

Level 2 Certificate in Air Cabin Crew (4878-02)

Qualification handbook for centres
501/0545/0



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Level 2 Certificate in Air Cabin Crew (4878-02)



Qualification handbook for centres

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Qualification title	Number	QAN
Level 2 Certificate in Air Cabin Crew	4878-02	501/0545/0

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1 Introduction to the qualification

This document contains the information that centres need to offer the following qualification:

Qualification title and level	Level 2 Certificate in Air Cabin Crew
City & Guilds qualification number	(4878-02)
Qualification accreditation number	501/0545/0
Last registration date	31/12/2014
Last certification date	31/12/2016

Question	The Level 2 Certificate in Air Cabin Crew....
Who is the qualification for?	... meets the needs of candidates who work as Air Cabin Crew in the Aviation sector
What does the qualification cover?	... allows candidates to learn, develop and practise the skills required for employment and/or career progression in the Air Cabin Crew sector.
Is the qualification part of a framework or initiative?	... serves as a competency qualification, for the Aviation Apprenticeship framework.
Why has the qualification been developed?	... replaces the City & Guilds Level 2 NVQ in Aviation Operations in the Air which expires on 31/12/2010.
Who did we develop the qualification with?	... was developed in association with Goskills.

1.1 Qualification structure

To achieve the Level 2 Certificate in Air Cabin Crew, learners must achieve 22 credits from all of the mandatory units and a minimum of 12 credits from the optional units available.

The diagram below illustrates the unit titles, the credit value of each unit and mandatory or optional units.

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value	Excluded combination of units (if any)
K/601/5492	Unit 201	Ensure the health and safety of air passengers	Mandatory	6	N/A
L/601/5498	Unit 202	Respond to abnormal, dangerous or emergency situations	Mandatory	12	N/A
R/601/5504	Unit 203	Contribute to the preservation of security on board aircraft	Mandatory	4	N/A
J/600/9313	Unit 204	Recognise airside hazards and minimise risks	Optional	4	N/A
Y/601/5505	Unit 205	Provide and sell products on board aircraft	Optional	2	N/A
H/601/5510	Unit 206	Operate and monitor aircraft cabin equipment and systems and monitor the in-flight environment	Optional	6	N/A
T/601/5513	Unit 207	Deliver quality customer service to airline passengers	Optional	4	N/A
A/601/5514	Unit 208	Provide medical care and advice and administer first aid to passengers and crew	Optional	3	N/A
L/601/5517	Unit 209	Provide assistance, advice and information to ensure the comfort of	Optional	3	N/A

passengers

R/601/5518	Unit 210	Ensure effective communication on board an aircraft	Optional	3	N/A
T/601/5592	Unit 212	Maintain effective working relationships and communications	Optional	2	N/A
T/601/5639	Unit 213	Provide a trolley service on board an aircraft	Optional	2	N/A
M/601/5641	Unit 214	Serve drinks on board an aircraft	Optional	2	N/A
L/601/0933	Unit 215	Give customers a positive impression of yourself and your organisation	Optional	5	N/A
J/601/1210	Unit 216	Deliver reliable customer service	Optional	5	N/A

LEVEL 2 CERTIFICATE IN CABIN CREW
22 mandatory credits from:

Unit 201
Ensure the health and safety of air passengers
(6 credits)

Unit 202
Respond to abnormal, dangerous or emergency situations
(12 credits)

Unit 203
Contribute to the preservation of security on board aircraft
(4 credits)

A minimum of 12 credits from:

Unit 204
Recognise airside hazards and minimise risks
(4 credits)

Unit 205
Provide and sell products on board aircraft
(2 credits)

Unit 206
Operate and monitor aircraft cabin equipment and systems and monitor the in-flight environment
(6 credits)

Unit 207
Deliver quality customer service to airline passengers
(4 credits)

Unit 208
Provide medical care and advice and administer first aid to passengers and crew
(3 credits)

Unit 209
Provide assistance, advice and information to ensure the comfort of passengers
(3 credits)

Unit 210
Ensure effective communication on board an aircraft
(3 credits)

Unit 212
Maintain effective working relationships and communications
(2 credits)

Unit 213
Provide a trolley service on board an aircraft
(2 credits)

Unit 214
Serve drinks on board an aircraft
(2 credits)

Unit 215
Give customers a positive impression of yourself and your organisation
(5 credits)

Unit 216
Deliver reliable customer service
(5 credits)

1.2 Opportunities for progression

On completion of this qualification candidates may progress on to the following City & Guilds qualifications:

- City & Guilds Level 3 Certificate in Senior Cabin Crew
- City & Guilds Level 2 Diploma in Aviation Operations on the Ground
- City & Guilds Level 3 Diploma in Aviation Operations on the Ground
- City & Guilds Level 2 Certificate in Aviation Operations on the Ground (Knowledge)
- City & Guilds Level 2 Diploma in Aviation Environment

1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for this qualification:

Description	How to access
Promotional materials	www.cityandguilds.com
Fast track approval form	www.cityandguilds.com

2 Centre requirements

This section outlines the approval processes for Centres to offer this qualification and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification Level 2 NVQ in Aviation Operations in the Air – Cabin Crew (4943) will receive automatic approval for the new Level 2 Certificate in Air Cabin Crew (4878-02), which will be made available from the 01 September 2010.

2.1 Resource requirements

Human resources

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- hold the A1 or V1 qualification or equivalent qualification
- have recent relevant experience in the specific area they will be assessing
- be occupationally knowledgeable in the area for which they are delivering training. This knowledge must be at least to the same level as the training being delivered
- update their occupational expertise and industry knowledge in the areas being assessed and verified through Continuous Professional Development
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Assessors and internal verifiers

Centre staff should hold, or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying this qualification, or meet the relevant experience requirements outlined above.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

2.2 Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

This qualification is not approved for use by candidates under the age of 18, and City & Guilds cannot accept any registrations for candidates in this age group.

3 Course design and delivery

3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

3.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

4 Assessment

4.1 Summary of assessment methods

For this qualification, candidates will be required to complete the following assessment:

- a portfolio of evidence for the qualification.

Time constraints

The following time constraints must be applied to the assessment of this qualification:

- Candidates must be assessed over a period of six months.

4.2 Evidence requirements

Units 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.

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:

- candidates use materials, tools and equipment found and used in the workplace environment in the given context
- candidates 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 candidate interacts in performing the activity behave 'in character' for the given situation
- any time pressures that the candidate would experience under normal workplace conditions are also applied to the given context.

4.3 Recording forms

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at:

www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate.

N/SVQ Recording forms are available on the City & Guilds website.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.

4.4 Recognition of prior learning (RPL)

The Level 2 Certificate in Air Cabin Crew is subject to an assessment strategy, you can find details of this document on the Goskills website www.goskills.org.

Recognition of Prior Learning (RPL) recognises the contribution a person's previous experience could contribute to a qualification. RPL is allowed and is also sector specific.

5 Units

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ) www.accreditedqualifications.org.uk.

Summary of units

City & Guilds unit number	Title	QCF unit number	Credits
201	Ensure the health and safety of air passengers	K/601/5492	6
202	Respond to abnormal, dangerous or emergency situations	L/601/5498	12
203	Contribute to the preservation of security on board aircraft	R/601/5504	4
204	Recognise airside hazards and minimise risks	J/600/9313	4
205	Provide and sell products on board aircraft	Y/601/5505	2
206	Operate and monitor aircraft cabin equipment and systems and monitor the in-flight environment	H/601/5510	6
207	Deliver quality customer service to airline passengers	T/601/5513	4
208	Provide medical care and advice and administer first aid to passengers and crew	A/601/5514	3
209	Provide assistance, advice and information to ensure the comfort of passengers	L/601/5517	3
210	Ensure effective communication on board an aircraft	R/601/5518	3
212	Maintain effective working relationships and communications	T/601/5592	2
213	Provide a trolley service on board an aircraft	T/601/5639	2
214	Serve drinks on board an aircraft	M/601/5641	2

215	Give customers a positive impression of yourself and your organisation	L/601/0933	5
216	Deliver reliable customer service	J/601/1210	5

Level: 2

Credit value: 6

NDAQ number: K/601/5492

Unit aim

The purpose of this unit is for learners to demonstrate occupational competency in ensuring the health and safety of air passengers.

