

Specification

Edexcel NVQ/competence-
based qualifications

Edexcel Level 3 Certificate for Senior Cabin Crew (QCF)

First registration July 2010

Issue 2

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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.

This specification is Issue 2. Key changes are sidlined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

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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 3 Certificate for Senior Cabin Crew (QCF):

Qualification title

Edexcel Level 3 Certificate for Senior Cabin Crew (QCF)

Qualification Number (QN)

501/0880/3

Accreditation start date

01/08/2010

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

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

You should use the QCF Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a 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 3 Certificate for Senior 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 Senior Cabin Crew.

The Edexcel Level 3 Certificate for Senior 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 Senior Air Cabin Crew job role to industry standard.

Who is this qualification for?

This qualification is for all learners aged 18 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualification should:

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

What are the benefits of these qualifications 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 within the workplace. Successful learners may move into management positions.

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 3 Certificate for Senior Cabin Crew (QCF)?

To achieve the full Edexcel Level 3 Certificate for Senior Cabin Crew learners must attain a minimum of 21 credits.

Learners must complete all mandatory units from Group A (8 credits) plus optional units from Groups B1 and B2 (13 credits). A maximum of 9 credits can be taken from Group B1.

Unit	Group A – Mandatory units	Credit	Level
	All three units must be taken. Credit Value required: Minimum 8, Maximum 8.		
1	Y/601/5598 – Monitor and maintain health, safety and hygiene on board aircraft	2	3
2	H/601/5605 – Lead cabin crew in responding to abnormal, dangerous or emergency situations	3	3
3	F/601/5613 – Monitor and maintain security on board aircraft	3	3
Unit	Group B1 – Optional units	Credit	Level
	Learners must complete a minimum of 13 optional credits in total from Group B1 and Group B2. A maximum of 9 credits can be taken from Group B1. Learners need not complete any of the units in this group to achieve the qualification. Credit Value required: Maximum 9.		
4	A/601/5514 – Provide medical care and advice and administer first aid on board aircraft	3	2
5	L/601/5517 – Provide assistance, advice and information to ensure the comfort of airline passengers	3	2
6	R/601/5518 – Ensure effective communication on board an aircraft	3	2
7	J/600/9313 – Recognise airside hazards and minimise risks	4	2
8	T/601/5639 – Provide a trolley service on board an aircraft	2	2
9	M/601/5641 – Serve drinks on board an aircraft	2	2

Unit	Group B2 – Optional units	Credit	Level
	Learners must complete a minimum of 13 optional credits in total from Group B1 and Group B2. A minimum of 4 credits must be taken from Group B2. Credit Value required: Minimum 4.		
10	L/601/5520 – Implement organisational procedures for handling foreign cash/cash equivalents	2	3
11	H/601/5622 – Ensure effective cabin crew performance	3	3
12	J/601/5628 – Monitor and maintain in-flight services	1	3
13	D/601/5635 – Monitor and maintain aircraft cabin systems, equipment and the environment	1	3
14	K/601/5637 – Monitor, maintain and enhance effective quality and customer service	2	3
15	L/601/5646 – Monitor effective cabin crew performance	3	3
16	H/601/1554 – Promote continuous improvement	7	3
17	K/601/1555 – Develop your own and others' customer service skills	8	3
18	F/600/9469 – Manage personal development	4	2
19	L/600/9586 – Manage own professional development within an organisation	4	3
20	T/600/9601 – Provide leadership and direction for own area of responsibility	5	4
21	H/600/9660 – Develop working relationships with colleagues	3	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.

The qualifications are 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*. It 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?

Each 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: **Monitor and maintain health, safety and hygiene on board aircraft**

Unit code:	C12
Unit reference number:	Y/601/5598
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 monitoring and maintaining health, safety and hygiene on board aircraft. This unit is particularly suitable for learners who work as senior cabin crew.

This unit is directly related to GoSkills National Occupational Standard Unit 12 – Monitor and maintain health, safety and hygiene 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.

- EU OPS 1.1000
- 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.

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.

When assessing assessment criteria 6.1 the following items should be covered:

- reporting checks to the captain
- reporting checks to senior cabin crew
- checking the emergency equipment.

