

# Level 3 Certificate in Senior Cabin Crew (4878-03)

Qualification handbook for centres  
501/0692/2



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# Level 3 Certificate in Senior Cabin Crew (4878-03)



## Qualification handbook for centres

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<b>Qualification title</b>	<b>Number</b>	<b>QAN</b>
Level 3 Certificate in Senior Cabin Crew	4878-03	501/0692/2

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# 1 Introduction to the qualification

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

<b>Qualification title and level</b>	Level 3 Certificate in Senior Cabin Crew
<b>City &amp; Guilds qualification number</b>	4878-03
<b>Qualification accreditation number</b>	501/0692/2
<b>Last registration date</b>	31/12/2014
<b>Last certification date</b>	31/12/2017

<b>Question</b>	<b>The Level 3 Certificate in Senior Cabin Crew....</b>
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 3 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 3 Certificate in Senior Cabin Crew, learners must achieve 8 credits from all of the mandatory units and a minimum of 13 credits from the optional units available.

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

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Mandatory/ optional for full qualification</b>	<b>Credit value</b>	<b>Excluded combination of units (if any)</b>
J/600/9313	Unit 204	Recognise airside hazards and minimise risks	Optional	4	
A/601/5514	Unit 208	Provide medical care and advice and administer first aid	Optional	3	
L/601/5517	Unit 209	Provide assistance, advice and information to ensure the comfort of passengers	Optional	3	
R/601/5518	Unit 210	Ensure effective communication on board an aircraft	Optional	3	
T/601/5639	Unit 213	Provide a trolley service on board an aircraft	Optional	2	
M/601/5641	Unit 214	Serve drinks on board an aircraft	Optional	2	
F/600/9469	Unit 217	Manage personal development	Optional	4	
H/600/9660	Unit 218	Develop working relationships with colleagues	Optional	3	
H/601/5605	Unit 301	Lead cabin crew in responding to abnormal, dangerous or emergency situations	Mandatory	3	
Y/601/5598	Unit 302	Monitor and maintain health, safety and hygiene	Mandatory	2	



F/601/5613	Unit 303	Monitor and maintain security on board aircraft	Mandatory	3	
H/601/5622	Unit 304	Ensure effective cabin crew performance	Optional	3	
D/601/5635	Unit 306	Monitor and maintain aircraft cabin systems, equipment and the environment	Optional	1	
K/601/5637	Unit 307	Monitor, maintain and enhance effective quality and customer service	Optional	2	
H/601/1554	Unit 308	Promote continuous improvement	Optional	7	
K/601/1555	Unit 309	Develop your own and others' customer service skills	Optional	8	
L/600/9586	Unit 311	Manage your own professional development within the organisation	Optional	4	
L/601/5646	Unit 314	Monitor effective cabin crew performance	Optional	3	
J/601/5628	Unit 315	Monitor and maintain in-flight services	Optional	1	
L/601/5520	Unit 316	Implement organisational procedures for handling foreign cash/cash equivalents	Optional	2	
T/600/9601	Unit 401	Provide leadership and direction for own area of responsibility	Optional	5	

**LEVEL 3 CERTIFICATE IN SENIOR CABIN CREW**

8 mandatory credits from:

Unit 301  
Lead cabin crew in responding to abnormal, dangerous or emergency situations  
(3 credits)

Unit 302  
Monitor and maintain health, safety and hygiene  
(2 credits)

Unit 303  
Monitor and maintain security on board aircraft  
(3 credits)

**A minimum of 13 credits from:**

Unit 204  
Recognise airside hazards and minimise risks  
(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 213  
Provide a trolley service on board an aircraft  
(2 credits)

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

Unit 217  
Manage personal development  
(4 credits)

Unit 218  
Develop working relationships with colleagues  
(3 credits)

Unit 304  
Ensure effective cabin crew performance  
(3 credits)

Unit 306  
Monitor and maintain aircraft cabin systems, equipment and the environment  
(1 credit)

Unit 307  
Monitor, maintain and enhance effective quality and customer service  
(2 credits)

Unit 308  
Promote continuous improvement  
(7 credits)

Unit 309  
Develop your own and others' customer service skills  
(8 credits)

Unit 311  
Manage your own professional development within the organisation  
(4 credits)

Unit 314  
Monitor effective cabin crew performance  
(3 credits)

Unit 315  
Monitor and maintain in-flight services  
(1 credit)

Unit 316  
Implement organisational procedures for handling foreign cash/cash equivalents  
(2 credits)

Unit 401  
Provide leadership and direction for own area of responsibility  
(5 credits)

## 1.2 Opportunities for progression

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

- 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:

<b>Description</b>	<b>How to access</b>
Promotional materials	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Fast track approval form	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

## 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 3 NVQ in Aviation Operations in the Air – Cabin Crew (4943) will receive automatic approval for the new Level 3 Certificate in Senior Cabin Crew (4878-03), 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/A2 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](http://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](http://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](http://www.accreditedqualifications.org.uk).

### Summary of units

City & Guilds unit number	Title	QCF unit number	Credits
Unit 204	Recognise airside hazards and minimise risks	J/600/9313	4
Unit 208	Provide medical care and advice and administer first aid	A/601/5514	3
Unit 209	Provide assistance, advice and information to ensure the comfort of passengers	L/601/5517	3
Unit 210	Ensure effective communication on board an aircraft	R/601/5518	3
Unit 213	Provide a trolley service on board an aircraft	T/601/5639	2
Unit 214	Serve drinks on board an aircraft	M/601/5641	2
Unit 217	Manage personal development	F/600/9469	4
Unit 218	Develop working relationships with colleagues	H/600/9660	3
Unit 301	Lead cabin crew in responding to abnormal, dangerous or emergency situations	H/601/5605	3
Unit 302	Monitor and maintain health, safety and hygiene	Y/601/5598	2
Unit 303	Monitor and maintain security on board aircraft	F/601/5613	3
Unit 304	Ensure effective cabin crew performance	H/601/5622	3
Unit 306	Monitor and maintain aircraft cabin systems, equipment and the environment	D/601/5635	1
Unit 307	Monitor, maintain and enhance effective quality and customer service	K/601/5637	2
Unit 308	Promote continuous improvement	H/601/1554	7