Learning outcomes

There are **six** outcomes to this unit. The candidate will:

1. Be able to provide health and safety information to air passengers and maintain compliance with health and safety requirements
2. Know how to provide health and safety information to air passengers and maintain compliance with health and safety requirements
3. Be able to maintain a healthy, safe and hygienic working environment
4. Know how to maintain a healthy, safe and hygienic working environment
5. Be able to maintain healthy, safe and hygienic working practices
6. Know how to maintain healthy, safe and hygienic working practices

Guided learning hours

It is recommended that **50** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national standards

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

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.

Unit 201

Ensure the health and safety of air passengers

Outcome 1

Be able to provide health and safety information to air passengers and maintain compliance with health and safety requirements

Assessment Criteria

The learner can:

1. provide and demonstrate routine health and safety information and guidance to passengers in line with organisational procedures
2. tell individual passengers what they should do in an emergency as necessary
3. provide non-routine health and safety information to passengers as necessary
4. make sure passengers' luggage and belongings are stowed correctly
5. make sure passengers follow health and safety notices and regulations
6. ask passengers who are not following health and safety regulations to do so in line with organisational procedures
7. report passengers refusing to follow health and safety regulations to the correct person.

Unit 201

Ensure the health and safety of air passengers

Outcome 2

Know how to provide health and safety information to air passengers and maintain compliance with health and safety requirements

Assessment Criteria

The learner can:

1. outline routine and non-routine health and safety information and guidance required during **different phases of the flight** and in **different situations**
2. describe relevant **health and safety regulations and guidelines**
3. describe how to assist passengers who have disabilities and special needs whilst ensuring personal health and safety
4. identify the **location** of, and describe the **function of on-board health and safety equipment**
5. describe organisational and Civil Aviation Authority's procedures relating to health and safety
6. describe how to detect and store dangerous goods
7. outline procedures for dealing with non-compliance with health and safety regulations
8. describe how to deal with passengers who do not follow health and safety regulations including personal legal rights and responsibilities in relation to carrying (or not carrying) passengers who are drunk, disruptive or likely to put the aircraft and others onboard at risk.

Range

Different phases of the flight

Pre-flight, taking off, in-flight

Different situations

During turbulence, abnormal or emergency situations, landing, taxiing

Health and safety regulations and guidelines

Alcohol, carrying and using restricted or banned items

Location and function of on-board health and safety equipment

Emergency exits

Unit 201

Outcome 3

Ensure the health and safety of air passengers

Be able to maintain a healthy, safe and hygienic working environment

Assessment

The learner can:

1. carry out pre, in and post flight safety checks and actions in line with organisational procedures
2. maintain vigilance to identify breakdowns, faults or abnormalities in the aircraft environment
3. identify hazards and potential hazards and take action
4. keep working areas clean, clear and hygienic
5. make sure that equipment and personal belongings are safely stowed and secured at all times
6. make sure that access to emergency exits and equipment is maintained at all times
7. record damaged, broken, faulty or missing equipment which may affect health, safety or hygiene and stop using it if appropriate
8. follow organisational procedures if banned or restricted items that have not been identified by security checks are discovered
9. get rid of all waste safely and hygienically in line with organisational procedures
10. respond to local health and safety regulations within the aircraft environment.

Unit 201

Outcome 4

Ensure the health and safety of air passengers

Know how to maintain a healthy, safe and hygienic working environment

Assessment

The learner can:

1. describe organisational health and safety policies, including reporting procedures
2. describe pre, in and post flight health, safety and hygiene checks, inspections and operations relating to:
 - cabin
 - galley
 - toilet areas
3. identify possible breakdowns, faults, abnormalities and hazards and describe how to deal with them
4. describe organisational procedures for dealing with banned or restricted items
5. identify relevant health and safety regulations and guidelines, and describe personal responsibilities under them
6. identify where the emergency exits and equipment are
7. describe how to monitor doors
8. describe organisational procedures for getting rid of waste
9. identify fire-protection facilities
10. describe how to use cabin crew stowage facilities
11. describe organisational procedures for dealing with spillages.

Unit 201

Outcome 5

Ensure the health and safety of air passengers

Be able to maintain healthy, safe and hygienic working practices

Assessment Criteria

The learner can:

1. make sure that personal appearance, hygiene and medical condition meet relevant organisational, legal and regulatory health and safety standards
2. follow organisational procedures designed to protect staff, equipment, hygiene and the environment at all times
3. use equipment in line with the manufacturer's instructions, and relevant organisational and legal requirements
4. use correct safe lifting and carrying techniques
5. wear protective clothing
6. adopt the seated, secured and braced position at appropriate times.

Unit 201

Outcome 6

Ensure the health and safety of air passengers

Know how to maintain healthy, safe and hygienic working practices

Assessment Criteria

The learner can:

1. describe organisational procedures for passing food and drinks to the flight crew
2. describe standards of personal appearance, hygiene and medical condition
3. describe relevant health and safety procedures including regulations relating to sickness
4. describe safe lifting and carrying techniques
5. list appropriate times to be seated, secured and braced
6. identify available protective clothing and describe how to use it.

Unit 201 Ensure the health and safety of air passengers

Evidence requirements

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:

- candidates use materials, tools and equipment found and used in the workplace environment in the given context
- candidates 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 candidate interacts in performing the activity behave 'in character' for the given situation
- any time pressures that the candidate would experience under normal workplace conditions are also applied to the given context.

If this unit is used in the Level 2 Certificate in Cabin Crew the overarching assessment strategy must be followed. This can be accessed at the link below:

<http://www.goskills.org/index.php/industries/1/6>

If this unit is used in the Level 3 Certificate in Cabin Crew the overarching assessment strategy must be followed. This can be accessed at the link below:

<http://www.goskills.org/index.php/industries/1/6>

Unit 202

Respond to abnormal, dangerous or emergency situations

Level: 2

Credit value: 12

NDAQ number: L/601/5498

Unit aim

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

Learning outcomes

There are **eight** outcomes to this unit. The candidate will:

1. Be able to carry out procedures in the event of abnormal, dangerous or emergency situations
2. Know how to carry out procedures in the event of abnormal, dangerous or emergency situations
3. Be able to operate emergency equipment
4. Know how to operate emergency equipment
5. Be able to deal with passengers during abnormal, dangerous or emergency situations
6. Know how to deal with passengers during abnormal, dangerous or emergency situations
7. Be able to assist in the emergency evacuation of aircraft
8. Know how to assist in the emergency evacuation of aircraft

Guided learning hours

It is recommended that **90** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national standards

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

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.

Unit 202

Respond to abnormal, dangerous or emergency situations

Outcome 1

Be able to carry out procedures in the event of abnormal, dangerous or emergency situations

Assessment Criteria

The learner can:

1. raise or respond to an alarm immediately, in line with organisational procedures
2. take action to deal with the situation in line with organisational drills and procedures
3. take direct control of emergency procedures if necessary
4. tell the senior member of staff about the situation
5. inform, instruct and reassure passengers as necessary to avoid panic.

Unit 202

Respond to abnormal, dangerous or emergency situations

Outcome 2

Know how to carry out procedures in the event of abnormal, dangerous or emergency situations

Assessment Criteria

The learner can:

1. list symptoms and causes of abnormal, dangerous or emergency situations and describe organisational procedures for dealing with them, including:
 - fire
 - smoke
 - decompression
 - prepared ditching
 - unprepared ditching
 - prepared crash landing
 - unprepared crash landing
 - turbulence
 - vibrations
 - leaks
 - door warning
 - flight crew unable to work
 - refuelling or de-fuelling with passengers on board
 - aborted landing
 - aborted take off
2. describe circumstances in which direct control of the emergency should be undertaken
3. describe how to prevent fire and other abnormal, dangerous or emergency situations
4. identify types of emergency alarms
5. describe the process of the Nature, Intention, Time and Special Information (NITS) briefing
6. describe oxygen systems, including how to use them by hand
7. describe bracing positions for cabin crew.

