Cabin Crew AND/OR – Experience in supervising people who perform the roles covered by the Level 2 Certificate for Cabin Crew AND/OR – Experience gained in providing training in a workplace context for those who perform the roles covered by the Level 2 Certificate for Cabin Crew

5.3 Continued Personal and Professional Development

It is important that assessment personnel, continue their own development to help them in their respective roles. It is expected that each approved centre will provide development programmes for its assessment personnel to support them in maintaining their technical or occupational expertise.

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