Unit 309	Develop your own and others' customer service skills	K/601/1555	8
Unit 311	Manage your own professional development within the organisation	L/600/9586	4
Unit 314	Monitor effective cabin crew performance	L/601/5646	3
Unit 315	Monitor and maintain in-flight services	J/601/5628	1
Unit 316	Implement organisational procedures for handling foreign cash/cash equivalents	L/601/5520	2
Unit 401	Provide leadership and direction for own area of responsibility	T/600/9601	5

**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 Criteria

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**

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>**

## Unit 208

## Provide medical care and advice and administer first aid

**Level:** 2

**Credit value:** 3

**NDAQ number:** A/601/5514

### Unit aim

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** learning outcomes to this unit. The learner 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

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** learning outcomes to this unit. The learner 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

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

### Learning outcomes

There are **three** learning outcomes to this unit. The learner 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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**Level:** 2

**Credit value:** 2

**NDAQ number:** T/601/5639

### Unit aim

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** learning outcomes to this unit. The learner 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**

### **Outcome 4**

## **Provide a trolley service on board an aircraft**

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

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

### Learning outcomes

There are **four** learning outcomes to this unit. The learner 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>**

**Level:** 3

**Credit value:** 4

**NDAQ number:** F/600/9469

### **Unit aim**

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

### **Learning outcomes**

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

1. Be able to identify and agree performance requirements of own work role
2. Be able to measure and progress against objectives
3. Be able to identify gaps in skills and knowledge in own performance
4. Be able to carry out and assess activities within own development plan

### **Guided learning hours**

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Assessment**

Simulation is not allowed.

## **Unit 217**

### Outcome 1

## **Manage personal development**

Be able to identify and agree performance requirements of own work role

### **Assessment Criteria**

The learner can:

1. outline work role performance requirements with those they report to.



## **Unit 217**

Outcome 2

## **Manage personal development**

Be able to measure and progress against objectives

### **Assessment Criteria**

The learner can:

1. identify ways that progress will be measured against own work objectives.

## **Unit 217**

### **Outcome 3**

## **Manage personal development**

Be able to identify gaps in skills and knowledge in own performance

### **Assessment Criteria**

The learner can:

1. explain knowledge and skills required for own work role
2. identify opportunities and resources available for personal development
3. produce a development plan to address own needs and agree with line manager.

## **Unit 217**

Outcome 4

## **Manage personal development**

Be able to carry out and assess activities within own development plan

### **Assessment Criteria**

The learner can:

1. plan activities in own development plan that address identified needs
2. collect feedback from colleagues on the result of development activities on own performance
3. assess the success of activities carried out as part of own development plan.

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## Unit 218

# Develop working relationships with colleagues

**Level:** 2

**Credit value:** 3

**NDAQ number:** H/600/9660

### Unit aim

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

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the benefits of working with colleagues
2. Be able to establish working relationships with colleagues
3. Be able to act in a professional and respectful manner when working with colleagues
4. Be able to communicate with colleagues
5. Be able to identify potential work-related difficulties and explore solutions

### Guided learning hours

It is recommended that **15** 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 related to MSC D1 Develop productive working relationships with colleagues.

### Assessment

Simulation is not allowed.

## **Unit 218**

## **Develop working relationships with colleagues**

Outcome 1

Understand the benefits of working with colleagues

### **Assessment Criteria**

The learner can:

1. describe the benefits of productive working relationships.

## **Unit 218**

## **Develop working relationships with colleagues**

### **Outcome 2**

Be able to establish working relationships with colleagues

#### **Assessment Criteria**

The learner can:

1. identify colleagues within own and other organisations
2. agree the roles and responsibilities for colleagues.

## **Unit 218**

## **Develop working relationships with colleagues**

### Outcome 3

Be able to act in a professional and respectful manner when working with colleagues

#### **Assessment Criteria**

The learner can:

1. explain how to display behaviour that shows professionalism.



## **Unit 218**

## **Develop working relationships with colleagues**

Outcome 4

Be able to communicate with colleagues

### **Assessment Criteria**

The learner can:

1. identify information to others clearly and concisely
2. explain how to receive and clarify own understanding of information.

## **Unit 218**

## **Develop working relationships with colleagues**

### **Outcome 5**

Be able to identify potential work-related difficulties and explore solutions

### **Assessment Criteria**

The learner can:

1. identify potential work-related difficulties and conflicts of interest
2. explain how to resolve identified potential difficulties.

## Unit 301

# Lead cabin crew in responding to abnormal, dangerous or emergency situations

**Level:** 3

**Credit value:** 3

**NDAQ number:** H/601/5605

### Unit aim

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

### Learning outcomes

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

1. Be able to monitor and maintain cabin crew readiness to deal with abnormal, dangerous or emergency situations
2. Understand how to monitor and maintain cabin crew readiness to deal with abnormal, dangerous or emergency situations
3. Be able to coordinate procedures in the event of abnormal, dangerous or emergency situations
4. Understand how to coordinate procedures in the event of abnormal, dangerous or emergency situations

### 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 13 – Lead cabin crew in responding 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 301            Lead cabin crew in responding to abnormal, dangerous or emergency situations**

Outcome 1            Be able to monitor and maintain cabin crew readiness to deal with abnormal, dangerous or emergency situations

### **Assessment Criteria**

The learner can:

1. tell cabin crew about organisational procedures for dealing with abnormal, dangerous or emergency situations
2. test the cabin crew's knowledge of organisational procedures for dealing with abnormal, dangerous or emergency situations and help the cabin crew maintain this knowledge
3. carry out emergency drills and procedures periodically according to Civil Aviation Authority (CAA) regulations
4. deal with cabin crew who do not understand or are not following procedures for dealing with abnormal, dangerous or emergency situations in line with organisational and relevant legal requirements.