Unit 202

Respond to abnormal, dangerous or emergency situations

Outcome 3

Be able to operate emergency equipment

Assessment Criteria

The learner can:

1. find emergency equipment as soon as it is needed
2. operate emergency equipment in line with organisational procedures
3. get or give help in using the emergency equipment
4. take safety precautions when using emergency equipment
5. stow emergency equipment safely and securely after use
6. make sure emergency equipment is maintained in safe working order
7. report used and faulty emergency equipment in line with organisational procedures.

Unit 202

Respond to abnormal, dangerous or emergency situations

Outcome 4

Know how to operate emergency equipment

Assessment Criteria

The learner can:

1. identify where the emergency equipment is, and describe how to check, maintain and use it
2. list symptoms and causes of abnormal, dangerous/emergency situations and describe equipment for dealing with them
3. describe how to stow equipment
4. describe how to record used equipment.

Unit 202

Respond to abnormal, dangerous or emergency situations

Outcome 5

Be able to deal with passengers during abnormal, dangerous or emergency situations

Assessment Criteria

The learner can:

1. tell passengers about the situation
2. provide instructions for passengers in response to the situation and in line with organisational procedures
3. provide all information and instructions to passengers in a manner that avoids panic
4. take action and control behaviour to reassure passengers
5. get help if passengers will not or cannot follow emergency instructions
6. deal with passengers who are not following emergency instructions in line with organisational procedures.

Unit 202

Respond to abnormal, dangerous or emergency situations

Outcome 6

Know how to deal with passengers during abnormal, dangerous or emergency situations

Assessment Criteria

The learner can:

1. describe organisational procedures and emergency drills in abnormal, dangerous or emergency situations
2. describe types of panic and how to deal with them, including passenger crowd control
3. describe organisational procedures for dealing with passengers not following instructions
4. describe bracing positions for passengers
5. describe how to deal with different **types of passengers** including:

Range

Types of passengers

English speaking, non-English speaking, adults, children, passengers who have special needs.

Unit 202

Respond to abnormal, dangerous or emergency situations

Outcome 7

Be able to assist in the emergency evacuation of aircraft

Assessment Criteria

The learner can:

1. provide information to passengers that is clear, concise and presented in a positive way
2. tell passengers about the evacuation procedures at the correct time
3. evacuate the aircraft in line with organisational procedures
4. operate exits and escape equipment in line with organisational procedures
5. help passengers evacuate the aircraft
6. get help from, or give help to, other crew members when evacuating the aircraft
7. deal with passengers not following evacuation procedures in line with organisational procedures.

Unit 202

Respond to abnormal, dangerous or emergency situations

Outcome 8

Know how to assist in the emergency evacuation of aircraft

Assessment Criteria

The learner can:

1. describe how to evacuate the aircraft on the ground and on water
2. describe appropriate methods and manner for dealing with **different types of passengers**
3. describe organisational evacuation procedures for passengers and crew
4. describe circumstances under which direct control of the evacuation should be taken
5. describe the location, function and operation of routine and emergency exits and escape equipment including:
 - operation of automatic exits
 - operation of manual exits
6. describe organisational procedures for dealing with passengers not following evacuation instructions
7. describe what to do if equipment and exits do not work properly
8. describe organisational procedures following evacuation.

Range

Different types of passengers

Adults, children, pregnant woman, people with limited mobility, wheelchair users, non-English speaking passengers

Unit 202 Respond to abnormal, dangerous or emergency situations

Evidence requirements

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.

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:

- candidates use materials, tools and equipment found and used in the workplace environment in the given context
- candidates 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 candidate interacts in performing the activity behave 'in character' for the given situation
- any time pressures that the candidate would experience under normal workplace conditions are also applied to the given context.

If this unit is used in the Level 2 Certificate in Cabin Crew the overarching assessment strategy must be followed. This can be accessed at the link below:

<http://www.goskills.org/index.php/industries/1/6>

If this unit is used in the Level 3 Certificate in Cabin Crew the overarching assessment strategy must be followed. This can be accessed at the link below:

<http://www.goskills.org/index.php/industries/1/6>

Unit 203

Contribute to the preservation of security on board aircraft

Level: 2

Credit value: 4

NDAQ number: R/601/5504

Unit aim(s)

The purpose of this unit is for learners to demonstrate occupational competency in contributing to the preservation of security on board aircraft.

Learning outcomes

There are **four** outcomes to this unit. The candidate will:

1. Be able to contribute to the preservation of security of aircraft and air passengers
2. Know how to contribute to the preservation of security of aircraft and air passengers
3. Be able to carry out procedures in the event of breaches or potential breaches of security
4. Know how to carry out procedures in the event of breaches or potential breaches of security

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national standards

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

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.

Unit 203

Contribute to the preservation of security on board aircraft

Outcome 1

Be able to contribute to the preservation of security of aircraft and air passengers

Assessment Criteria

The learner can:

1. carry out aircraft security checks, inspections and operations before, during and after the flight, in line with organisational procedures
2. check the aircraft is sterile prior to the flight
3. report security concerns relating to other crew members or ground staff to the correct authority
4. check toilets regularly in line with organisational procedures
5. observe aircraft passengers, identify possible security risks or problems, and report them to the correct authority
6. assess passengers' condition and whether they are fit to fly
7. ask passengers about security matters if necessary, in line with organisational procedures
8. report any possible security risks or problems to the correct authority.

Unit 203

Contribute to the preservation of security on board aircraft

Outcome 2

Know how to contribute to the preservation of security of aircraft and air passengers

Assessment Criteria

The learner can:

1. describe routine and emergency security procedures:
 - pre flight
 - in flight
 - post flight
2. list security risks or problems and describe organisational procedures for dealing with them including:
 - unauthorised personnel and passengers
 - suspicious passengers
 - suspicious items
 - unclaimed baggage
 - sabotage threat
3. describe the use of identification cards or systems for crew and staff
4. identify the relevant cabin crew sections of the national aviation security programme as appropriate
5. describe **security checks and operations** that are required including:
6. describe conditions that make a passenger unfit to fly.

Range

Security checks and operations

Headcounts, clearing aircraft, checking toilets, sealing aircraft

Unit 203

Contribute to the preservation of security on board aircraft

Outcome 3

Be able to carry out procedures in the event of breaches or potential breaches of security

Assessment Criteria

The learner can:

1. carry out searches in line with organisational procedures
2. follow organisational procedures if a suspicious item is discovered
3. respond to security incidents involving passengers in line with organisational procedures
4. communicate effectively with the flight crew.

Unit 203

Contribute to the preservation of security on board aircraft

Outcome 4

Know how to carry out procedures in the event of breaches or potential breaches of security

Assessment Criteria

The learner can:

1. describe organisational search procedures
2. describe organisational procedures for dealing with passengers in the event of a breach or potential breach in security
3. describe organisational security procedures for actual or potential breaches of security including:
 - hi-jack
 - sabotage threat
 - security threat
 - suspicious items
 - threatening messages found on board
4. describe organisational procedures for communicating with the flight crew including through the locked door.

Unit 203 **Contribute to the preservation of security on board aircraft**

Evidence requirements

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.

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:

- candidates use materials, tools and equipment found and used in the workplace environment in the given context
- candidates 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 candidate interacts in performing the activity behave 'in character' for the given situation
- any time pressures that the candidate would experience under normal workplace conditions are also applied to the given context.

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

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

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

- headcounts
- clearing aircraft
- checking toilets
- sealing aircraft

If this unit is used in the Level 2 Certificate in Cabin Crew the overarching assessment strategy must be followed. This can be accessed at the link below:

<http://www.goskills.org/index.php/industries/1/6>

If this unit is used in the Level 3 Certificate in Cabin Crew the overarching assessment strategy must be followed. This can be accessed at the link below:

<http://www.goskills.org/index.php/industries/1/6>

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Level: 2

Credit value: 4

NDAQ number: J/600/9313

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Understand how to recognise airside hazards and associated risks
2. Understand how to work safely on the ramp area ensuring their own safety and that of others

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

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.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

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

Unit 204

Outcome 1

Recognise airside hazards and minimise risks

Understand how to recognise airside hazards and associated risks

Assessment

Knowledge

The learner can:

1. recognise airside hazards and associated risks
2. identify organisational procedures covering health and safety
3. identify the consequences of not operating safely in an airport environment
4. identify the main causes of accidents in an airport
5. describe the possible costs of not following airport and ramp safety procedures
6. report incidents in line with organisational procedures
7. describe organisational procedures to ensure health and safety
8. outline the benefits of safe working practices to include:
 - themselves
 - passengers and colleagues
 - equipment
 - the airport
 - other companies
9. identify hazardous materials
10. outline procedures for using hazardous materials and give examples of dealing with incidents involving them
11. describe procedures for reporting incidents airside
12. explain the importance of staying alert and following safety procedures
13. describe the type of legislation covering the aviation working environment which means that their employer has the duty to provide a safe working environment and they have a duty to follow their employers safety rules
14. describe the effects of adverse weather airside and the precautions to take for the following:
 - wind
 - snow
 - heat
 - sun
 - ice.