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 monitor and maintain the health and safety of passengers and crew</p>	<p>1.1 Provide passengers and crew with all necessary routine and non-routine information and instructions accurately in line with organisational procedures</p> <p>1.2 Draw passengers' attention to the safety cards</p> <p>1.3 Monitor passengers to make sure they follow health and safety notices, regulations and guidelines</p> <p>1.4 Deal with passengers who are not following health and safety notices, regulations and guidelines in line with organisational procedures</p> <p>1.5 Deal with problems involving crew who are not following health, safety and hygiene rules, in line with organisational policy</p> <p>1.6 Deal with all health and safety related accidents or incidents in line with organisational procedures</p> <p>1.7 Complete all health and safety documents relating to passengers and/or crew fully, accurately and clearly as necessary</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Understand how to monitor and maintain the health and safety of passengers and crew</p>	<p>2.1 Explain organisational health and safety policy</p> <p>2.2 Explain health and safety practices and procedures during all phases of the flight and different situations including</p> <ul style="list-style-type: none"> - pre-flight - taking off - in-flight - during turbulence - landing - post-flight <p>2.3 Explain organisational and relevant Civil Aviation Authority (CAA) procedures relating to monitoring and maintaining the health and safety of passengers and crew</p> <p>2.4 Explain routine and non-routine health and safety information and information sources</p> <p>2.5 Explain organisational procedures for dealing with incidents involving passengers, including:</p> <ul style="list-style-type: none"> - spillages - intoxication - disorder - issues relating to smoking - air rage 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to monitor and maintain the health, safety and hygiene of equipment and the environment	2.6 Explain organisational and relevant legal, health, safety and hygiene standards			
	2.7 Explain organisational documents relating to passenger health and safety			
	2.8 Explain personal responsibilities under relevant health and safety legislation regarding the safety of passengers and crew			
	3.1 Make sure that all health and safety emergency equipment is available, accessible and working correctly			
	3.2 Deal with faulty safety equipment in line with organisational procedures			
	3.3 Maintain access to emergency exits at all times			
	3.4 Maintain passenger areas to organisational health and safety standards at all times			
	3.5 Maintain galley areas to organisational health and safety standards at all times			
	3.6 Maintain working areas to the relevant health, safety and hygiene standards at all times			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to monitor and maintain the health, safety and hygiene of equipment and the environment	<p>3.7 Identify hazards and unhygienic practices or conditions on board and deal with them in line with organisational procedures</p> <p>3.8 Deal with all health and safety accidents or incidents in line with organisational procedures</p> <p>3.9 Deal with all identified dangerous goods in line with organisational procedures</p> <p>3.10 Complete all documents relating to equipment and/or the aircraft environment fully, accurately and clearly as necessary</p>			
	<p>4.1 Explain where to find health and safety equipment, what it does and how to maintain it</p> <p>4.2 Identify potential equipment breakdowns, hazards and unhygienic practices or conditions and explain how to deal with them</p> <p>4.3 Explain organisational documents relating to equipment and the aircraft environment</p> <p>4.4 Explain personal responsibilities under relevant health and safety legislation related to equipment and the environment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Be able to monitor and maintain safe, healthy and hygienic working practices</p>	<p>5.1 Brief cabin crew in relevant health and safety issues before a flight</p> <p>5.2 Carry out all pre, in and post flight health and safety checks, inspections and operations in line with organisational procedures</p> <p>5.3 Make sure all checks are received from flight crew prior to take-off</p> <p>5.4 Confirm all checks to the captain at an appropriate point before, during and after the flight</p> <p>5.5 Carry out all passenger services and in-flight operations in line with organisational health, safety and hygiene procedures</p> <p>5.6 Deal with all accidents and tell the appropriate authority if necessary</p> <p>5.7 Complete all health and safety documents fully, accurately and clearly as necessary</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Understand how to monitor and maintain safe, healthy and hygienic working practices</p>	<p>6.1 Explain the pre-flight health and safety checks, inspections and operations that need to be carried out</p> <p>6.2 Explain organisational health, safety and hygiene procedures for passenger services including:</p> <ul style="list-style-type: none"> - preparing food and drink - serving food and drink - selling goods - operation of in-flight equipment and systems - lifting and carrying <p>6.3 Explain organisational and relevant Civil Aviation Authority procedures related to monitoring and maintaining safe, healthy and hygienic working practices</p> <p>6.4 Explain personal responsibilities under relevant health and safety legislation related to monitoring and maintaining safe, healthy and hygienic working practices</p>			

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

Unit 2: Lead cabin crew in responding to abnormal, dangerous or emergency situations

Unit code:	CC13
Unit reference number:	H/601/5605
QCF level:	Level 3
Credit value:	3
Guided learning hours:	20

Unit summary

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

This unit is directly related to GoSkills National Occupational Standard Unit 13 – Lead cabin crew in responding 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 and 4 in this unit reflect the requirements of the following sections of EU OPS.

- EU OPS 1.1000
- 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.

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 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 monitor and maintain cabin crew readiness to deal with abnormal, dangerous or emergency situations</p>	<p>1.1 Tell cabin crew about organisational procedures for dealing with abnormal, dangerous or emergency situations</p> <p>1.2 Test the cabin crew's knowledge of organisational procedures for dealing with abnormal, dangerous or emergency situations and help the cabin crew maintain this knowledge</p> <p>1.3 Carry out emergency drills and procedures periodically according to Civil Aviation Authority (CAA) regulations</p> <p>1.4 Deal with cabin crew who do not understand or are not following procedures for dealing with abnormal, dangerous or emergency situations in line with organisational and relevant legal requirements</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Understand how to monitor and maintain cabin crew readiness to deal with abnormal, dangerous or emergency situations</p>	<p>2.1 Describe the symptoms and causes of abnormal, dangerous or emergency situations and explain 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 - vibration - leaks - door warning - flight crew not being able to work 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> - refuelling and defuelling with passengers on board - abandoned landing - abandoned take off - medical emergency - first aid <p>2.2 Explain organisational procedures and relevant legal requirements relating to abnormal, dangerous or emergency situations and the cabin crew's responsibilities</p> <p>2.3 Explain organisational procedures for testing cabin crew by questioning and using the appropriate drills</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to coordinate procedures in the event of abnormal, dangerous or emergency situations</p>	<p>3.1 Deal with abnormal, dangerous or emergency situations quickly and effectively in line with organisational procedures</p> <p>3.2 Liaise with flight crew at all times to provide clear and accurate information in response to abnormal, dangerous or emergency situations</p> <p>3.3 Lead the cabin crew's response to abnormal, dangerous or emergency situations avoiding panic and unnecessary alarm to passengers</p> <p>3.4 Inform and instruct passengers accurately and appropriately during abnormal, dangerous or emergency situations</p> <p>3.5 Deal with passengers not following organisational procedures for dealing with abnormal, dangerous or emergency situations, in line with organisational procedures</p> <p>3.6 Complete all records relating to abnormal, dangerous or emergency situations fully, accurately and clearly</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand how to coordinate procedures in the event of abnormal, dangerous or emergency situations</p>	<p>4.1 Explain relevant legal requirements and organisational procedures relating to emergencies and cabin crew's responsibilities</p> <p>4.2 Identify circumstances under which direct control of the emergency should be taken</p> <p>4.3 Explain what happens during pressurisation</p> <p>4.4 Describe types of emergency alarms</p> <p>4.5 Identify oxygen systems and explain how to use them manually</p> <p>4.6 Describe bracing positions for cabin crew and passengers</p> <p>4.7 Explain search and rescue procedures</p> <p>4.8 Explain what action to take after ditching or crashing</p> <p>4.9 Explain evacuation procedures</p>			

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

Date: _____
Date: _____
Date: _____
Date: _____

Unit 3: Monitor and maintain security on board aircraft

Unit code:	CC14
Unit reference number:	F/601/5613
QCF level:	Level 3
Credit value:	3
Guided learning hours:	20

Unit summary

The purpose of this unit is for learners to demonstrate occupational competency in monitoring and maintaining security on board aircraft. This unit is particularly suitable for learners who work as senior cabin crew.