## Unit 301

## Lead cabin crew in responding to abnormal, dangerous or emergency situations

### Outcome 2

Understand how to monitor and maintain cabin crew readiness to deal with abnormal, dangerous or emergency situations

#### Assessment Criteria

The learner can:

1. describe the symptoms and causes of abnormal, dangerous or emergency situations and explain organisational procedures for dealing with them, including:
  - fire
  - smoke
  - decompression
  - prepared ditching
  - unprepared ditching
  - prepared crash landing
  - unprepared crash landing
  - turbulence
  - vibration
  - leaks
  - door warning
  - flight crew not being able to work
  - refuelling and de-fuelling with passengers on board
  - abandoned landing
  - abandoned take off
  - medical emergency
  - first aid
2. explain organisational procedures and relevant legal requirements relating to abnormal, dangerous or emergency situations and the cabin crew's responsibilities
3. explain organisational procedures for testing cabin crew by questioning and using the appropriate drills.

## Unit 301

### Lead cabin crew in responding to abnormal, dangerous or emergency situations

#### Outcome 3

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

#### Assessment Criteria

The learner can:

1. deal with abnormal, dangerous or emergency situations quickly and effectively in line with organisational procedures
2. liaise with flight crew at all times to provide clear and accurate information in response to abnormal, dangerous or emergency situations
3. lead the cabin crew's response to abnormal, dangerous or emergency situations avoiding panic and unnecessary alarm to passengers
4. inform and instruct passengers accurately and appropriately during abnormal, dangerous or emergency situations
5. deal with passengers not following organisational procedures for dealing with abnormal, dangerous or emergency situations, in line with organisational procedures
6. complete all records relating to abnormal, dangerous or emergency situations fully, accurately and clearly.

## Unit 301

### Lead cabin crew in responding to abnormal, dangerous or emergency situations

#### Outcome 4

Understand how to coordinate procedures in the event of abnormal, dangerous or emergency situations

#### Assessment Criteria

The learner can:

1. explain relevant legal requirements and organisational procedures relating to emergencies and cabin crew's responsibilities
2. identify circumstances under which direct control of the emergency should be taken
3. explain what happens during pressurisation
4. describe types of emergency alarms
5. identify oxygen systems and explain how to use them manually
6. describe bracing positions for cabin crew and passengers
7. explain search and rescue procedures
8. explain what action to take after ditching or crashing
9. explain evacuation procedures.

## Unit 301            Lead cabin crew in responding 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 302

# Monitor and maintain health, safety and hygiene

**Level:** 3

**Credit value:** 2

**NDAQ number:** Y/601/5598

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in monitoring and maintaining health, safety and hygiene.

### Learning outcomes

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

1. Be able to monitor and maintain the health and safety of passengers and crew
2. Understand how to monitor and maintain the health and safety of passengers and crew
3. Be able to monitor and maintain the health, safety and hygiene of equipment and the environment
4. Understand how to monitor and maintain the health, safety and hygiene of equipment and the environment
5. Be able to monitor and maintain safe, healthy and hygienic working practices
6. Understand how to monitor and maintain safe, healthy and hygienic working practices

### Guided learning hours

It is recommended that **15** 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 12 – Monitor and maintain health, safety and hygiene 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 302

## Monitor and maintain health, safety and hygiene

### Outcome 1

Be able to monitor and maintain the health and safety of passengers and crew

#### Assessment Criteria

The learner can:

1. provide passengers and crew with all necessary routine and non-routine information and instructions accurately in line with organisational procedures
2. draw passengers' attention to the safety cards
3. monitor passengers to make sure they follow health and safety notices, regulations and guidelines
4. deal with passengers who are not following health and safety notices, regulations and guidelines in line with organisational procedures
5. deal with problems involving crew who are not following health, safety and hygiene rules, in line with organisational policy
6. deal with all health and safety accidents or incidents in line with organisational procedures
7. complete all health and safety documents relating to passengers and/or crew fully, accurately and clearly as necessary.

## Unit 302

## Monitor and maintain health, safety and hygiene

### Outcome 2

Understand how to monitor and maintain the health and safety of passengers and crew

#### Assessment Criteria

The learner can:

1. explain organisational health and safety policy
2. explain health and safety practices and procedures during all phases of the flight and different situations including:
  - pre-flight
  - taking off
  - in-flight
  - during turbulence
  - landing
  - post-flight
3. explain organisational and relevant Civil Aviation Authority (CAA) procedures relating to monitoring and maintaining the health and safety of passengers and crew
4. explain routine and non-routine health and safety information and information sources
5. explain organisational procedures for dealing with incidents involving passengers, including:
  - spillages
  - intoxication
  - disorder
  - issues relating to smoking
  - air rage
6. explain organisational and relevant legal health, safety and hygiene standards
7. explain organisational documents relating to passenger health and safety
8. explain personal responsibilities under relevant health and safety legislation regarding the safety of passengers and crew.

## Unit 302

## Monitor and maintain health, safety and hygiene

### Outcome 3

Be able to monitor and maintain the health, safety and hygiene of equipment and the environment

#### Assessment Criteria

The learner can:

1. make sure that all health and safety emergency equipment is available, accessible and working correctly
2. deal with faulty safety equipment in line with organisational procedures
3. maintain access to emergency exits at all times
4. maintain passenger areas to organisational health and safety standards at all times
5. maintain galley areas to organisational health and safety standards at all times
6. maintain working areas to the relevant health, safety and hygiene standards at all times
7. identify hazards and unhygienic practices or conditions on board and deal with them in line with organisational procedures
8. deal with all health and safety accidents or incidents in line with organisational procedures
9. deal with all identified dangerous goods in line with organisational procedures
10. complete all documents relating to equipment and/or the aircraft environment fully, accurately and clearly as necessary.

## **Unit 302**

## **Monitor and maintain health, safety and hygiene**

### **Outcome 4**

Understand how to monitor and maintain the health, safety and hygiene of equipment and the environment

### **Assessment Criteria**

The learner can:

1. explain where to find health and safety equipment, what it does and how to maintain it
2. identify potential equipment breakdowns, hazards and unhygienic practices or conditions and explain how to deal with them
3. explain organisational documents relating to equipment and the aircraft environment
4. explain personal responsibilities under relevant health and safety legislation related to equipment and the environment.