Unit 204

Outcome 2

Recognise airside hazards and minimise risks

Understand how to work safely on the ramp area ensuring their own safety and that of others

Assessment Criteria

Knowledge

The learner can:

1. identify the hazards associated with the ramp
2. identify how to deal with these hazards
3. explain how to work safely to ensure their own and others safety
4. explain how hazards can be avoided
5. identify what to do to deal with any hazards that occur
6. describe where the ramp area is
7. identify dangers from aircraft
8. describe how to approach aircraft safely
9. identify dangers from vehicles on the ramp area other than aircraft
10. identify airport surface markings within the ramp area
11. identify operating areas for aircraft, vehicles and pedestrians on the ramp area
12. identify personal protective equipment (PPE) and describe when to wear it including:
 - hearing protection
 - high visibility clothing
 - other personal protective equipment (PPE)
13. describe dangers from foreign object debris (FOD) and the importance of keeping areas clean and tidy at all times
14. describe dangers from birds and other wildlife and the importance of making sure that the area does not attract them
15. identify emergency areas in the ramp area
16. describe how to use equipment and vehicles on the ramp area.

Unit 204 Recognise airside hazards and minimise risks

Evidence Requirements

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

If this unit is used in the Level 2 Diploma in Aviation Operations on the Ground the overarching assessment strategy must be followed. This can be accessed at the link below:

<http://www.goskills.org/index.php/industries/1/6>

If this unit is used in the Level 3 Diploma in Aviation Operations on the Ground the overarching assessment strategy must be followed. This can be accessed at the link below:

<http://www.goskills.org/index.php/industries/1/6>

Level: 2

Credit value: 2

NDAQ number: Y/601/5505

Unit aim(s)

The purpose of this unit is for learners to demonstrate occupational competence in providing and selling products on board aircraft.

Learning outcomes

There are **four** outcomes to this unit. The candidate will:

1. Be able to provide information about products to passengers
2. Know how to provide information about products to passengers
3. Be able to accept payment in exchange for products
4. Know how to accept payment in exchange for products

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national standards

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

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.

Unit 205

Outcome 1

Provide and sell products on board aircraft

Be able to provide information about products to passengers

Assessment Criteria

The learner can:

1. deal with passengers in an appropriate manner in line with organisational guidelines at all times
2. provide relevant and accurate information relating to products to passengers
3. present product information to the passenger
4. generate customer interest in a way that meets organisational and relevant legal requirements
5. listen and respond to passengers' comments, questions and needs
6. give passengers the opportunity to fully investigate products
7. suggest alternative products if the initial product is not available or does not interest the passenger
8. continue to treat passengers in an appropriate manner in line with organisational procedures whether or not a sale is made.

Unit 205

Outcome 2

Provide and sell products on board aircraft

Know how to provide information about products to passengers

Assessment Criteria

The learner can:

1. describe different approaches to different types of passenger
2. describe product information, price information, product availability and limitations on allowances
3. describe the differences between duty-free and duty-paid products
4. identify customs regulations relevant to location
5. describe organisational procedures for selling goods.

Unit 205

Outcome 3

Provide and sell products on board aircraft

Be able to accept payment in exchange for products

Assessment Criteria

The learner can:

1. reach an agreement with the passenger to close the sale
2. agree sales in line with relevant legal and organisational requirements
3. accept and process payments in line with organisational and relevant legal requirements.

Unit 205

Outcome 4

Provide and sell products on board aircraft

Know how to accept payment in exchange for products

Assessment Criteria

The learner can:

1. outline price information and describe methods of payment
2. describe organisational procedures for accepting cash payments
3. describe organisational procedures for accepting non-cash payments
4. describe currency regulations.

Unit 205 Provide and sell products on board aircraft

Evidence requirements

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

Simulation may not be used to assess this unit.

If this unit is used in the Level 2 Certificate in Cabin Crew the overarching assessment strategy must be followed. This can be accessed at the link below:

<http://www.goskills.org/index.php/industries/1/6>

If this unit is used in the Level 3 Certificate in Cabin Crew the overarching assessment strategy must be followed. This can be accessed at the link below:

<http://www.goskills.org/index.php/industries/1/6>

Unit 206

Operate and monitor aircraft cabin equipment and systems and monitor the in-flight environment

Level: 2

Credit value: 6

NDAQ number: H/601/5510

Unit aim(s)

The purpose of this unit is for learners to demonstrate occupational competence in operating and monitoring the aircraft cabin equipment and monitoring the in-flight environment.

Learning outcomes

There are **eight** outcomes to this unit. The candidate will:

1. Be able to operate aircraft cabin equipment and systems
2. Know how to operate aircraft cabin equipment and systems
3. Be able to operate aircraft doors
4. Know how to operate aircraft doors
5. Be able to operate communication systems
6. Know how to operate communication systems
7. Be able to monitor the aircraft cabin environment on board aircraft
8. Know how to monitor the aircraft cabin environment on board aircraft

Guided learning hours

It is recommended that **40** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national standards

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

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.

Unit 206 **Operate and monitor aircraft cabin equipment and systems and monitor the in-flight environment**

Outcome 1 Be able to operate aircraft cabin equipment and systems

Assessment Criteria

The learner can:

1. carry out pre-flight checks of in-flight equipment in line with organisational procedures
2. operate and maintain in-flight equipment safely, efficiently and in line with organisational procedures
3. monitor the effective functioning of in-flight equipment and take action where needed.

Unit 206 Operate and monitor aircraft cabin equipment and systems and monitor the in-flight environment

Outcome 2 Know how to operate aircraft cabin equipment and systems

Assessment Criteria

The learner can:

1. describe the pre and in-flight checks required
2. describe how to operate and maintain equipment and systems including:
 - water systems and equipment
 - oxygen systems (automatic and portable)
 - entertainment systems
 - galley equipment
 - cabin communications equipment
3. describe equipment and any adaptations available to support the needs of passengers with disabilities or special needs
4. describe organisational procedures for dealing with broken, damaged or malfunctioning equipment
5. describe the compensation available for damaged or malfunctioning in-flight equipment.

Unit 206

Operate and monitor aircraft cabin equipment and systems and monitor the in-flight environment

Outcome 3

Be able to operate aircraft doors

Assessment Criteria

The learner can:

1. open, close, arm/disarm and secure all doors in line with organisational procedures
2. carry out door cross checks as appropriate in line with organisational procedures
3. label and/or report malfunctioning doors
4. monitor doors at all appropriate times.

Unit 206

Operate and monitor aircraft cabin equipment and systems and monitor the in-flight environment

Outcome 4

Know how to operate aircraft doors

Assessment Criteria

The learner can:

1. identify door modes
2. describe the effect of icy conditions on doors
3. describe organisational procedures for:
 - opening, closing and securing doors
 - cross checking the doors if applicable
 - malfunctioning doors
 - monitoring doors
4. describe what girt bars are
5. identify electrical and mechanical indicators to show the doors are locked.

Unit 206 **Operate and monitor aircraft cabin equipment and systems and monitor the in-flight environment**

Outcome 5 Be able to operate communication systems

Assessment Criteria

The learner can:

1. find the communication systems immediately when needed
2. operate communication systems in line with organisational procedures
3. communicate with crew in a way that is clear and accurate and uses standard terms
4. make passenger announcements that follow a set format with clear and accurate information
5. find and use the equipment for addressing passengers in an emergency in line with organisational procedures.