This unit is directly related to GoSkills National Occupational Standard Unit 14 – Monitor and maintain 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 section of EU OPS:

- EU OPS (subpart s).

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 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 monitor and maintain the security of aircraft and air passengers</p>	<p>1.1 Brief cabin crew about all relevant security matters before the flight</p> <p>1.2 Carry out all pre, in and post-flight security checks and operations in line with organisational procedures</p> <p>1.3 Instruct cabin crew in organisational routine and emergency security procedures</p> <p>1.4 Maintain liaison with flight crew concerning security matters</p> <p>1.5 Observe passengers and identify possible security risks or problems</p> <p>1.6 Check the total number of passengers on board at appropriate times and check this against the records</p> <p>1.7 Identify and deal with security risks or problems in line with organisational procedures</p> <p>1.8 Deal with cabin crew not following security procedures in line with organisational policy and relevant employment legislation</p> <p>1.9 Complete documentation relating to security fully, accurately and clearly</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Understand how to monitor and maintain the security of aircraft and air passengers</p>	<p>2.1 Explain pre, in and post-flight security requirements</p> <p>2.2 Explain security checks and operations required</p> <p>2.3 Explain organisational routine and emergency security procedures</p> <p>2.4 Identify security risks or problems and explain organisational procedures for dealing with them</p> <p>2.5 Explain what is covered in security checklists</p> <p>2.6 Explain how to deal with cabin crew not following security procedures</p> <p>2.7 Describe identification cards or security systems for cabin crew and other staff</p>			
<p>3 Be able to monitor and maintain procedures in the event of breaches or potential breaches of security</p>	<p>3.1 Carry out and complete thorough searches if there is a security threat in line with organisational procedures</p> <p>3.2 Deal with suspicious items in line with organisational procedures</p> <p>3.3 Maintain liaison with flight crew in relation to potential or actual breaches of security</p> <p>3.4 Deal with security incidents involving passengers in line with organisational procedures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.5 Analyse and assess the cabin crews' response to breaches or potential breaches in security and use this to inform future performance 3.6 Complete all documents relating to breaches of security fully, accurately and clearly			
4 Understand how to monitor and maintain procedures in the event of breaches or potential breaches of security	4.1 Explain organisational security procedures for actual or possible breaches of security, including: <ul style="list-style-type: none"> - hi-jack - sabotage threat - security threat - suspicious items - banned items - threatening messages 4.2 Explain organisational search procedures			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

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

Unit 4: 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 criteria 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 companions</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> <p>1.8 Wear protective clothing appropriate to the situation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<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 Be able to use first aid equipment and materials</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:</p> <ul style="list-style-type: none"> - using the radio to contact ground-based organisations <p>3.11 Describe how to use medical and first aid equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	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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Assessor signature: _____ Date: _____

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

Unit 5: 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:</p> <ul style="list-style-type: none"> - children who are not accompanied by an adult 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to provide advice and information to passengers	3.1 Communicate with passengers in line with organisational guidelines 3.2 Provide accurate and helpful advice based on facts to passengers 3.3 Get help if passengers want information or advice that you cannot give them 3.4 Operate passenger address systems 3.5 Provide passenger announcements that follow organisational procedures			
4 Know how to provide advice and information to passengers	4.1 Describe appropriate methods for communicating with different types of passenger, including: <ul style="list-style-type: none"> - adults - children - English-speaking passengers - non-English-speaking passengers - passengers who have special needs 4.2 Identify the types of advice and information that passengers may ask for 4.3 Describe how to use the passenger address systems 4.4 Describe the types and sources of information you may need to help passengers 4.5 Identify customs and immigration documents as relevant to the airline			

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

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Unit 6: 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: <ul style="list-style-type: none"> - making passenger announcements that follow a set format 2.2 Use the correct equipment to communicate with passengers			
3 Know how to communicate effectively with the flight deck crew, other members of the cabin crew and 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 3.1 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: _____
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Assessor signature: _____
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(if sampled)

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Unit 7: 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 criteria 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 employer's 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> <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 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.13 Describe dangers from foreign object debris (FOD) and the importance of keeping areas clean and tidy at all times 2.14 Describe dangers from birds and other wildlife and the importance of making sure that that the area does not attract them 2.15 Identify emergency areas in the ramp area 2.16 Describe how to use equipment and vehicles on the ramp area			

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

Unit 8: 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
1 Be able to prepare a trolley for service on board an aircraft	<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>			
2 Know how to prepare a trolley for service on board an aircraft	<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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Assessor signature: _____ Date: _____

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

Unit 9: 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: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 10: Implement organisational procedures for handling foreign cash/cash equivalents

Unit code:	CC10
Unit reference number:	L/601/5520
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 handling foreign cash/cash equivalents on board aircraft. This unit is particularly suitable for learners who work as senior cabin crew.

This unit is directly related to GoSkills National Occupational Standard Unit 10 – Follow organisational procedures for handling foreign cash/ cash equivalents 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
1 Be able to instruct and follow organisational procedures for handling foreign cash/cash equivalents	<p>1.1 Instruct on-board cabin crew fully in cash-system operating procedures, relevant organisational policy and the secure and safe handling of cash and cash equivalents</p> <p>1.2 Make sure cabin crew are aware of current exchange and commission rates for accepting foreign cash and cash equivalents</p> <p>1.3 Investigate any difficulties that arise</p> <p>1.4 Manage the movement of cash and cash equivalents in a secure and safe way</p> <p>1.5 Process payments and refunds in line with organisational policy</p> <p>1.6 Identify problems with the system and recommend improvements where appropriate</p>			
2 Understand organisational procedures for handling foreign cash/cash equivalents	<p>2.1 Explain organisational manual and computerised cash systems</p> <p>2.2 Explain what is meant by cash equivalents</p> <p>2.3 Explain how to recognise different currencies</p> <p>2.4 Explain how to use organisational systems for handling and recording cash</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.5 Explain how to handle discrepancies</p> <p>2.6 List current exchange rates used on board</p> <p>2.7 Provide organisational limits on using credit and debit cards</p> <p>2.8 Explain how to use credit cards and cheques securely, including:</p> <ul style="list-style-type: none"> - confirmation systems - validation <p>2.9 Explain the principles and methods relating to preventing fraud</p> <p>2.10 Explain organisational procedures for handling a fraudulent customer</p> <p>2.11 Summarise different levels of staff responsibility for cash and cash equivalents</p> <p>2.12 Explain how to balance the till</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 11: Ensure effective cabin crew performance

Unit code:	CC15
Unit reference number:	H/601/5622
QCF level:	Level 3
Credit value:	3
Guided learning hours:	20

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in ensuring effective cabin crew performance. This unit is particularly suitable for learners who work as senior cabin crew.