## Unit 302

## Monitor and maintain health, safety and hygiene

### Outcome 5

Be able to monitor and maintain safe, healthy and hygienic working practices

#### Assessment Criteria

The learner can:

1. brief cabin crew in relevant health and safety issues before a flight
2. carry out all pre, in and post-flight health and safety checks, inspections and operations in line with organisational procedures
3. make sure all checks are received from flight crew prior to take-off
4. confirm all checks to the captain at an appropriate point before, during and after the flight
5. carry out all passenger services and in-flight operations in line with organisational health, safety and hygiene procedures
6. deal with all accidents and tell the appropriate authority if necessary
7. complete all health and safety documents fully, accurately and clearly as necessary.

## Unit 302

## Monitor and maintain health, safety and hygiene

### Outcome 6

Understand how to monitor and maintain safe, healthy and hygienic working practices

#### Assessment Criteria

The learner can:

1. explain the pre-flight health and safety checks, inspections and operations that need to be carried out including:
  - reporting checks to the captain
  - reporting checks to senior cabin crew
  - checking the emergency equipment
2. explain organisational health, safety and hygiene procedures for passenger services including:
  - preparing food and drink
  - serving food and drink
  - selling goods
  - operation of in-flight equipment and systems
  - lifting and carrying
3. explain organisational and relevant Civil Aviation Authority (CAA) procedures related to monitoring and maintaining safe, healthy and hygienic working practices
4. explain personal responsibilities under relevant health and safety legislation related to monitoring and maintaining safe, healthy and hygienic working practices.

# Unit 302                      Monitor and maintain health, safety and hygiene

## 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 this unit In-flight equipment is defined as follows:

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

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

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

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 303

# Monitor and maintain security on board aircraft

**Level:** 3

**Credit value:** 3

**NDAQ number:** F/601/5613

### Unit aim(s)

The purpose of this unit is for learners to demonstrate occupational competency in monitoring and maintaining security on board aircraft.

### Learning outcomes

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

1. Be able to monitor and maintain the security of aircraft and air passengers
2. Understand how to monitor and maintain the security of aircraft and air passengers
3. Be able to monitor and maintain procedures in the event of breaches or potential breaches of security
4. Understand how to monitor and maintain procedures in the event of breaches or potential breaches of security

### 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 14 – Monitor and maintain 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 and grading

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 303**

## **Monitor and maintain security on board aircraft**

### **Outcome 1**

Be able to monitor and maintain the security of aircraft and air passengers

#### **Assessment Criteria**

The learner can:

1. brief cabin crew about all relevant security matters before the flight
2. carry out all pre, in and post-flight security checks and operations in line with organisational procedures
3. instruct cabin crew in organisational routine and emergency security procedures
4. maintain liaison with flight crew concerning security matters
5. observe passengers and identify possible security risks or problems
6. check the total number of passengers on board at appropriate times and check this against the records
7. identify and deal with security risks or problems in line with organisational procedures
8. deal with cabin crew not following security procedures in line with organisational policy and relevant employment legislation
9. complete documentation relating to security fully, accurately and clearly.

## **Unit 303**

## **Monitor and maintain security on board aircraft**

### **Outcome 2**

Understand how to monitor and maintain the security of aircraft and air passengers

#### **Assessment Criteria**

The learner can:

1. explain pre, in and post-flight security requirements
2. explain security checks and operations required
3. explain organisational routine and emergency security procedures
4. identify security risks or problems and explain organisational procedures for dealing with them
5. explain what is covered in security checklists
6. explain how to deal with cabin crew not following security procedures
7. describe identification cards or security systems for cabin crew and other staff.

## **Unit 303**

## **Monitor and maintain security on board aircraft**

### **Outcome 3**

Be able to monitor and maintain procedures in the event of breaches or potential breaches of security

#### **Assessment Criteria**

The learner can:

1. carry out and complete thorough searches if there is a security threat in line with organisational procedures
2. deal with suspicious items in line with organisational procedures
3. maintain liaison with flight crew in relation to potential or actual breaches of security
4. deal with security incidents involving passengers in line with organisational procedures
5. analyse and assess the cabin crews' response to breaches or potential breaches in security and use this to inform future performance
6. complete all documents relating to breaches of security fully, accurately and clearly.

## **Unit 303**

## **Monitor and maintain security on board aircraft**

### **Outcome 4**

Understand how to monitor and maintain procedures in the event of breaches or potential breaches of security

### **Assessment Criteria**

The learner can:

1. explain organisational security procedures for actual or possible breaches of security, including:
  - hi-jack
  - sabotage threat
  - security threat
  - suspicious items
  - banned items
  - threatening messages
2. explain organisational search procedures.

## Unit 303            Monitor and maintain 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.

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:** 3

**Credit value:** 3

**NDAQ number:** H/601/5622

**Unit aim**

The purpose of this unit is for learners to demonstrate occupational competence in ensuring effective cabin crew performance.

**Learning outcomes**

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

1. Be able to lead cabin crew
2. Understand how to lead cabin crew
3. Be able to brief cabin crew
4. Understand how to brief cabin crew
5. Be able to de-brief cabin crew
6. Understand how to de-brief cabin crew

**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 Unit 15 – Ensure effective cabin crew performance 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 and grading**

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 304**

### Outcome 1

## **Ensure effective cabin crew performance**

### Be able to lead cabin crew

#### **Assessment Criteria**

The learner can:

1. encourage cabin crew to exchange information and ideas
2. encourage cabin crew to communicate directly with flight crew as appropriate, and to maintain awareness of flight progress
3. exchange information with cabin crew in a way that promotes effective performance
4. delegate duties and responsibilities between the cabin crew if applicable
5. recognise breakdowns in communication and take action to improve immediately and in the long-term.



## **Unit 304**

### Outcome 2

## **Ensure effective cabin crew performance**

### Understand how to lead cabin crew

#### **Assessment Criteria**

The learner can:

1. explain the roles and responsibilities of cabin crew, flight crew and ground crew
2. describe the symptoms and causes of breakdowns in communications and explain organisational procedures for dealing with them
3. explain organisational communication process.