Unit 206 Operate and monitor aircraft cabin equipment and systems and monitor the in-flight environment

Outcome 6 Know how to operate communication systems

Assessment Criteria

The learner can:

1. describe where the communication handsets and megaphones are
2. describe how to operate communication systems
3. describe standard calling procedures to follow and identify terms to use
4. identify call tones, lights and codes
5. describe emergency communication procedures
6. describe the pre-flight checks to be carried out on the communications systems
7. describe how to report malfunctions to the flight crew
8. describe how to report malfunctions to engineers
9. outline the use of the cabin defects log.

Unit 206 **Operate and monitor aircraft cabin equipment and systems and monitor the in-flight environment**

Outcome 7 Be able to monitor the aircraft cabin environment on board aircraft

Assessment Criteria

The learner can:

1. carry out pre-flight checks of in-flight environment control systems in line with organisational procedures
2. check that the cabin and toilets are ready before passengers board
3. operate in-flight environment control systems safely, efficiently and in line with organisational procedures
4. make sure in-flight environment control systems work properly and take action where needed
5. respond to passenger's comments, questions, complaints or requests relating to the environment and take action.

Unit 206

Operate and monitor aircraft cabin equipment and systems and monitor the in-flight environment

Outcome 8

Know how to monitor the aircraft cabin environment on board aircraft

Assessment Criteria

The learner can:

1. identify where the environmental control systems are and describe how to use them
2. describe the cabin-light settings for night departure or arrival
3. describe the standards for the cabin and toilets
4. describe organisational procedures for reporting faults.

Unit 206 Operate and monitor aircraft cabin equipment and systems and monitor the in-flight environment

Evidence requirements

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.

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:

- candidates use materials, tools and equipment found and used in the workplace environment in the given context
- candidates 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 candidate interacts in performing the activity behave 'in character' for the given situation
- any time pressures that the candidate would experience under normal workplace conditions are also applied to the given context.

If this unit is used in the Level 2 Certificate in Cabin Crew the overarching assessment strategy must be followed. This can be accessed at the link below:

<http://www.goskills.org/index.php/industries/1/6>

If this unit is used in the Level 3 Certificate in Cabin Crew the overarching assessment strategy must be followed. This can be accessed at the link below:

<http://www.goskills.org/index.php/industries/1/6>

Unit 207

Deliver quality customer service to airline passengers

Level: 2

Credit value: 4

NDAQ number: T/601/5513

Unit aim(s)

The purpose of this unit is for learners to demonstrate occupational competence in delivering quality customer service to airline passengers.

Learning outcomes

There are **four** outcomes to this unit. The candidate will:

1. Be able to maintain quality and customer service
2. Know how to maintain quality and customer service
3. Be able to deal with passenger complaints and incidents
4. Know how to deal with passenger complaints and incidents

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national standards

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

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.

Unit 207

Deliver quality customer service to airline passengers

Outcome 1

Be able to maintain quality and customer service

Assessment Criteria

The learner can:

1. maintain organisational image by making sure that personal appearance and behaviour are professional at all times
2. communicate with passengers in a way that maintains organisational image and standards of quality and customer service
3. identify passengers' needs and do everything possible to meet them
4. consider passengers' comfort and wellbeing, when carrying out all activities
5. help passengers whenever asked or needed
6. promote organisational facilities, services, products and image at all appropriate times
7. acknowledge passengers' comments politely and take action/pass them on.

Unit 207

Deliver quality customer service to airline passengers

Outcome 2

Know how to maintain quality and customer service

Assessment Criteria

The learner can:

1. describe organisational standards of dress (including uniform) and behaviour
2. describe organisational quality and customer service standards and how to carry out duties to meet these standards
3. describe how to communicate with passengers effectively
4. describe how to develop a good relationship with passengers
5. describe how to read body language
6. identify relevant parts of disability discrimination legislation relating to airline passengers
7. list conditions that make a passenger unfit to fly
8. describe the products offered on board the aircraft
9. describe how to deal with different types of passenger feedback.

Unit 207

Deliver quality customer service to airline passengers

Outcome 3

Be able to deal with passenger complaints and incidents

Assessment Criteria

The learner can:

1. deal with passengers' complaints in line with organisational standards of quality and customer service
2. deal with complaints which can be sorted out as soon as possible
3. refer complaints which cannot be sorted out to the correct person
4. report and/or record complaints in line with organisational procedures
5. acknowledge dissatisfied passengers immediately and attend to appropriately
6. deal with dissatisfied passengers in a polite and helpful way at all times in line with organisational guidelines
7. deal with incidents involving passengers in line with the standards of quality and customer service and organisational procedures
8. deal assertively with unruly passengers
9. refer incidents that cannot be sorted out to the correct person
10. report and record incidents (including expert witness statements from passengers and crew) following an incident.

Unit 207

Deliver quality customer service to airline passengers

Outcome 4

Know how to deal with passenger complaints and incidents

Assessment Criteria

The learner can:

1. describe organisational procedures for dealing with complaints including those related to:
 - service
 - products
 - the environment
 - passengers
2. describe organisational procedures for dealing with incidents involving passengers, including:
 - spillages
 - intoxication
 - disorder
 - conflict
 - baggage
 - air rage
3. outline basic techniques in managing conflict
4. describe signs of aggressive body language
5. describe organisational rules concerning compensation for passengers
6. describe organisational procedures for reporting and recording complaints
7. describe organisational procedures for reporting and recording incidents involving passengers
8. describe how to deal with complaints from people from various cultural and ethical backgrounds.

Unit 207 Deliver quality customer service to airline passengers

Evidence requirements

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:

- candidates use materials, tools and equipment found and used in the workplace environment in the given context
- candidates 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 candidate interacts in performing the activity behave 'in character' for the given situation
- any time pressures that the candidate would experience under normal workplace conditions are also applied to the given context.

If this unit is used in the Level 2 Certificate in Cabin Crew the overarching assessment strategy must be followed. This can be accessed at the link below:

<http://www.goskills.org/index.php/industries/1/6>

If this unit is used in the Level 3 Certificate in Cabin Crew the overarching assessment strategy must be followed. This can be accessed at the link below:

<http://www.goskills.org/index.php/industries/1/6>

Unit 208

Provide medical care and advice and administer first aid

Level: 2

Credit value: 3

NDAQ number: A/601/5514

Unit aim(s)

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.

Learning outcomes

There are **three** outcomes to this unit. The candidate will:

1. Be able to provide care and first aid to passengers and crew
2. Be able to use first aid equipment and materials
3. Know how to provide care and first aid, and use first aid equipment and materials

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national standards

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.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

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.

Unit 208

Provide medical care and advice and administer first aid

Outcome 1

Be able to provide care and first aid to passengers and crew

Assessment Criteria

The learner can:

1. identify the passenger/crew member who needs medical attention
2. place the passenger/crew member in a position appropriate to his or her condition and make sure they stay in that position
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
4. provide equipment and items to make sure the passenger/crew member is comfortable
5. follow procedures to make sure that the passenger/crew member is assessed and treatment is arranged
6. identify whether qualified medical help is needed and take appropriate action
7. monitor the passenger's/crew member's condition regularly and take appropriate action
8. wear protective clothing appropriate to the situation
9. keep senior aircraft personnel informed of all serious medical conditions
10. fill in all necessary medical documents accurately, fully and clearly.

Unit 208

Provide medical care and advice and administer first aid

Outcome 2

Be able to use first aid equipment and materials

Assessment Criteria

The learner can:

1. find first aid equipment and materials immediately when needed
2. use equipment and materials in line with organisational procedures
3. get help with the operation of equipment and materials if necessary
4. take relevant safety precautions when using equipment and materials
5. stow equipment and materials safely and securely after use
6. maintain equipment and materials in safe working order
7. report faulty equipment and materials if necessary
8. dispose of consumable equipment and materials after use and make sure that they are replaced
9. complete all documents fully, accurately and clearly and pass them to the appropriate authority.