This unit is directly related to GoSkills Unit 15 – Ensure effective cabin crew performance 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:

- EU OPS 1.1000
- 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.

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 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 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 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	<p>Be able to lead cabin crew</p> <p>1.1 Encourage cabin crew to exchange information and ideas</p> <p>1.2 Encourage cabin crew to communicate directly with flight crew as appropriate, and to maintain awareness of flight progress</p> <p>1.3 Exchange information with cabin crew in a way that promotes effective performance</p> <p>1.4 Delegate duties and responsibilities between the cabin crew</p> <p>1.5 Recognise breakdowns in communication and take action to improve immediately and in the long term</p>			
2	<p>Understand how to lead cabin crew</p> <p>2.1 Explain the roles and responsibilities of cabin crew, flight crew and ground crew</p> <p>2.2 Describe the symptoms and causes of breakdowns in communications and explain organisational procedures for dealing with them</p> <p>2.3 Explain organisational communication process</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to brief cabin crew	3.1 Brief cabin crew on all aspects of the flight in line with organisational procedures 3.2 Identify and emphasise any special circumstances or situations during the briefing 3.3 Confirm duties according to the crew available and flight requirements 3.4 Make sure that the cabin crew understand organisational safety and emergency procedures and their roles and responsibilities before the flight			
4 Understand how to brief cabin crew	4.1 Explain organisational briefing procedures and items to be included 4.2 Explain organisational safety, security and emergency procedures 4.3 Explain organisational procedures for dealing with cabin crew who do not understand or are not following safety and emergency procedures 4.4 Describe special circumstances or situations which might arise and explain organisational procedures for dealing with them, including: <ul style="list-style-type: none"> - alterations to the flight - alteration to the services provided - passengers who have special needs - special meals ordered by passengers 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to de-brief cabin crew	5.1 Monitor cabin crew throughout the flight against organisational standards and briefing requirements 5.2 Identify shortfalls in performance and either deal with them immediately or take action to improve performance 5.3 Monitor the cabin crew's performance and provide feedback in an appropriate manner 5.4 Carry out debriefing against the standards and requirements set out in the pre-flight briefing			
6 Understand how to de-brief cabin crew	6.1 Explain the differences between formal and informal debriefing 6.2 Explain organisational quality standards 6.3 Explain organisational debriefing procedures 6.4 Outline the factors affecting staff motivation and teamwork 6.5 Explain the differences between formal and informal feedback			

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

Unit 12: Monitor and maintain in-flight services

Unit code:	CC16
Unit reference number:	J/601/5628
QCF level:	Level 3
Credit value:	1
Guided learning hours:	10

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in monitoring and maintaining in flight services. This unit is particularly suitable for learners who work as senior cabin crew.

This unit is directly related to GoSkills National Occupational Standard Unit 16 – Monitor and maintain in flight services 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.

When assessing assessment criteria 2.1 the following items should be covered:

- catering
- items for sale
- items to maintain passenger comfort
- items to help passengers use information technology equipment.

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
1 Be able to monitor and maintain in-flight service resources	<p>1.1 Receive, store and handle service resources in line with organisational procedures</p> <p>1.2 Check that service resources received match the description provided</p> <p>1.3 Keep resources secure at all times</p> <p>1.4 Identify problems in service resources and take action to put things right</p> <p>1.5 Complete documents relating to receiving and selling and monitoring the quantity and condition of service resources fully, accurately and clearly</p> <p>1.6 Deal with all unused service resources and waste in line with organisational and relevant legal requirements</p>			
2 Understand how to monitor and maintain in-flight service resources	<p>2.1 Identify types of resources and explain organisational procedures for dealing with them</p> <p>2.2 Explain organisational procedures for receiving, storing and handling resources</p> <p>2.3 Explain how to keep resources secure</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.4 Explain organisational recording procedures relating to receiving, using, selling and monitoring, the quantity and condition of service resources</p> <p>2.5 Give examples of short-and long-term solutions to problems with resources</p> <p>2.6 Explain organisational procedures for dealing with/ disposing of unused resources and waste</p> <p>2.7 Explain health regulations relating to in-flight service resources</p>			
<p>3 Be able to monitor and maintain in-flight services</p>	<p>3.1 Maintain in-flight services to meet organisational service standards</p> <p>3.2 Carry out duties efficiently and in line with organisational standards and procedures</p> <p>3.3 Take prompt and appropriate action in response to problems to minimise disruptions and maintain service standards</p> <p>3.4 Monitor passengers' questions, comments and complaints to ascertain customer satisfaction levels</p> <p>3.5 Identify shortfalls in service standards and take action to put things right</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand how to monitor and maintain in-flight services</p>	<p>4.1 Describe services including:</p> <ul style="list-style-type: none"> - catering - selling items - services to maintain passenger comfort - services to help passengers use information technology equipment <p>4.2 Identify equipment and any adaptations to support the needs of passengers who have special needs</p> <p>4.3 Explain organisational procedures for dealing with broken, damaged or faulty equipment</p> <p>4.4 Explain organisational service standards</p> <p>4.5 Give examples of possible problems and explain how to deal with them, including resources, equipment, staff and passenger incidents</p> <p>4.6 Give examples of short-term and long-term solutions to maintaining in-flight services</p>			

Learner name: _____ Date: _____

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(if sampled)

Unit 13: Monitor and maintain aircraft cabin systems, equipment and the environment

Unit code:	CC17
Unit reference number:	D/601/5635
QCF level:	Level 3
Credit value:	1
Guided learning hours:	10