## **Unit 304**

### **Outcome 3**

## **Ensure effective cabin crew performance**

### **Be able to brief cabin crew**

#### **Assessment Criteria**

The learner can:

1. brief cabin crew on all aspects of the flight in line with organisational procedures
2. identify and emphasise any special circumstances or situations during the briefing
3. confirm duties according to the crew available and flight requirements
4. make sure that the cabin crew understand organisational safety and emergency procedures and their roles and responsibilities before the flight.

## Unit 304

### Outcome 4

## Ensure effective cabin crew performance

### Understand how to brief cabin crew

#### Assessment Criteria

The learner can:

1. explain organisational briefing procedures and items to be included
2. explain organisational safety, security and emergency procedures
3. explain organisational procedures for dealing with crew who do not understand or are not following safety and emergency procedures
4. describe special circumstances or situations which might arise and explain organisational procedures for dealing with them, including:
  - alterations to the flight
  - alteration to the services provided
  - passengers who have special needs
  - special meals ordered by passengers.

## **Unit 304**

Outcome 5

## **Ensure effective cabin crew performance**

Be able to de-brief cabin crew

### **Assessment Criteria**

The learner can:

1. monitor cabin crew throughout the flight against organisational standards and briefing requirements
2. identify shortfalls in performance and either deal with them immediately or take action to improve performance
3. monitor the cabin crew's performance and provide feedback in an appropriate manner
4. carry out debriefing against the standards and requirements set out in the pre-flight briefing.

## **Unit 304**

## **Ensure effective cabin crew performance**

### Outcome 6

### Understand how to de-brief cabin crew

#### **Assessment Criteria**

The learner can:

1. explain the differences between formal and informal debriefing
2. explain organisational quality standards
3. explain organisational debriefing procedures
4. outline the factors effecting staff motivation and teamwork
5. explain the differences between formal and informal feedback.

## Unit 304      Ensure effective cabin crew performance

### Evidence requirements

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

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

#### Simulation 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 306

# Monitor and maintain aircraft cabin systems, equipment and the environment

**Level:** 3

**Credit value:** 1

**NDAQ number:** D/601/5635

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in monitoring and maintaining aircraft cabin systems, equipment and the environment.

### Learning outcomes

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

1. Be able to monitor and maintain aircraft cabin equipment and systems
2. Understand how to monitor and maintain aircraft cabin equipment and systems
3. Be able to monitor and maintain the aircraft cabin in-flight environment
4. Understand how to monitor and maintain the aircraft cabin in-flight environment

### Guided learning hours

It is recommended that **10** 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 17 – Monitor and maintain aircraft cabin systems, equipment and the 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 306**

### **Monitor and maintain aircraft cabin systems, equipment and the environment**

#### Outcome 1

Be able to monitor and maintain aircraft cabin equipment and systems

#### **Assessment Criteria**

The learner can:

1. carry out all pre-flight checks of systems and equipment in line with organisational procedures
2. operate and maintain all in-flight equipment and systems in line with organisational procedures
3. instruct cabin crew on how to use and maintain in-flight equipment and systems
4. monitor how cabin crew use and maintain in-flight equipment and systems
5. deal with broken, damaged or faulty equipment or systems appropriately
6. complete documents relating to in-flight systems and equipment fully, accurately and clearly.



## Unit 306

## Monitor and maintain aircraft cabin systems, equipment and the environment

### Outcome 2

Understand how to monitor and maintain aircraft cabin equipment and systems

#### Assessment Criteria

The learner can:

1. explain the pre-flight checks that must be completed
2. explain how to operate and maintain equipment and systems, including:
  - water systems and equipment
  - oxygen systems (portable and automatic)
  - galley equipment
3. explain organisational procedures for dealing with broken, damaged or faulty equipment
4. identify and describe documents relating to equipment and systems
5. explain organisational procedures for reporting incidents to the flight crew and/or engineers
6. explain how to complete a cabin defects log.

## **Unit 306**

# **Monitor and maintain aircraft cabin systems, equipment and the environment**

## **Outcome 3**

Be able to monitor and maintain the aircraft cabin in-flight environment

### **Assessment Criteria**

The learner can:

1. monitor and maintain the in-flight environment to organisational standards
2. operate all in-flight environmental control systems in line with organisational procedures
3. monitor passengers' comfort and respond by taking appropriate action
4. receive passengers' comments and respond by taking appropriate action
5. monitor environmental control systems to make sure they are working, and take appropriate action where needed.

## **Unit 306**

## **Monitor and maintain aircraft cabin systems, equipment and the environment**

### Outcome 4

Understand how to monitor and maintain the aircraft cabin in-flight environment

#### **Assessment Criteria**

The learner can:

1. explain where to find, how to use and the function of environmental control systems, including heating, air-conditioning and lighting
2. explain organisational reporting procedures from passengers to cabin crew to flight crew
3. explain organisational standards for the cabin.

## Unit 306                      Monitor and maintain aircraft cabin systems, equipment and the environment

### Evidence requirements

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

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

#### **Simulation 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 307

# Monitor, maintain and enhance effective quality and customer service

**Level:** 3

**Credit value:** 2

**NDAQ number:** K/601/5637

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in monitoring, maintaining and enhancing effective quality and customer service.

### Learning outcomes

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

1. Be able to monitor and maintain effective quality and customer service
2. Understand how to monitor and maintain effective quality and customer service
3. Be able to assess and enhance effective quality and customer service
4. Understand how to assess and enhance effective quality and customer 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 18 – Monitor, maintain and enhance effective quality and customer service 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 and grading

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 307

## Monitor, maintain and enhance effective quality and customer service

### Outcome 1

Be able to monitor and maintain effective quality and customer service

#### Assessment Criteria

The learner can:

1. make sure that the cabin crew's appearance and approach meets the organisation's image at all times
2. monitor standards of customer service and quality and maintain the cabin crew's performance in the workplace
3. make sure that all communication with passengers maintains the organisation's image
4. make sure that all services and operations are carried out to organisational standards of quality and customer service
5. deal appropriately with passenger incidents that have become serious
6. monitor passengers' condition and whether they are fit to fly
7. initiate organisational procedures, when necessary in relation to passengers who are not fit to fly
8. note and respond to passengers' comments, questions and requests relating to organisational quality standards
9. initiate organisational procedures, when necessary for reporting an incident involving passengers.