Unit 208

Provide medical care and advice and administer first aid

Outcome 3

Know how to provide care and first aid, and use first aid equipment and materials

Assessment Criteria

The learner can:

1. identify the objectives of first aid
2. describe procedures for assessing and treating passengers and crew members
3. identify and locate the major bones and organs and describe what they do and where they are
4. describe the effect altitude has on the human body
5. identify minor medical conditions and injuries and describe procedures for dealing with these, including:
 - burns/scalds
 - eye contamination
 - cuts and bruises
 - headache
 - earache
 - air sickness
6. identify serious medical emergencies and describe procedures for dealing with these
7. identify conditions that need therapeutic oxygen and describe how to give it
8. describe resuscitation techniques
9. describe recovery positions
10. describe procedures for getting qualified medical help including:
 - using the radio to contact ground-based organisations
11. describe how to use medical and first aid equipment
12. describe relevant legal and organisational limits on medical care and first aid
13. identify available protective clothing and describe how to use it
14. describe how to deal with different types of passengers and crew members.

Unit 208 Provide medical care and advice and administer first aid

Evidence requirements

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:

- candidates use materials, tools and equipment found and used in the workplace environment in the given context
- candidates 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 candidate interacts in performing the activity behave 'in character' for the given situation
- any time pressures that the candidate would experience under normal workplace conditions are also applied to the given context.

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

If this unit is used in the Level 2 Certificate in Cabin Crew the overarching assessment strategy must be followed. This can be accessed at the link below:

<http://www.goskills.org/index.php/industries/1/6>

If this unit is used in the Level 3 Certificate in Cabin Crew the overarching assessment strategy must be followed. This can be accessed at the link below:

<http://www.goskills.org/index.php/industries/1/6>

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Unit 209

Provide assistance, advice and information to ensure the comfort of passengers

Level: 2

Credit value: 3

NDAQ number: L/601/5517

Unit aim(s)

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.

Learning outcomes

There are **six** outcomes to this unit. The candidate will:

1. Be able to board, disembark, direct and escort passengers
2. Know how to board, disembark, direct and escort passengers
3. Be able to provide advice and information to passengers
4. Know how to provide advice and information to passengers
5. Be able to ensure the comfort of passengers
6. Know how to ensure the comfort of passengers

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national standards

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.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

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.

Unit 209

Provide assistance, advice and information to ensure the comfort of passengers

Outcome 1

Be able to board, disembark, direct and escort passengers

Assessment criteria

The learner can:

1. board passengers in line with organisational procedures
2. carry out pre-boarding liaison with passengers and make special arrangements where necessary
3. greet passengers and deal with them in a polite, welcoming and reassuring way at all times
4. direct and escort passengers to and from their seats or areas of aircraft according to their needs, bookings and requirements
5. help passengers with luggage or belongings where necessary
6. collect, check and process documents relating to passengers in line with organisational procedures
7. carry out headcounts of passengers if appropriate
8. help passengers disembark the aircraft, in line with organisational procedures.

Unit 209

Provide assistance, advice and information to ensure the comfort of passengers

Outcome 2

Know how to board, disembark, direct and escort passengers

Assessment criteria

The learner can:

1. describe appropriate methods for assisting different types of passenger including:
 - adults
 - children
 - English-speaking passengers
 - non-English speaking passengers
 - passengers who have special needs
2. describe organisational procedures regarding pre-boarding liaison with passengers
3. describe how to identify passengers who have special needs
4. describe seating arrangements on board aircraft
5. describe techniques and relevant regulations relating to fitting child seats and belts
6. describe equipment and techniques to make sure passengers with disabilities are comfortable
7. outline health and safety requirements in relation to seating
8. describe documents relating to passengers, including:
 - children who are not accompanied by an adult.

Unit 209

Provide assistance, advice and information to ensure the comfort of passengers

Outcome 3

Be able to provide advice and information to passengers

Assessment criteria

The learner can:

1. communicate with passengers politely in line with organisational guidelines
2. provide accurate and helpful advice based on facts to passengers
3. get help if passengers want information or advice that you cannot give them
4. operate passenger address systems
5. provide passenger announcements that follow organisational procedures.

Unit 209

Provide assistance, advice and information to ensure the comfort of passengers

Outcome 4

Know how to provide advice and information to passengers

Assessment criteria

The learner can:

1. describe appropriate methods for communicating with different types of passenger, including:
 - adults
 - children
 - English-speaking passengers
 - non-English speaking passengers
 - passengers who have special needs
2. identify the types of advice and information that passengers may ask for
3. describe how to use the passenger address systems
4. describe the types and sources of information you may need to help passengers
5. identify Customs and immigration documents if relevant to the airline.

Unit 209

Provide assistance, advice and information to ensure the comfort of passengers

Outcome 5

Be able to ensure the comfort of passengers

Assessment criteria

The learner can:

1. provide passengers with all available items to make sure they are comfortable
2. help passengers use all in-flight equipment and systems available to make them comfortable
3. ask passengers if they need help before providing it
4. respond to passenger call lights and chimes immediately
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.

Unit 209

Provide assistance, advice and information to ensure the comfort of passengers

Outcome 6

Know how to ensure the comfort of passengers

Assessment criteria

The learner can:

1. outline items available to passengers on board
2. describe the available in-flight equipment, materials and systems including:
 - where they are
 - what they do
 - how they operate
3. describe passenger call lights and chimes including:
 - where they are
 - how to use them
 - how to cancel them.

Unit 209 Provide assistance, advice and information to ensure the comfort of passengers

Evidence requirements

Simulation may not be used to assess this unit.

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.

If this unit is used in the Level 2 Certificate in Cabin Crew the overarching assessment strategy must be followed. This can be accessed at the link below:

<http://www.goskills.org/index.php/industries/1/6>

If this unit is used in the Level 3 Certificate in Cabin Crew the overarching assessment strategy must be followed. This can be accessed at the link below:

<http://www.goskills.org/index.php/industries/1/6>

Unit 210

Ensure effective communication on board an aircraft

Level: 2

Credit value: 3

NDAQ number: R/601/5518

Unit aim(s)

The purpose of this unit is for learners to demonstrate occupational competence in communicating on board an aircraft.

Learning outcomes

There are **three** outcomes to this unit. The candidate will:

1. Be able to communicate effectively with the flight deck crew and other members of the cabin crew
2. Be able to communicate effectively with passengers
3. Know how to communicate effectively with the flight deck crew, other members of the cabin crew and passengers

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national standards

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.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

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.

Unit 210

Ensure effective communication on board an aircraft

Outcome 1

Be able to communicate effectively with the flight deck crew and other members of the cabin crew

Assessment criteria

The learner can:

1. choose and use suitable equipment for the purpose of communicating
2. use appropriate pace and tone for the purpose of the communication
3. communicate relevant and accurate information to members of the flight crew and cabin crew
4. operate communications equipment in line with organisational procedures
5. report any faulty or broken equipment used to communicate with the crew in line with organisational procedures
6. use appropriate codes, procedures and guidelines when communicating
7. communicate with the flight crew/other members of the cabin crew in an emergency situation in line with organisational procedures.

Unit 210

Ensure effective communication on board an aircraft

Outcome 2

Be able to communicate effectively with passengers

Assessment criteria

The learner can:

1. communicate relevant and accurate information to passengers, including:
 - making passenger announcements that follow a set format
2. use the correct equipment to communicate with passengers
3. use appropriate pace and tone for the purpose of the communication
4. communicate with passengers in an emergency situation in line with organisational procedures
5. report any faulty or broken equipment used to communicate with passengers in line with organisational procedures.

Unit 210 Ensure effective communication on board an aircraft

Outcome 3 Know how to communicate effectively with the flight deck crew, other members of the cabin crew and passengers

Assessment criteria

The learner can:

1. describe how to operate communication equipment
2. outline aviation industry guidelines, procedures and standard phrases
3. identify commonly used aviation codes relevant to the cabin crew job role
4. describe how to use call tones, lights and codes
5. describe organisational procedures for operating communication equipment in an emergency situation
6. describe organisational reporting procedures for faulty/broken equipment.

Unit 210 Ensure effective communication on board an aircraft

Evidence requirements

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:

- candidates use materials, tools and equipment found and used in the workplace environment in the given context
- candidates 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 candidate interacts in performing the activity behave 'in character' for the given situation
- any time pressures that the candidate would experience under normal workplace conditions are also applied to the given context.