Unit summary

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

This unit is directly related to GoSkills National Occupational Standard Unit 17 – Monitor and maintain aircraft cabin systems, equipment and the environment 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 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 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 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 monitor and maintain aircraft cabin equipment and systems</p>	<p>1.1 Carry out all pre-flight checks of systems and equipment in line with organisational procedures</p> <p>1.2 Operate and maintain all in-flight equipment and systems in line with organisational procedures</p> <p>1.3 Instruct cabin crew on how to use and maintain in-flight equipment and systems</p> <p>1.4 Monitor how cabin crew use and maintain in-flight equipment and systems</p> <p>1.5 Deal with broken, damaged or faulty equipment or systems appropriately</p> <p>1.6 Complete documents relating to in-flight systems and equipment fully, accurately and clearly</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Understand how to monitor and maintain aircraft cabin equipment and systems</p>	<p>2.1 Explain the pre-flight checks that must be completed</p> <p>2.2 Explain how to operate and maintain equipment and systems, including:</p> <ul style="list-style-type: none"> - water systems and equipment - oxygen systems (portable and automatic) - galley equipment <p>2.3 Explain organisational procedures for dealing with broken, damaged or faulty equipment</p> <p>2.4 Identify and describe documents relating to equipment and systems</p> <p>2.5 Explain organisational procedures for reporting incidents to the flight crew and/or engineers</p> <p>2.6 Explain how to complete a cabin defects log</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to monitor and maintain the aircraft cabin in-flight environment	3.1 Monitor and maintain the in-flight environment to organisational standards 3.2 Operate all in-flight environmental control systems in line with organisational procedures 3.3 Monitor passengers' comfort and respond by taking appropriate action 3.4 Receive passengers' comments and respond by taking appropriate action 3.5 Monitor environmental control systems to make sure they are working, and take appropriate action where needed			
4 Understand how to monitor and maintain the aircraft cabin in-flight environment	4.1 Explain where to find, how to use and the function of environmental control systems, including: <ul style="list-style-type: none"> - heating - air-conditioning - lighting 4.2 Explain organisational reporting procedures from passengers to cabin crew to flight crew 4.3 Explain organisational standards for the cabin			

Learner name: _____
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Unit 14: Monitor, maintain and enhance effective quality and customer service

Unit code:	CC18
Unit reference number:	K/601/5637
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 monitoring, maintaining and enhancing effective quality and customer service. This unit is particularly suitable for learners who work as senior cabin crew.

This unit is directly related to GoSkills National Occupational Standard Unit 18 – Monitor, maintain and enhance effective quality and customer service 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.

- EU OPS 1.1995
- Appendix 1 to EU OPS 1.1005 (e1).

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 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 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 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 monitor and maintain effective quality and customer service</p>	<p>1.1 Make sure that the cabin crew’s appearance and approach meets the organisation’s image at all times</p> <p>1.2 Monitor standards of customer service and quality and maintain the cabin crew’s performance in the workplace</p> <p>1.3 Make sure that all communication with passengers maintains the organisation’s image</p> <p>1.4 Make sure that all services and operations are carried out to organisational standards of quality and customer service</p> <p>1.5 Deal appropriately with passenger incidents that have become serious</p> <p>1.6 Monitor passengers’ condition and whether they are fit to fly</p> <p>1.7 Initiate organisational procedures, when necessary in relation to passengers who are not fit to fly</p> <p>1.8 Note and respond to passengers’ comments, questions and requests relating to organisational quality standards</p> <p>1.9 Initiate organisational procedures, when necessary for reporting an incident involving passengers</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Understand how to monitor and maintain effective quality and customer service</p>	<p>2.1 Explain organisational standards of quality and customer service</p> <p>2.2 Explain appearance and hygiene standards and uniform regulations</p> <p>2.3 Give examples of effective communication in difficult situations, including:</p> <ul style="list-style-type: none"> - body language - signs of aggression - managing conflict <p>2.4 Explain how to deal with formal and informal feedback from passengers</p> <p>2.5 Give examples of passenger incidents and explain organisational procedures for dealing with them, including:</p> <ul style="list-style-type: none"> - spillages - intoxication - disorder - issues related to smoking - air rage 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to assess and enhance effective quality and customer service</p>	<p>2.6 Identify conditions that make a passenger unfit to fly and explain organisational procedures to deal with this</p>			
	<p>2.7 Explain organisational procedures for reporting and recording incidents involving passengers</p>			
	<p>2.8 Identify relevant parts of the disability discrimination legislation</p>			
	<p>3.1 Ensure organisational customer service standards are met by the cabin crew</p>			
	<p>3.2 Monitor passengers' comments, requests, questions and complaints and use this to assess the service</p>			
	<p>3.3 Deal with staff who are not delivering appropriate standards of service in line with organisational policy</p>			
	<p>3.4 Inform cabin crew where they have not met standards of customer service and quality, identifying and implementing solutions</p>			
	<p>3.5 Use the results of customer service and quality assessments to influence future performance</p>			
	<p>3.6 Make recommendations in line with organisational procedures to improve customer service and quality</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand how to assess and enhance effective quality and customer service</p>	<p>4.1 Explain organisational customer service standards, including quality, cost-effectiveness and timescales</p> <p>4.2 Identify relevant employment legislation</p> <p>4.3 Explain how to deal with different types of passenger feedback, both positive and negative</p> <p>4.4 Explain how 'mystery shoppers' are used by the organisation</p> <p>4.5 Explain how the organisation monitors customer service</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 15: Monitor effective cabin crew performance

Unit code:	CC22
Unit reference number:	L/601/5646
QCF level:	Level 3
Credit value:	3
Guided learning hours:	20

Unit summary

The purpose of this unit is for learners to demonstrate occupational competence in monitoring effective cabin crew performance. This unit is particularly suitable for learners who work as senior cabin crew.

This unit is directly related to GoSkills National Occupational Standard Unit 22 – Monitor effective cabin crew performance from the Aviation Operations in the Air – Cabin Crew suite.