## Unit 307

## Monitor, maintain and enhance effective quality and customer service

### Outcome 2

Understand how to monitor and maintain effective quality and customer service

#### Assessment Criteria

The learner can:

1. explain organisational standards of quality and customer service
2. explain appearance and hygiene standards and uniform regulations
3. give examples of effective communication in difficult situations, including:
  - body language
  - signs of aggression
  - managing conflict
4. explain how to deal with formal and informal feedback from passengers
5. give examples of passenger incidents and explain organisational procedures for dealing with them, including:
  - spillages
  - intoxication
  - disorder
  - issues related to smoking
  - air rage
6. identify conditions that make a passenger unfit to fly and explain organisational procedures to deal with this
7. explain organisational procedures for reporting and recording incidents involving passengers
8. identify relevant parts of the disability discrimination legislation.

## **Unit 307**

### **Monitor, maintain and enhance effective quality and customer service**

#### **Outcome 3**

Be able to assess and enhance effective quality and customer service

#### **Assessment Criteria**

The learner can:

1. ensure customer service standards are met by the cabin crew
2. monitor passengers' comments, requests, questions and complaints and use this to assess the service
3. deal with staff who are not delivering appropriate standards of service in line with organisational policy
4. inform cabin crew where they have not met standards of customer service and quality, identifying and implementing solutions
5. use the results of customer service and quality assessments to influence future performance
6. make recommendations in line with organisational procedures to improve customer service and quality.



## **Unit 307**

# **Monitor, maintain and enhance effective quality and customer service**

### Outcome 4

Understand how to assess and enhance effective quality and customer service

#### **Assessment Criteria**

The learner can:

1. explain organisational customer service standards, including quality, cost-effectiveness and timescales
2. identify relevant employment legislation
3. explain how to deal with different types of passenger feedback, both positive and negative
4. explain how 'mystery shoppers' are used by the organisation
5. explain how the organisation monitors customer service.

## Unit 307                      Monitor, maintain and enhance effective quality and customer service

### Evidence requirements

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

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

#### **Simulation 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:** 3

**Credit value:** 7

**NDAQ number:** H/601/1554

### Unit aim

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

### Learning outcomes

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

1. Plan improvements in customer service based on customer feedback
2. Implement changes in customer service
3. Review changes to promote continuous improvement
4. Understand how to promote continuous improvement

### Guided learning hours

It is recommended that **47** 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 D9 of the Customer Service NOS 2010.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by the Institute of Customer Service

### 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 308**

### Outcome 1

## **Promote continuous improvement**

Plan improvements in customer service based on customer feedback

### **Assessment Criteria**

The learner can:

1. gather feedback from customers that will help to identify opportunities for customer service improvement
2. analyse and interpret feedback to identify opportunities for customer service improvements and propose changes
3. discuss with others the potential effects of any proposed changes for their customers and their organisation
4. negotiate changes in customer service systems and improvements with somebody with sufficient authority to approve trial or full implementation of the change.

**Unit 308**  
Outcome 2

**Promote continuous improvement**  
Implement changes in customer service

**Assessment Criteria**

The learner can:

1. organise the implementation of authorised changes
2. implement the changes following organisational guidelines
3. inform people inside and outside their organisation who need to know of the changes being made and the reasons for them
4. monitor early reactions to changes and make appropriate fine-tuning adjustments.

## **Unit 308**

### Outcome 3

## **Promote continuous improvement**

Review changes to promote continuous improvement

### **Assessment Criteria**

The learner can:

1. collect and record feedback on the effects of changes
2. analyse and interpret feedback and share their findings on the effects of changes with others
3. summarise the advantages and disadvantages of the changes
4. use their analysis and interpretation of changes to identify opportunities for further improvement
5. present these opportunities to somebody with sufficient authority to make them happen.

## **Unit 308**

### Outcome 4

## **Promote continuous improvement**

Understand how to promote continuous improvement

### **Assessment Criteria**

The learner can:

1. review how service improvements in their area affect the balance between overall customer satisfaction, the costs of providing service and regulatory requirements
2. explain how customer experience is influenced by the way service is delivered
3. explain how to collect, analyse and present customer feedback
4. explain how to make a business case to others to bring about change in the products or services they offer.

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## Unit 309

# Develop your own and others' customer service skills

**Level:** 3

**Credit value:** 8

**NDAQ number:** K/601/1555

### Unit aim

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

### Learning outcomes

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

1. Develop their own customer service skills
2. Plan the coaching of others in customer service
3. Coach others in customer service
4. Understand how to develop their own and others' customer service skills

### Guided learning hours

It is recommended that **53** 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 D10 of the Customer Service NOS 2010.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by the Institute of Customer Service.

### 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 309

## Develop your own and others' customer service skills

### Outcome 1

Develop their own customer service skills

#### Assessment Criteria

The learner can:

1. agree with a manager or mentor the specific customer service skills they need in their customer service role
2. agree the actions they need to take to improve their customer service skills
3. draw up a personal development plan based on their agreed actions to improve their customer service skills
4. carry out their personal development activities and review their progress
5. obtain feedback from their manager or mentor about their customer service performance and update their personal development plan.

## **Unit 309**

## **Develop your own and others' customer service skills**

### **Outcome 2**

Plan the coaching of others in customer service

#### **Assessment Criteria**

The learner can:

1. identify and agree with colleagues specific customer service skills and knowledge those colleagues need in their customer service role
2. identify opportunities for colleagues to take actions to develop their customer service skills
3. plan and organise activities and coaching sessions for colleagues to help them develop their customer service skills.

## Unit 309

## Develop your own and others' customer service skills

### Outcome 3

Coach others in customer service

#### Assessment Criteria

The learner can:

1. coach colleagues to develop specific and agreed customer service skills
2. give colleagues the opportunity to practise skills, apply knowledge and gain experience to develop customer service competence
3. regularly check the progress of colleagues and modify their coaching as appropriate
4. give regular feedback to colleagues about the progress they are making
5. explain clearly to colleagues how ongoing support will be provided.