If this unit is used in the Level 2 Certificate in Cabin Crew the overarching assessment strategy must be followed. This can be accessed at the link below:

<http://www.goskills.org/index.php/industries/1/6>

If this unit is used in the Level 3 Certificate in Cabin Crew the overarching assessment strategy must be followed. This can be accessed at the link below:

<http://www.goskills.org/index.php/industries/1/6>

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Unit 212

Maintain effective working relationships and communications

Level: 2

Credit value: 2

NDAQ number: T/601/5592

Unit aim(s)

The purpose of this unit is for learners to demonstrate occupational competence in maintaining effective working relationships and communications.

Learning outcomes

There are **four** outcomes to this unit. The candidate will:

1. Be able to contribute to effective teamworking and communications
2. Understand how to contribute to effective teamworking and communications
3. Be able to maintain working practices
4. Understand how to maintain working practices

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national standards

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

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.

Unit 212

Maintain effective working relationships and communications

Outcome 1

Be able to contribute to effective teamworking and communications

Assessment criteria

The learner can:

1. obtain and provide all necessary information from/to flight crew, cabin crew and ground crew
2. make requests to team members in a way that maintains effective teamworking
3. support team members to achieve the team's aims
4. manage personal differences, or differences of opinion, in a way that avoids conflict and maintains mutual respect and achieves aims
5. carry out duties efficiently to achieve aims
6. provide all written and verbal communication in a way that is clear and accurate and promotes understanding
7. introduce the flight team members
8. allocate the cabin crew's roles and responsibilities both on the ground and on board.

Unit 212

Maintain effective working relationships and communications

Outcome 2

Understand how to contribute to effective teamworking and communications

Assessment criteria

The learner can:

1. describe the ground crew's key roles and responsibilities
2. describe the flight crew's key roles and responsibilities
3. describe the cabin crew's roles and responsibilities on board and on the ground.

Unit 212

Maintain effective working relationships and communications

Outcome 3

Be able to maintain working practices

Assessment criteria

The learner can:

1. carry out all duties allocated in line with organisational practices and procedures
2. report breakdowns in working practices to the correct authority
3. ensure all equipment and materials are used in line with organisational practices and procedures
4. report damaged, broken or malfunctioning systems, fittings or equipment in line with organisational procedures
5. follow all administration systems and complete work accordingly
6. fill in all documents and record information promptly, accurately, and clearly and in line with organisational procedures.

Unit 212

Maintain effective working relationships and communications

Outcome 4

Understand how to maintain working practices

Assessment criteria

The learner can:

1. describe organisational and relevant legal practices and procedures relating to maintaining working practices
2. describe organisational administration systems
3. describe organisational documents and procedures for recording information
4. describe organisational rules and regulations concerning stopovers and off-duty time.

Unit 212 **Maintain effective working relationships and communications**

Evidence requirements

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:

- candidates use materials, tools and equipment found and used in the workplace environment in the given context
- candidates 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 candidate interacts in performing the activity behave 'in character' for the given situation
- any time pressures that the candidate would experience under normal workplace conditions are also applied to the given context.

If this unit is used in the Level 2 Certificate in Cabin Crew the overarching assessment strategy must be followed. This can be accessed at the link below:

<http://www.goskills.org/index.php/industries/1/6>

If this unit is used in the Level 3 Certificate in Cabin Crew the overarching assessment strategy must be followed. This can be accessed at the link below:

<http://www.goskills.org/index.php/industries/1/6>

Level: 2

Credit value: 2

NDAQ number: T/601/5639

Unit aim(s)

The purpose of this unit is for learners to demonstrate occupational competence in providing a trolley service on board an aircraft.

Learning outcomes

There are **four** outcomes to this unit. The candidate will:

1. Be able to prepare a trolley for service on board an aircraft
2. Know how to prepare a trolley for service on board an aircraft
3. Be able to serve products from a trolley on board an aircraft
4. Know how to serve products from a trolley on board an aircraft

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national standards

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.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

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.

Unit 213

Outcome 1

Provide a trolley service on board an aircraft

Be able to prepare a trolley for service on board an aircraft

Assessment criteria

The learner can:

1. check that the trolley is clean, undamaged and serviceable
2. check products conform to quality standards
3. record stock levels prior to service, in line with organisational requirements
4. display food and drink products for service
5. collect refuse and waste in line with organisational procedures.

Unit 213

Outcome 2

Provide a trolley service on board an aircraft

Know how to prepare a trolley for service on board an aircraft

Assessment criteria

The learner can:

1. describe safe and hygienic working practices when preparing a catering trolley for service and why these are important
2. describe cleaning specifications for the trolley and related areas
3. explain why waste must be handled and disposed of correctly
4. explain why the trolley must be kept clean and free from damage
5. explain why a constant stock of food and drink products should be maintained
6. identify the types of situations that may occur when preparing the trolley in the air and describe how to deal with these.

Unit 213

Outcome 3

Provide a trolley service on board an aircraft

Be able to serve products from a trolley on board an aircraft

Assessment criteria

The learner can:

1. greet and deal with customers promptly
2. give customers accurate information that meets their needs, and promotes complementary products
3. serve stock with correct, clean, undamaged service equipment
4. work out how much stock has been used, and record this in line with organisational procedures
5. clean the trolley thoroughly after service so that it meets legal and organisational requirements
6. stow the trolley safely after service.

Unit 213

Provide a trolley service on board an aircraft

Outcome 4

Know how to serve products from a trolley on board an aircraft

Assessment criteria

The learner can:

1. describe safe and hygienic working practices when serving products from the catering trolley and explain why these are important
2. describe organisational standards for customer service and why these need to be followed
3. explain why the trolley must be handled safely and what the safety procedures for the trolley are
4. identify which aspects of current health and safety legislation are relevant to the service of products from the catering trolley
5. describe how to operate the catering trolley
6. outline prices and availability of products if relevant
7. describe how to calculate and record the stock sold after service
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.

Unit 213 Provide a trolley service on board an aircraft

Evidence requirements

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:

- candidates use materials, tools and equipment found and used in the workplace environment in the given context
- candidates 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 candidate interacts in performing the activity behave 'in character' for the given situation
- any time pressures that the candidate would experience under normal workplace conditions are also applied to the given context.

If this unit is used in the Level 2 Certificate in Cabin Crew the overarching assessment strategy must be followed. This can be accessed at the link below:

<http://www.goskills.org/index.php/industries/1/6>

If this unit is used in the Level 3 Certificate in Cabin Crew the overarching assessment strategy must be followed. This can be accessed at the link below:

<http://www.goskills.org/index.php/industries/1/6>

Level: 2

Credit value: 2

NDAQ number: M/601/5641

Unit aim(s)

The purpose of this unit is for learners to demonstrate occupational competence in serving drinks on board an aircraft.

Learning outcomes

There are **four** outcomes to this unit. The candidate will:

1. Be able to prepare and serve drinks and accompaniments
2. Know how to prepare and serve drinks and accompaniments
3. Be able to maintain passenger and service areas during drinks service
4. Know how to maintain passenger and service areas during drinks service

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national standards

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.

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

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.

Unit 214

Outcome 1

Serve drinks on board an aircraft

Be able to prepare and serve drinks and accompaniments

Assessment Criteria

The learner can:

1. greet and deal with passengers promptly
2. provide passengers with accurate information about drinks and identify their requirements
3. dispense and serve drinks in correct measures
4. promote complementary products as appropriate
5. serve drinks in line with the appropriate service style, safety and legal requirements.

Unit 214

Outcome 2

Serve drinks on board an aircraft

Know how to prepare and serve drinks and accompaniments

Assessment criteria

The learner can:

1. identify safe and hygienic working practices when preparing and serving drinks and describe why these are important
2. explain why correct storage and rotation procedures must be followed for stocks of drinks and additional products
3. explain why waste must be handled and disposed of correctly
4. explain why spillages and breakages must be reported to the appropriate person
5. explain why drinks should be served at the correct temperature
6. explain why it is important to specify to passengers the brand names of products on offer where relevant
7. describe the types of unexpected situations that may occur when preparing and serving drinks in the air
8. describe organisational standards for customer service and why these should be followed
9. describe organisational service style.