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

Learning outcome 2 in this unit reflect the requirements of the following sections of EU OPS:

- EU OPS 1.1000
- Appendix 1 to EU OPS 1.1005 (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 monitor effective cabin crew performance</p>	<p>1.1 Work with cabin crew on their personal development plans</p> <p>1.2 Support individuals who do not fully understand safety and emergency procedures and/or their roles and responsibilities in line with organisational procedures</p> <p>1.3 Monitor cabin crew's performance and provide feedback in an appropriate way</p> <p>1.4 Deal with shortfalls or problems relating to crucial aspects of health, safety and security according to organisational procedures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to monitor effective cabin crew performance	2.1 Explain organisational competency requirements 2.2 Explain roles and responsibilities of cabin crew, flight crew and ground crew 2.3 Identify symptoms and causes of breakdowns in communications and explain organisational procedures for dealing with them 2.4 Explain the organisational communication process 2.5 Explain the organisational appraisal system 2.6 Explain how to encourage staff motivation and teamwork 2.7 Explain the differences between formal and informal feedback			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

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(if sampled)

Unit 16: Promote continuous improvement

Unit code:	ICS D9 2010-2014
Unit reference number:	H/601/1554
QCF level:	Level 3
Credit value:	7
Guided learning hours:	47

Unit summary

This unit covers the key competence of the customer service professional. The learner must be dedicated to the continuous improvement of customer service and this involves organising changes in the way customer service is delivered over and over again. The learner will need to identify potential changes, think through their consequences and make them work. Above all, this unit covers the competence of organising and seeing through change that is sustainable and is in the spirit of continuous improvement in customer service.

This unit belongs to Institute of Customer Service.

This unit directly relates to Unit D9 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
<p>1 Plan improvements in customer service based on customer feedback</p>	<p>1.1 Gather feedback from customers that will help to identify opportunities for customer service improvement</p> <p>1.2 Analyse and interpret feedback to identify opportunities for customer service improvements and propose changes</p> <p>1.3 Discuss with others the potential effects of any proposed changes for their customers and their organisation</p> <p>1.4 Negotiate changes in customer service systems and improvements with somebody with sufficient authority to approve trial or full implementation of the change</p>			
<p>2 Implement changes in customer service</p>	<p>2.1 Organise the implementation of authorised changes</p> <p>2.2 Implement the changes following organisational guidelines</p> <p>2.3 Inform people inside and outside their organisation who need to know of the changes being made and the reasons for them</p> <p>2.4 Monitor early reactions to changes and make appropriate fine-tuning adjustments</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Review changes to promote continuous improvement	3.1 Collect and record feedback on the effects of changes 3.2 Analyse and interpret feedback and share their findings on the effects of changes with others 3.3 Summarise the advantages and disadvantages of the changes 3.4 Use their analysis and interpretation of changes to identify opportunities for further improvement 3.5 Present these opportunities to somebody with sufficient authority to make them happen			
4 Understand how to promote continuous improvement	4.1 Review how service improvements in their area affect the balance between overall customer satisfaction, the costs of providing service and regulatory requirements 4.2 Explain how customer experience is influenced by the way service is delivered 4.3 Explain how to collect, analyse and present customer feedback 4.4 Explain how to make a business case to others to bring about change in the products or services they offer			

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

Date: _____
Date: _____
Date: _____
Date: _____

Unit 17: Develop your own and others' customer service skills

Unit code: ICS D10 2010-2014

Unit reference number: K/601/1555

QCF level: Level 3

Credit value: 8

Guided learning hours: 53

Unit summary

This unit is about taking responsibility for continuously developing the learner's own customer service skills and passing those skills on to others. It is about helping themselves and others to learn and grow in their customer service roles. The learner may not be a manager or a supervisor but they may be responsible for showing others how things work and what they need to do. For example, a new member of staff may need an introduction to the products, services, systems or procedures of their organisation and the learner may be asked to show them. Or the learner may need to coach someone from another department who has been transferred. Also, there may be the introduction of a new product, service, system or procedure that the learner is asked to learn about and present or demonstrate to others. This unit will help the learner to put 'showing others' into a formal framework that will help them to learn and improve their own coaching skills. The delivery of excellent customer service depends on the learner's skills and the skills of those around them.

This unit belongs to Institute of Customer Service.

This unit directly relates to Unit D10 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
<p>1 Develop their own customer service skills</p>	<p>1.1 Agree with a manager or mentor the specific customer service skills they need in their customer service role</p> <p>1.2 Agree the actions they need to take to improve their customer service skills</p> <p>1.3 Draw up a personal development plan based on their agreed actions to improve their customer service skills</p> <p>1.4 Carry out their personal development activities and review their progress</p> <p>1.5 Obtain feedback from their manager or mentor about their customer service performance and update their personal development plan</p>			
<p>2 Plan the coaching of others in customer service</p>	<p>2.1 Identify and agree with colleagues specific customer service skills and knowledge those colleagues need in their customer service role</p> <p>2.2 Identify opportunities for colleagues to take actions to develop their customer service skills</p> <p>2.3 Plan and organise activities and coaching sessions for colleagues to help them develop their customer service skills</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Coach others in customer service	3.1 Coach colleagues to develop specific and agreed customer service skills 3.2 Give colleagues the opportunity to practise skills, apply knowledge and gain experience to develop customer service competence 3.3 Regularly check the progress of colleagues and modify their coaching as appropriate 3.4 Give regular feedback to colleagues about the progress they are making 3.5 Explain clearly to colleagues how ongoing support will be provided			
4 Understand how to develop their own and others' customer service skills	4.1 Describe organisational systems and procedures for developing their own and others' personal performance in customer service 4.2 Explain how their behaviour impacts on others 4.3 Explain how to review effectively their personal strengths and development needs 4.4 Describe how to put together a personal development plan for themselves or a colleague that will build on strengths and overcome weaknesses in areas that are important to customer service			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.5 Explain how to obtain useful and constructive personal feedback from others</p> <p>4.6 Describe how to respond positively to personal feedback</p> <p>4.7 Describe how to put together a coaching plan that will build on their strengths and overcome their weaknesses in areas that are important to customer service and their job role</p> <p>4.8 Explain how to give useful and constructive personal feedback to others</p> <p>4.9 Describe how to help others to respond positively to personal feedback</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 18: Manage personal development

Unit code:	A1
Unit reference number:	F/600/9469
QCF level:	Level 2
Credit value:	4
Guided learning hours:	20

Unit summary

This unit will ensure that learners can identify and assess progress against performance requirements in own work role.