## Unit 309

## Develop your own and others' customer service skills

### Outcome 4

Understand how to develop their own and others' customer service skills

#### Assessment Criteria

The learner can:

1. describe organisational systems and procedures for developing their own and others' personal performance in customer service
2. explain how their behaviour impacts on others
3. explain how to review effectively their personal strengths and development needs
4. describe how to put together a personal development plan for themselves or a colleague that will build on strengths and overcome weaknesses in areas that are important to customer service
5. explain how to obtain useful and constructive personal feedback from others
6. describe how to respond positively to personal feedback
7. describe how to put together a coaching plan that will build on their strengths and overcome their weaknesses in areas that are important to customer service and their job role
8. explain how to give useful and constructive personal feedback to others
9. describe how to help others to respond positively to personal feedback.

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## Unit 311

# Manage own professional development within an organisation

**Level:** 3

**Credit value:** 4

**NDAQ number:** L/600/9586

### Unit aim

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

### Learning outcomes

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

1. Be able to assess own career goals and personal development
2. Be able to set personal work objectives
3. Be able to produce a personal development plan
4. Be able to implement and monitor own personal development plan

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### 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 311**

## **Manage own professional development within an organisation**

### Outcome 1

Be able to assess own career goals and personal development

#### **Assessment Criteria**

The learner can:

1. identify own career and personal goals
2. assess how own career goals affect work role and professional development.



**Unit 311**                    **Manage own professional development within an organisation**

Outcome 2                    Be able to set personal work objectives

**Assessment Criteria**

The learner can:

1. agree SMART (Specific, Measurable, Achievable, Realistic and Time-bound) personal work objectives in line with organisational objectives.

## **Unit 311**

## **Manage own professional development within an organisation**

### **Outcome 3**

Be able to produce a personal development plan

#### **Assessment Criteria**

The learner can:

1. identify gaps between objectives set, own current knowledge and skills
2. produce a development plan.

## **Unit 311**

## **Manage own professional development within an organisation**

### Outcome 4

Be able to implement and monitor own personal development plan

#### **Assessment Criteria**

The learner can:

1. plan activities identified in own development plan
2. explain how to monitor and review own personal development plan.

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## Unit 314

## Monitor effective cabin crew performance

**Level:** 3

**Credit value:** 3

**NDAQ number:** L/601/5646

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in monitoring effective cabin crew performance.

### Learning outcomes

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

1. Be able to monitor effective cabin crew performance
2. Understand how to monitor effective cabin crew performance

### 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 22 – Monitor effective cabin crew performance 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 314**

### Outcome 1

## **Monitor effective cabin crew performance**

Be able to monitor effective cabin crew performance

### **Assessment Criteria**

The learner can:

1. work with cabin crew on their personal development plans
2. support individuals who do not fully understand safety and emergency procedures and/or their roles and responsibilities in line with organisational procedures
3. monitor cabin crew's performance and provide feedback in an appropriate way
4. deal with shortfalls or problems relating to crucial aspects of health, safety and security according to organisational procedures.

## **Unit 314**

### **Outcome 2**

## **Monitor effective cabin crew performance**

Understand how to monitor effective cabin crew performance

### **Assessment Criteria**

The learner can:

1. explain organisational competency requirements
2. explain roles and responsibilities of cabin crew, flight crew and ground crew
3. identify symptoms and causes of breakdowns in communications and explain organisational procedures for dealing with them
4. explain the organisational communication process
5. explain the organisational appraisal system
6. explain how to encourage staff motivation and teamwork
7. explain the differences between formal and informal feedback.

## Unit 314      Monitor effective cabin crew performance

### 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:** 3

**Credit value:** 1

**NDAQ number:** J/601/5628

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in monitoring and maintaining in flight services.

### Learning outcomes

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

1. Be able to monitor and maintain in-flight service resources
2. Understand how to monitor and maintain in-flight service resources
3. Be able to monitor and maintain in-flight services
4. Understand how to monitor and maintain in-flight services

### Guided learning hours

It is recommended that **10** 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 16 – Monitor and maintain in flight services 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 315**

### Outcome 1

## **Monitor and maintain in-flight services**

Be able to monitor and maintain in-flight service resources

### **Assessment Criteria**

The learner can:

1. receive, store and handle service resources in line with organisational procedures
2. check that service resources received match the description provided
3. keep resources secure at all times
4. identify problems in service resources and take action to put things right
5. complete documents relating to receiving and selling and monitoring the quantity and condition of service resources fully, accurately and clearly
6. deal with all unused service resources and waste in line with organisational and relevant legal requirements.

## Unit 315

### Outcome 2

## Monitor and maintain in-flight services

Understand how to monitor and maintain in-flight service resources

### Assessment Criteria

The learner can:

1. identify types of resources and explain organisational procedures for dealing with them, including:
  - catering
  - items for sale
  - items to maintain passenger comfort
  - items to help passengers use information technology equipment
2. explain organisational procedures for receiving, storing and handling resources
3. explain how to keep resources secure
4. explain organisational recording procedures relating to receiving, using, selling and monitoring, the quantity and condition of service resources
5. give examples of short and long term solutions to problems with resources
6. explain organisational procedures for dealing with/disposing of unused resources and waste
7. explain health regulations relating to in-flight service resources.

## **Unit 315**

### Outcome 3

## **Monitor and maintain in-flight services**

Be able to monitor and maintain in-flight services

### **Assessment Criteria**

The learner can:

1. maintain in-flight services to meet organisational service standards
2. carry out duties efficiently and in line with organisational standards and procedures
3. take prompt and appropriate action in response to problems to minimise disruptions and maintain service standards
4. monitor passengers' questions, comments and complaints to ascertain customer satisfaction levels
5. identify shortfalls in service standards and take action to put things right.