Unit 214

Outcome 3

Serve drinks on board an aircraft

Be able to maintain passenger and service areas during drinks service

Assessment criteria

The learner can:

1. store drinks and additional products for service correctly and maintain them at the required level
2. keep service equipment clean, hygienic, tidy and ready to use
3. keep passenger and service areas clean, tidy and free from rubbish
4. deal with/collect refuse and waste
5. secure service areas against unauthorised access.

Unit 214

Outcome 4

Serve drinks on board an aircraft

Know how to maintain passenger and service areas during drinks service

Assessment criteria

The learner can:

1. identify safe and hygienic working practices when maintaining service areas and describe why these are important
2. explain why service areas should be kept hygienic and tidy at all times
3. explain why service areas must be secured from unauthorised access at all times
4. explain why and to whom passenger incidents should be reported
5. explain why a constant stock of drinks and additional products must be maintained
6. describe the types of unexpected situations that may occur when maintaining service areas in the air.

Unit 214 Serve drinks on board an aircraft

Evidence requirements

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:

- candidates use materials, tools and equipment found and used in the workplace environment in the given context
- candidates 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 candidate interacts in performing the activity behave 'in character' for the given situation
- any time pressures that the candidate would experience under normal workplace conditions are also applied to the given context.

If this unit is used in the Level 2 Certificate in Cabin Crew the overarching assessment strategy must be followed. This can be accessed at the link below:

<http://www.goskills.org/index.php/industries/1/6>

If this unit is used in the Level 3 Certificate in Cabin Crew the overarching assessment strategy must be followed. This can be accessed at the link below:

<http://www.goskills.org/index.php/industries/1/6>

Unit 215

Give customers a positive impression of yourself and your organisation

Level: 2

Credit value: 5

NDAQ number: L/601/0933

Unit aim

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Establish rapport with customers
2. Respond appropriately to customers
3. Communicate information to customers
4. Understand how to give customers a positive impression of themselves and the organisation

Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

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.

Unit 215

Give customers a positive impression of yourself and your organisation

Outcome 1

Establish rapport with customers

Assessment Criteria

The learner can:

1. meet their organisation's standards of appearance and behaviour
2. greet their customer respectfully and in a friendly manner
3. communicate with their customer in a way that makes them feel valued and respected
4. identify and confirm their customer's expectations
5. treat their customer courteously and helpfully at all times
6. keep their customer informed and reassured
7. adapt their behaviour to respond to different customer behaviour.

Unit 215

Give customers a positive impression of yourself and your organisation

Outcome 2

Respond appropriately to customers

Assessment Criteria

The learner can:

1. respond promptly to a customer seeking help
2. choose the most appropriate way to communicate with their customer
3. check with their customer that they have fully understood their expectations
4. respond promptly and positively to their customer's questions and comments
5. allow their customer time to consider their response and give further explanation when appropriate.

Unit 215

Give customers a positive impression of yourself and your organisation

Outcome 3

Communicate information to customers

Assessment Criteria

The learner can:

1. quickly find information that will help their customer
2. give their customer information they need about the services or products offered by their organisation
3. recognise information that their customer might find complicated and check whether they fully understand
4. explain clearly to their customers any reasons why their expectations cannot be met.

Unit 215

Give customers a positive impression of yourself and your organisation

Outcome 4

Understand how to give customers a positive impression of themselves and the organisation

Assessment Criteria

The learner can:

1. describe their organisation's standards for appearance and behaviour
2. explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately
3. identify their organisation's rules and procedures regarding the methods of communication they use
4. explain how to recognise when a customer is angry or confused
5. identify their organisation's standards for timeliness in responding to customer questions and requests for information.

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Level: 2

Credit value: 5

NDAQ number: J/601/1210

Unit aim

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Prepare to deal with customers
2. Give consistent service to customers
3. Check customer service delivery
4. Know how to deliver reliable customer service

Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by GoSkills.

Assessment

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.

Unit 216

Outcome 1

Deliver reliable customer service

Prepare to deal with customers

Assessment Criteria

The learner can:

1. keep their knowledge of their organisation's services or products up-to-date
2. ensure that the area they work in is tidy, safe and organised efficiently
3. prepare and arrange everything they need to deal with customers before their shift or period of work commence.

Unit 216

Outcome 2

Deliver reliable customer service

Give consistent service to customers

Assessment Criteria

The learner can:

1. make realistic customer service promises to customers
2. ensure that their promises balance the needs of their customers and their organisation
3. keep their promises to customers
4. inform their customers if they cannot keep their promises due to unforeseen circumstances
5. recognise when their customers' needs or expectations have changed and adapt their service to meet the new requirements
6. keep their customers informed if delivery of the service needs to involve passing them on to another person or organisation.

Unit 216

Outcome 3

Deliver reliable customer service

Check customer service delivery

Assessment Criteria

The learner can:

1. check that the service they have given meets their customers' needs and expectations
2. identify when they could have given better service to customers and how their service could have been improved
3. share information with colleagues and service partners to maintain and improve their standards of service delivery.

Unit 216

Outcome 4

Deliver reliable customer service

Know how to deliver reliable customer service

Assessment Criteria

The learner can:

1. describe their organisation's services or products
2. explain their organisation's procedures and systems for delivering customer service
3. describe methods or systems for measuring an organisation's effectiveness in delivering customer service
4. explain their organisation's procedures and systems for checking service delivery
5. explain their organisation's requirements for health and safety in their area of work.

Appendix 1 Relationships to other qualifications

Links to other qualifications and frameworks

City & Guilds has identified the connections to previous qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a QCF qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for APL.

This qualification has connections to the:

- Level 2 Aviation Operations in the Air - Cabin Crew (4943)

NQF units		QCF units	
Unit Number/Title		Unit Number/Title	
Unit 201	Contribute to health and safety of air passengers	Unit 201	Ensure the health and safety of air passengers
Unit 202	Respond to abnormal, dangerous or emergency situations	Unit 202	Respond to abnormal, dangerous or emergency situations
Unit 203	Contribute to the maintainance of security on board aircraft	Unit 203	Contribute to the preservation of security on board aircraft
Unit 204	Recognise airside hazards and minimise risks	Unit 204	Recognise airside hazards and minimise risks
Unit 205	Provide and sell products on aircraft	Unit 205	Provide and sell products on board aircraft
Unit 206	Operate and maintain aircraft cabin equipment and systems and maintain the in-flight environment	Unit 206	Operate and monitor aircraft equipment and systems and monitor the in-flight environment
Unit 207	Maintain standards of quality and customer care	Unit 207	Deliver quality customer service to airline passengers
Unit 208	Provide medical care and advice and administer first aid	Unit 208	Provide medical care and advice and administer first aid
Unit 209	Provide assistance, advice and information to maintain the comfort of passengers	Unit 209	Provide assistance, advice and information to ensure the comfort of passengers
Unit 210	Carry out effective aviation communication and information transfer	Unit 210	Ensure effective communication on board an aircraft
Unit 212	Maintain effective working relationships and	Unit 212	Maintain effective working relationships and communications

communications

Unit 213	Provide a trolley service	Unit 213	Provide a trolley service on board an aircraft
Unit 214	Serve drinks	Unit 214	Serve drinks on board an aircraft
Unit 215	Give customers a positive impression of yourself and your organisation	Unit 215	Give customers a positive impression of yourself and your organisation
Unit 216	Deliver reliable customer service	Unit 216	Deliver reliable customer service

Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Providing City & Guilds qualifications – a guide to centre and qualification approval

contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification.

Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- ***Walled Garden***
Find out how to register and certificate candidates on line
- ***Qualifications and Credit Framework (QCF)***
Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- ***Events***
Contains dates and information on the latest Centre events
- ***Online assessment***
Contains information on how to register for GOLA assessments.

Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)844 543 0000 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> • Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> • Re-issue of password or username • Technical problems • Entries • Results • GOLLA • Navigation • User/menu option problems
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> • Employer solutions • Mapping • Accreditation • Development Skills • Consultancy
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	<ul style="list-style-type: none"> • Logbooks • Centre documents • Forms • Free literature

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

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