This unit belongs to Management Standards Centre.

Assessment requirements/evidence requirements

Management Standards Centre – MSC

Assessment Strategy for Management and Leadership

The Management Standards Centre (MSC) is the Government recognised standards setting body for management and leadership. This document sets out the overarching assessment strategy for National Vocational Qualifications QCF and related Units and Scottish Vocational Qualifications (SVQs) in management and leadership based on the National Occupational Standards (NOS) for management and leadership.

1 Achieving External Quality Control of Assessment

The following measures are proposed in terms of achieving external quality control of assessment:

- Application of risk management. The MSC will expect awarding bodies to apply such risk management systems to the awarding of NVQs and SVQs in management and leadership and deploy resources accordingly to tackle identified risks
- The existing Management and Leadership Qualifications Forum (M&LQF) will take on a more active role in relation to the ongoing assessment and quality assurance of NVQs and SVQs in management and leadership
- Standardisation activities/exercises across centres (assessors and internal verifiers) and external verifiers.

2 Assessment through Performance in the Workplace

The NVQs and SVQs in management and leadership are to be assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

3 Assessment by Simulation

Simulation is not allowed.

4 Requirements for Assessors and Verifiers

Assessors and Verifiers must demonstrate that they:

- have credible expertise in management and leadership relevant to the level(s)/units they are assessing or verifying
- keep themselves up-to-date with developments in management and leadership practice
- have a thorough understanding of the NOS for management and leadership at the unit(s)/level(s) they are assessing or verifying.

In addition Assessors and Verifiers must have:

- An accredited assessor and/or verifier qualification, or
- A related qualification in assessment and/or verification that has been mapped to the national Occupational Standards for assessment and/or verifications, or
- Evidence of undertaking an employer assessment programme that has been mapped to the national Occupational Standards for assessment and/or verifications.

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 identify and agree performance requirements of own work role	1.1 Outline work role performance requirements with those they report to			
2 Be able to measure and progress against objectives	2.1 Identify ways that progress will be measured against own work objectives			
3 Be able to identify gaps in skills and knowledge in own performance	3.1 Explain knowledge and skills required for own work role			
	3.2 Identify opportunities and resources available for personal development			
	3.3 Produce a development plan to address own needs and agree with line manager			
4 Be able to carry out and assess activities within own development plan	4.1 Plan activities in own development plan that address identified needs			
	4.2 Collect feedback from colleagues on the result of development activities on own performance			
	4.3 Assess the success of activities carried out as part of own development plan			

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

Date: _____
Date: _____
Date: _____
Date: _____

Unit 19: Manage own professional development within an organisation

Unit code:	A2
Unit reference number:	L/600/9586
QCF level:	Level 3
Credit value:	4
Guided learning hours:	20

Unit summary

This unit helps learners to produce, implement and review a personal professional development plan that supports development.

This unit belongs to Management Standards Centre.

Assessment requirements/evidence requirements

Management Standards Centre – MSC

Assessment Strategy for Management and Leadership

The Management Standards Centre (MSC) is the Government recognised standards setting body for management and leadership. This document sets out the overarching assessment strategy for National Vocational Qualifications QCF and related Units and Scottish Vocational Qualifications (SVQs) in management and leadership based on the National Occupational Standards (NOS) for management and leadership.

1 Achieving External Quality Control of Assessment

The following measures are proposed in terms of achieving external quality control of assessment:

- Application of risk management. The MSC will expect awarding bodies to apply such risk management systems to the awarding of NVQs and SVQs in management and leadership and deploy resources accordingly to tackle identified risks
- The existing Management and Leadership Qualifications Forum (M&LQF) will take on a more active role in relation to the ongoing assessment and quality assurance of NVQs and SVQs in management and leadership
- Standardisation activities/exercises across centres (assessors and internal verifiers) and external verifiers.

2 Assessment through Performance in the Workplace

The NVQs and SVQs in management and leadership are to be assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

3 Assessment by Simulation

Simulation is not allowed.

4 Requirements for Assessors and Verifiers

Assessors and Verifiers must demonstrate that they:

- have credible expertise in management and leadership relevant to the level(s)/units they are assessing or verifying
- keep themselves up-to-date with developments in management and leadership practice
- have a thorough understanding of the NOS for management and leadership at the unit(s)/level(s) they are assessing or verifying.

In addition Assessors and Verifiers must have:

- An accredited assessor and/or verifier qualification, or
- A related qualification in assessment and/or verification that has been mapped to the national Occupational Standards for assessment and/or verifications, or
- Evidence of undertaking an employer assessment programme that has been mapped to the national Occupational Standards for assessment and/or verifications.

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 assess own career goals and personal development	1.1 Identify own career and personal goals 1.2 Assess how own career goals affect work role and professional development		
2	Be able to set personal work objectives	2.1 Agree SMART (Specific, Measurable, Achievable, Realistic and Time-bound) personal work objectives in line with organisational objectives		
3	Be able to produce a personal development plan	3.1 Identify gaps between objectives set, own current knowledge and skills 3.2 Produce a development plan		
4	Be able to implement and monitor own personal development plan	4.1 Plan activities identified in own development plan 4.2 Explain how to monitor and review own personal development plan		

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 20: Provide leadership and direction for own area of responsibility

Unit code:	B6
Unit reference number:	T/600/9601
QCF level:	Level 4
Credit value:	5
Guided learning hours:	30

Unit summary

This unit helps learners to provide leadership and direction for their area of responsibility.

This unit belongs to Management Standards Centre.

This unit has direct links to the NOS unit, MSC B6 Provide leadership in your area of responsibility.

Assessment requirements/evidence requirements

Management Standards Centre – MSC

Assessment Strategy for Management and Leadership

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The following measures are proposed in terms of achieving external quality control of assessment:

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- The existing Management and Leadership Qualifications Forum (M&LQF) will take on a more active role in relation to the ongoing assessment and quality assurance of NVQs and SVQs in management and leadership
- Standardisation activities/exercises across centres (assessors and internal verifiers) and external verifiers.

2 Assessment through Performance in the Workplace

The NVQs and SVQs in management and leadership are to be assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

3 Assessment by Simulation

Simulation is not allowed.