## Unit 315

### Outcome 4

## Monitor and maintain in-flight services

Understand how to monitor and maintain in-flight services

### Assessment Criteria

The learner can:

1. describe services including:
  - catering
  - selling items
  - services to maintain passenger comfort
  - services to help passengers use information technology equipment
2. identify equipment and any adaptations to support the needs of passengers who have special needs
3. explain organisational procedures for dealing with broken, damaged or faulty equipment
4. explain organisational service standards
5. give examples of possible problems and explain how to deal with them, including resources, equipment, staff and passenger incidents
6. give examples of short-term and long-term solutions to maintaining in-flight services.

## **Unit 315            Monitor and maintain in-flight services**

### 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.

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

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

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 316

# Implement organisational procedures for handling foreign cash/cash equivalents

**Level:** 3

**Credit value:** 2

**NDAQ number:** L/601/5520

### Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in handling foreign cash/cash equivalents on board aircraft

### Learning outcomes

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

1. Be able to follow organisational procedures for handling foreign cash/cash equivalents
2. Understand organisational procedures for handling foreign cash/cash equivalents

### 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 10 – Follow organisational procedures for handling foreign cash/ cash equivalents 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 316**

### **Implement organisational procedures for handling foreign cash/cash equivalents**

#### Outcome 1

Be able to follow organisational procedures for handling foreign cash/cash equivalents

#### **Assessment Criteria**

The learner can:

1. instruct on-board cabin crew fully in cash-system operating procedures, relevant organisational policy and the secure and safe handling of cash and cash equivalents
2. make sure cabin crew are aware of current exchange and commission rates for accepting foreign cash and cash equivalents
3. investigate any difficulties that arise
4. manage the movement of cash and cash equivalents in a secure and safe way
5. process payments and refunds in line with organisational policy
6. identify problems with the system and recommend improvements where appropriate.



## Unit 316

## Implement organisational procedures for handling foreign cash/cash equivalents

### Outcome 2

Understand organisational procedures for handling foreign cash/cash equivalents

#### Assessment Criteria

The learner can:

1. explain organisational manual and computerised cash systems
2. explain what is meant by cash equivalents
3. explain how to recognise different currencies
4. explain how to use organisational systems for handling and recording cash
5. explain how to handle discrepancies
6. list current exchange rates used on board
7. provide organisational limits on using credit and debit cards
8. explain how to use credit cards and cheques securely, including;
  - confirmation systems
  - validation
9. explain the principles and methods relating to preventing fraud
10. explain procedures for handling a fraudulent customer
11. summarise different levels of staff responsibility for cash and cash equivalents
12. explain how to balance the till.

## Unit 316                    Implement organisational procedures for handling foreign cash/cash equivalents

### 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 401

# Provide leadership and direction for own area of responsibility

**Level:** 4

**Credit value:** 5

**NDAQ number:** T/600/9601

### Unit aim

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

### Learning outcomes

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

1. Be able to lead in own area of responsibility
2. Be able to provide direction and set objectives in own area of responsibility
3. Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement
4. Be able to assess own leadership performance.

### Guided learning hours

It is recommended that **30** 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 linked to the MSC B6 Provide leadership in your area of responsibility.

### 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 401**

## **Provide leadership and direction for own area of responsibility**

Outcome 1

Be able to lead in own area of responsibility

### **Assessment Criteria**

The learner can:

1. identify own strengths and ability to lead in a leadership role
2. evaluate strengths within own area of responsibility.

## **Unit 401**

### **Provide leadership and direction for own area of responsibility**

#### Outcome 2

Be able to provide direction and set objectives in own area of responsibility

#### **Assessment Criteria**

The learner can:

1. outline direction for own area of responsibility
2. implement objectives with colleagues that align with those of the organisation.

## **Unit 401**

### **Provide leadership and direction for own area of responsibility**

#### Outcome 3

Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement

#### **Assessment Criteria**

The learner can:

1. communicate the agreed direction to individuals within own area of responsibility
2. collect feedback to inform improvement.

## **Unit 401**

## **Provide leadership and direction for own area of responsibility**

### Outcome 4

Be able to assess own leadership performance.

#### **Assessment Criteria**

The learner can:

1. assess feedback on own leadership performance
2. evaluate own leadership performance.

## 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 3 Aviation Operations in the Air - Cabin Crew (4943)

NQF units		QCF units	
Unit Number/Title		Unit Number/Title	
Unit 204	Recognise airside hazards and minimise risks	Unit 204	Recognise airside hazards and minimise risks
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 211	Follow organisational procedures for handling foreign cash – cash equivalents	Unit 316	Implement organisational procedures for handling foreign cash/cash equivalents
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 301	Lead cabin crew in responding to abnormal, dangerous or emergency situations	Unit 301	Lead cabin crew in responding to abnormal, dangerous or emergency situations
Unit 302	Monitor and maintain health, safety and hygiene	Unit 302	Monitor and maintain health, safety and hygiene
Unit 303	Monitor and maintain security on board aircraft	Unit 303	Monitor and maintain security on board aircraft
Unit 304	Monitor and maintain effective cabin crew performance	Unit 304	Ensure effective cabin crew performance



Unit 305	Monitor and maintain air cabin services		
Unit 306	Monitor and maintain aircraft systems, equipment and the environment	Unit 306	Monitor and maintain aircraft cabin systems, equipment and the environment
Unit 307	Monitor, maintain and enhance effective quality and customer care	Unit 307	Monitor, maintain and enhance effective quality and customer care
Unit 308	Promote continuous improvement	Unit 308	Promote continuous improvement
Unit 309	Develop your own and others' customer service skills	Unit 309	Develop your own and others' customer service skills
Unit 310	Manage your own resources		
Unit 311	Manage your own resources and professional development	Unit 311	Manage own professional development within an organisation
Unit 312	Provide leadership for your team	Unit 401	Provide leadership in area of own responsibility
Unit 313	Develop productive working relationships with colleagues	Unit 218	Develop working relationships with colleagues

## 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](http://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.

**City & Guilds**

Skills for a brighter future



[www.cityandguilds.com](http://www.cityandguilds.com)

# Useful contacts

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## UK learners

General qualification information

T: +44 (0)844 543 0033

E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)

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## International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)

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## Centres

Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)

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## Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)

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## International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)

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## Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

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