4 Requirements for Assessors and Verifiers

Assessors and Verifiers must demonstrate that they:

- have credible expertise in management and leadership relevant to the level(s)/units they are assessing or verifying
- keep themselves up-to-date with developments in management and leadership practice
- have a thorough understanding of the NOS for management and leadership at the unit(s)/level(s) they are assessing or verifying.

In addition Assessors and Verifiers must have:

- An accredited assessor and/or verifier qualification, or
- A related qualification in assessment and/or verification that has been mapped to the national Occupational Standards for assessment and/or verifications, or
- Evidence of undertaking an employer assessment programme that has been mapped to the national Occupational Standards for assessment and/or verifications.

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 lead in own area of responsibility	1.1 Identify own strengths and ability to lead in a leadership role 1.2 Evaluate strengths within own area of responsibility			
2 Be able to provide direction and set objectives in own area of responsibility	2.1 Outline direction for own area of responsibility 2.2 Implement objectives with colleagues that align with those of the organisation			
3 Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement	3.1 Communicate the agreed direction to individuals within own area of responsibility 3.2 Collect feedback to inform improvement			
4 Be able to assess own leadership performance	4.1 Assess feedback on own leadership performance 4.2 Evaluate own leadership performance			

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

Unit 21: Develop working relationships with colleagues

Unit code:	D1
Unit reference number:	H/600/9660
QCF level:	Level 2
Credit value:	3
Guided learning hours:	15

Unit summary

This unit will help learners to establish and develop effective working relationships with colleagues.

This unit belongs to Management Standards Centre.

This unit has direct links to the NOS unit, MSC D1 Develop productive working relationships with colleagues.

Assessment requirements/evidence requirements

Management Standards Centre – MSC

Assessment Strategy for Management and Leadership

The Management Standards Centre (MSC) is the Government recognised standards setting body for management and leadership. This document sets out the overarching assessment strategy for National Vocational Qualifications QCF and related Units and Scottish Vocational Qualifications (SVQs) in management and leadership based on the National Occupational Standards (NOS) for management and leadership.

1 Achieving External Quality Control of Assessment

The following measures are proposed in terms of achieving external quality control of assessment:

- Application of risk management. The MSC will expect awarding bodies to apply such risk management systems to the awarding of NVQs and SVQs in management and leadership and deploy resources accordingly to tackle identified risks
- The existing Management and Leadership Qualifications Forum (M&LQF) will take on a more active role in relation to the ongoing assessment and quality assurance of NVQs and SVQs in management and leadership
- Standardisation activities/exercises across centres (assessors and internal verifiers) and external verifiers.

2 Assessment through Performance in the Workplace

The NVQs and SVQs in management and leadership are to be assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

3 Assessment by Simulation

Simulation is not allowed.

4 Requirements for Assessors and Verifiers

Assessors and Verifiers must demonstrate that they:

- have credible expertise in management and leadership relevant to the level(s)/units they are assessing or verifying
- keep themselves up-to-date with developments in management and leadership practice
- have a thorough understanding of the NOS for management and leadership at the unit(s)/level(s) they are assessing or verifying.

In addition Assessors and Verifiers must have:

- An accredited assessor and/or verifier qualification, or
- A related qualification in assessment and/or verification that has been mapped to the national Occupational Standards for assessment and/or verifications, or
- Evidence of undertaking an employer assessment programme that has been mapped to the national Occupational Standards for assessment and/or verifications.

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 Understand the benefits of working with colleagues	1.1 Describe the benefits of productive working relationships			
2 Be able to establish working relationships with colleagues	2.1 Identify colleagues within own and other organisations 2.2 Agree the roles and responsibilities for colleagues			
3 Be able to act in a professional and respectful manner when working with colleagues	3.1 Explain how to display behaviour that shows professionalism			
4 Be able to communicate with colleagues	4.1 Identify, information to others clearly and concisely 4.2 Explain how to receive and clarify own understanding of information			
5 Be able to identify potential work-related difficulties and explore solutions	5.1 Identify potential work-related difficulties and conflicts of interest 5.2 Explain how to resolve identified potential difficulties			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

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 sectors

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 Principle Learning in Travel and Tourism	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Travel and Tourism (QCF) Edexcel Level 3 BTEC Nationals in Aviation Operations – extended until December 2012	Edexcel BTEC Level 3 Certificate in Aviation Operations on the Ground (Knowledge) (QCF)	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)

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 Principle Learning in Travel and Tourism	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Travel and Tourism (QCF)	Edexcel BTEC Level 2 Certificate in Introduction to Cabin Crew (QCF) 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)
1		Level 1 Principle 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 3 Certificate for
Senior 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;
- 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 3 Certificate for Senior 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 3 Certificate for Senior 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 3 Certificate for Senior 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 3 Certificate for Senior 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 qualifications 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 3 Certificate for Senior Cabin Crew AND/OR – achievement of professional qualifications attesting to their competence in the roles covered by the Level 3 Certificate for Senior Cabin Crew AND/OR – experience in the supervision of people who perform the roles covered by the Level 3 Certificate for Senior Cabin Crew AND/OR – providing training in a workplace context for those who perform the roles covered by the Level 3 Certificate for Senior 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 3 Certificate for Senior Cabin Crew AND/OR – achievement of professional qualifications attesting to their competence in the roles covered by the Level 3 Certificate for Senior Cabin Crew AND/OR – experience in the supervision of people who perform the roles covered by the Level 3 Certificate for Senior Cabin Crew AND/OR – providing training in a workplace context for those who perform the roles covered by the Level 3 Certificate for Senior 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 3 Certificate for Senior 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 3 Certificate for Senior Cabin Crew AND/OR – Experience in supervising people who perform the roles covered by the Level 3 Certificate for Senior Cabin Crew AND/OR – Experience gained in providing training in a workplace context for those who perform the roles covered by the Level 3 Certificate for Senior 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 3 Certificate for Senior Cabin Crew AND/OR – Experience in supervising people who perform the roles covered by the Level 3 Certificate for Senior Cabin Crew AND/OR – Experience gained in providing training in a workplace context for those who perform the roles covered by the Level 3 Certificate for Senior 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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